



El Ejercicio Profesional como forma de culminación de estudios de la Carrera Licenciatura Educación Agropecuaria
The Practice of a Profession like form of culmination of studies of the Agricultural Race Bachelor's degree Education

Norca Favier-Chibas

Universidad de Guantánamo, Guantánamo, Cuba

Correo(s) electrónico(s)

norca@cug.co.cu

ORCID: <https://orcid.org/0000-0001-7767-3981>

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Resumen

El estudio se orienta a la estructuración del Ejercicio Profesional como forma de culminación de estudios de la Carrera Licenciatura en Educación Agropecuaria. Se utilizaron métodos teóricos y empíricos para la construcción y fundamentación de la propuesta que condujeron a la consecución del resultado. En su estructura sistémica se determinaron cada uno de los componentes del mismo, ajustados a las características de la carrera y adecuados a las exigencias del Proceso de Educación Técnica y Profesional, como objeto de la profesión, lo que aproxima al estudiante hacia el dominio de los modos de actuación profesional en el eslabón de base.

Palabras clave: Ejercicio profesional; Proyección metodológicas; Educación Agropecuaria; Culminación de estudio.

Summary

The study guides the structuring of the Practice of a Profession like form of culmination of studies of the Agricultural Race Licentiate Education itself. They utilized theoretic methods and empiricists for the construction that they drove the attainment of the result and foundation of the proposal. In his systemic structure determined him each one of the components of the same, adjusted to the characteristics of the race and adequate to the Technical and Professional requirements of Education's Process, like object of the profession, that brings near the student toward the command of the modes of professional acting in the link of base.

Key words: Practice of a profession; Projection methodological; Agricultural education; Culmination of study.

Introduction

The exercise presented here corresponds to the culmination of studies of the Bachelor's Degree in Agricultural Education. This career is a social priority for the agricultural development of the country in general, and for the Guantanamo province in particular. In this career are trained teachers of technical subjects needed by the Agricultural Polytechnic Institute (IPA), from which graduate technicians in Agronomy, Forestry, and Animal Husbandry-Veterinary; specialties where the improvement of the methodological projection for the development of the formative teaching-learning process is an indispensable need.

In the analysis made of the form of completion of studies of the Bachelor's Degree in Agricultural Education, according to Study Plan E, different types of this evaluation can be designed, for example: diploma works, state exams, professional exercises, projects, evaluation by portfolio, or others, always adjusted to the characteristics of the career and adequate to the requirements of the undergraduate program. However, it was found that in the last ten years only diploma work and state exams have been carried out; although these forms of culmination of studies contribute to the solution of problems of the educational practice, they offer few possibilities for the student to manifest the mastery of the modes of action, where insufficiency is appreciated in the methodological projection of the subjects of the professional training cycle; all this suggests the realization of professional exercises adjusted to the characteristics of the career and adequate to the demands of the Process of Technical and Professional Continuous Education of the worker in training, as the object of the profession.

The previous idea is consistent with what is stated in the Syllabus E, where it is specified that "the completion of the studies selected by the career in each university should enable the student to demonstrate mastery of the modes of action necessary for the exercise of the profession in the basic link" (MES, 2016, p. 25).

Meanwhile, at the University of Guantánamo, the treatment given to professional exercises is insufficient, where the knowledge of the essential aspects for their realization is required. For such reasons, for the culmination of studies of the Bachelor's Degree in Agricultural Education, the Professional Exercise has been determined since it enables greater demonstration by the student, of the modes of action of the professional and at the same time can contribute to the solution of professional problems in their sphere of action.

Consequently, this article is aimed at socializing the structure of the Professional Exercise as a way of culminating the studies of the Bachelor's Degree in Agricultural Education. The exercise is linked to the international collaboration project "Strengthening of the professional training process of young people and workers in Technical and Professional Education in selected specialties for their insertion into employment in the world of work (PROFET)", developed by Technical and Professional Education in Guantánamo province in collaboration with Belgium.

Development

The transformations carried out in the educational sector promote the way of thinking, raising awareness, reflecting and acting to face in a scientific way the realization of the teaching, methodological, research and extension work in the students, being essential a coherent and integrated work, where all those responsible for facing the different tasks that are planned in each of the educational, production and services scenarios are involved.

In this order, the First National Conference of the Communist Party of Cuba, stipulates that the political-ideological work is based on the ethics and values of the Revolution and emphasizes the eminence of the task of education with a greater articulation between educational agencies such as the family, school, community and labor entity, likewise, the Guidelines of the Economic and Social Policy of the Party and the Revolution, establish this process towards a prosperous and sustainable socialism. In the field of education, it is outlined, in summary, to continue advancing in raising the quality and rigor of the teaching-learning process, for which it is indicated to train the teaching staff needed to respond to the needs of schools at different levels of education and strengthen the role of the teacher in the classroom, so that they can respond to the full development of children, adolescents and young people that society entrusts them (Guidelines 133, 134 and 135).

That is why the transformations that have been taking place in Cuban Higher Education have brought as one of its derivations the design of a new generation of curricula. Precisely, in the Bachelor's Degree in Agricultural Education, one of these transformations is concerned with the form of culmination of studies through professional exercises.

The article has the particularity of presenting the structure of the Professional Exercise in harmony with the requirements of the Model of the Professional of the Bachelor's Degree in Agricultural Education.

The proposed exercise is characterized by the close relationship between the different components that make up its structure from a theoretical and practical perspective. It is flexible, given the possibilities of adapting it to another career, in correspondence with the professional's modes of action; while it is built from a systemic approach due to the need to sequence the chapters in an integrated manner.

Its structure is conceived with: front cover, back cover, dedication page, acknowledgements page, summary or table of contents, summary, introduction, development with its respective sections, conclusions, recommendations, bibliography and annexes.

The title page includes the following elements: Republic of Cuba, Ministry of Higher Education, Faculty, Department and Career, Title of the Professional Practice, Author and year.

The back cover specifies: Republic of Cuba, Ministry of Higher Education, Faculty, Department and Career, Title of the Professional Practice, Author, Tutors and year.

The summary in Spanish and English, expresses in an excerpted way the elements contained in the research, highlighting the novel aspects that are taxed and its incidence radius in the solution of the problem, contains in synthesized form certain antecedents and indicates the objective and scope of the review, the methodology used and enunciates the main conclusions, it should not exceed 100 words in a single paragraph.

The introduction should include a brief review of the current state of knowledge on the subject, it should not be written in the first person, it is appropriate to start from the general to the particular, highlighting the need and importance of it. The introduction identifies the objective of the exercise and specifies the project and/or the line of research to which it responds. It should not exceed 3 pages.

The development is the manifestation of the level of depth, richness and importance of the content of the professional practice being addressed and is organized in three sections:

- I. Location of a subject of the technical training cycle in the Curriculum: it contains the name of the subject, the legal basis that supports it, the type of training to which it contributes, the thematic plan, the professional problem and the general objective of the subject.
- II. Methodological projection of a unit of the subject program:
 - Justification of the professional problem of the selected unit and its relation to that of the subject.
 - Professional problem solved by the unit.
 - Relationship or linkage of the unit with the occupational profile of the future professional.

- Explain the importance of this link between the profile and the contents taught in the unit.
- Derivation of the objectives of the unit of study, by classes.
- Content of the unit.
- Specify the skill, knowledge system and axiological component, which lead the student towards a formative learning and personal growth.
- Teaching methods of the unit.
- Justification of the selected methods.
- Means of teaching the unit.
- Justification of the teaching means to be used in each class.
- Evaluation of the unit.
- Approach of the different forms and types of evaluation to be applied in each class.
- Elaboration of an evaluation instrument for the unit.
- Bibliography of the unit.

Presentation of the bibliography to be used in the unit, taking into account the following profiles:

- Technical
- Methodological
- Psychological
- Pedagogical
- Political and ideological

Among others (keep in mind its update)

- Typology of the classes of the unit. Specify the types of classes that are developed in the unit, according to the Didactics of the specialties of Technical and Professional Education.
- Professional didactic principles. To explain the professional didactic principles that are fulfilled in the classes of the unit.
- Ideo-political transversalization of the content.
- Directing programs.
- Updating of the Cuban Economic Model.

I. Planning and presentation before a court of a demonstrative methodological class.

- Planning a class according to the didactic structure of the class in Technical and Professional Education and presenting it before a tribunal integrated by professors with experience in the teaching of the subject.

Conclusions must be generalizing; concrete and very specific of the work carried out by the student, as they are derived from the development of the work. They must be written as conclusive elements and in independent paragraphs.

The recommendations are general, should be derived from the chapters and conclusions, guaranteeing their concrete effectiveness through specific suggestions, should express logic and motivational character, and should always be based on the introduction of results.

Bibliographical references: all the literature used, texts, press articles, magazines, thesis, internet sites, among others, should be oriented. With an adequate level of updating, where 50% of them are located in the last ten years and 20% in the last five years. It is organized taking into account the APA 6th edition.

Standard of presentation of the report:

It is prepared in Word format, letter paper 21.59 x 27.94 (8½ x 11), Arial 12 font, 2 cm margins, 1.5 cm spacing.

Model for the evaluation of the Professional Practice

Dimension	Indicators	Evaluation scale				Evaluation of the dimensión
		5	4	3	2	
Location of the subject in the Syllabus	Mastery of the legal basis (RM) that protects it					
	Mastery of the training to which tributes					
	Mastering the time background					

	Mastery of the thematic plan					
Methodological projection of a unit of the subject program	Professional problem substantiation					
	Derivation of the objective of the unit per class					
	Structuring of the content of the					
	by class					
	Proposal of methods per class					
	Selection of teaching aids per class					
	Proposal of types and forms of evaluation per class					
	Example of evaluation					
	Proposal of bibliography to be used per class					
	Class typology					
Planning presentation in court of a methodological demonstration class	Didactic structure of the class					
	Content mastery					
	Adequate treatment of the non-personal components of the teaching-learning process.					
	Socio-affective climate (motivation)					
	Ideo-political transversalization of the content					
	Use of information and communication technology					

Description of the evaluation scale

FINAL PERFORMANCE EVALUATION				
2.	Disagree: if you consider that you do not approve of the indicators.			
3.	Partially agree: if you consider that between 25 and 50% of the indicators present insufficiencies and should be improved.			
4.	Agree: if you agree, but consider that there are elements that do not exceed 25% that can be improved.			
5.	Totally agree: If you are totally in agreement with what is required.			

Procedure for calculating the final evaluation

To evaluate the dimension, all the scores given to the dimension indicators are added together and the result is divided by the total number of indicators.

To evaluate the Professional Practice, the score given to each indicator is added up and divided by the total number of indicators.

To the result of the previous procedure, the evaluation made by the court is added, taking into account the content of the Regulations of Teaching and Methodological Work of Higher Education, which in Article 229, states that to issue the qualification of the exercise of culmination of studies, the court will evaluate the fulfillment of the general objectives of the career, so that the student evidences the mastery of the ways of acting of that profession.

Depending on the characteristics of the exercise, the following elements will also be taken into account:

a) Quality of the work.

b) Creative capacity, originality and independence in the development of the work.

c) Quality of the presentation during the defense (use of correct language, answers to questions and mastery of the subject).

d) Confidence to argue and defend their points of view.

e) Opinions of the professor designated for the scientific orientation of the student, of the opponent and of the work entity for which the work was done.

Presentation and defense of the professional exercise before an examining board.

The student presents the exercise before an examining board composed of three professors with experience in teaching the subject, one of whom acts as chairman, one as secretary and one member. The student has up to 15 minutes to present the main results of the exercise.

The student has up to 15 minutes to present the main results of the exercise.

The structure of the exercise of the profession as a form of study culmination is feasible for the students of the Agricultural Education Degree Course of the Agroforestry Faculty of the University of Guantánamo, which was corroborated through interviews and surveys applied to professors and students of the course and to professors of the Agricultural Polytechnic Institutes, who coincide in stating that it is logically structured and contains the essential aspects related to the modes of action of the professional of the course of reference. Meanwhile, its practical result is recognized after being validated during the 2019-2020 school year, developed by 17 students, 88% of whom obtained a score of 5 points, and 22% finished with 4 points, for an average score of 4.88 points.

Conclusions

The structure of the exercise of the profession provides an effective way for the completion of studies in the Bachelor's Degree in Agricultural Education at the University of Guantánamo, which is connoted from the results of the application of the survey and interviews to professors and students, thus the results of the completion of studies of the last cohort.

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