



Desarrollo local rural. Estrategia para su desarrollo y dinámica de superación profesional Local rural development. Strategy for their development and dynamics of professional improvement

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Resumen

El presente trabajo tiene como objetivo socializar una estrategia pedagógica para el desarrollo de la dinámica de superación profesional para la gestión del desarrollo local rural del profesor de Agropecuaria de los Institutos Politécnicos Agropecuarios de Montaña. Se utilizaron métodos teóricos para la fundamentación de la propuesta y la modelación en su construcción. En su estructura sistémica, se determinaron cada uno de los componentes de los subsistemas y sus relaciones, con el fin de establecer la factibilidad de la misma y lograr el mejoramiento del desempeño del profesor en su vínculo con la comunidad rural.

Palabras clave: Dinámica de la superación profesional; Desarrollo local rural; Líderes y actores locales; Escenarios de convivencia socio agro productiva local

Abstract

The present work aims to socialize a pedagogical strategy for the development of the dynamics of professional improvement for the management of the rural local development of the professor of Agriculture of the Agricultural Polytechnical Institutes of Mountain. Theoretical methods were used for the foundation of the proposal and the modeling in its construction. In its systemic structure, each of the components of the subsystems and their relationships were determined, in order to establish their feasibility and improve the teacher's performance in his or her relationship with the rural community.

Keywords: Dynamics of professional upgrading; Local rural development; Local leaders and actors; Scenarios of local socio-productive coexistence

Introduction

One of the challenges facing education in Latin America today is the ongoing training of professionals, which requires continuous processes of creation, dissemination, transfer, adaptation and application of knowledge, to meet the demands that the present demands, and create the capacity to meet new social challenges, productive and cultural.

In Cuba, the permanent formation of education professionals favors their preparation, to turn them into a transforming social force that promotes the sustainable development of society.

In the particular case of the professor of Agriculture of the Agricultural Polytechnical Institutes (IPA), one of the challenges that he must face is the direction of the Process of Technical and Professional Education (PETP) of the qualified labor force of average technical level and qualified worker, which demands the agricultural development of the country, characterized as a worker-producer, with high technical qualification, politicized and immersed in the problems of his community, and of the culture of his country as an agent of change.

This requires the professor of Agriculture of the Mountain PPIs, given its formative role, to assume an attitude of permanent formation that assures the PETP in relation to the current socioeconomic model, the scientific-technical development and the productive processes that are developed in the rural and mountain areas. As well as its contribution to the transformation of the environment in correspondence with the potentialities of the territory, which demands not only knowledge and skills typical of the specialty, but also community work to influence the transformation of its environment through the management of its development?

Similarly, the need to organize the process of continuing education of agricultural teacher of Mountain IPA, from the potential of the job offered by the integration between the university, the polytechnic institute, the labor entity, and the community. This integration allows the conscious participation of decision makers and / or local actors to establish the links between the socio-economic policies of the territory with professional improvement.

Among the university processes that have the greatest impact on the territory is the one related to postgraduate activity, aimed at the improvement, training, updating and preparation of professionals so that they can take on the challenges that the leadership of the Revolution focuses

on from the guidelines of the VI and VII Congresses of the Cuban Communist Party, mainly in terms of local development.

In spite of the efforts made and the discreet progress achieved in the professional improvement of the Mountain PPI agricultural teacher, on the basis of the accumulated pedagogical experience and as a result of the perceptible factual diagnosis, the following insufficiencies have been noted in educational practice:

- Limited correspondence between the educational projection, permanent training, their learning needs, and the territorial development plans.
- Lack of intentionality in the preparation of the teacher for the management of local rural development from the conception and development of the plans and programs of professional overcoming.
- Insufficiencies in the application of viable theoretical-methodological alternatives for the follow-up and control of the expected changes in the pedagogical professional performance of the teacher and in local rural development.

In order to contribute to solve the previous problem, a pedagogical strategy is proposed for the development of the dynamics of professional improvement for the management of the local rural development of the professor of Agriculture of the IPA of Mountain.

The work that is presented is part of a task of the project strengthening the formation of professional competences in the centers of the Ministry of Higher Education (MES), for the management of sustainable territorial development in the east of Cuba.

Development

The present research has the particularity of elaborating a pedagogical strategy for the development of the dynamics of the process of professional overcoming for the management of the rural local development, of the professor of Agriculture of the IPA of Mountain, which constitutes a challenge for the improvement of the professional overcoming. On the other hand, the treatment of the subject from the pedagogical sciences is insufficient to allow this professional to participate as a manager of local development in rural areas, in its link with the different contexts of Technical and Professional Education.

The proposed pedagogical strategy is characterized by the close relationship established between the different stages that make it up from a theoretical and practical perspective. It is flexible and open, given the possibilities of adapting to change, in correspondence with the needs and interests of those involved in determining the needs for professional improvement. It allows for the reorganization and confrontation of daily life, taking into account the needs expressed in its performance from its interaction with the contexts of ETP. This same interaction with the ETP contexts, allows it to be open and allows changes that enrich the knowledge related to the management of local rural development, from the theoretical to its application in practice.

The pedagogical strategy presented here is based on a structural-functional systemic approach due to the need to sequence its stages, phases, and actions in an integrated manner towards the orientation of the dynamics of professional improvement for the management of local rural development of the Mountain PPI agricultural teacher. It is conceived as a system guided by a general objective, stages with their respective phases, and actions, where hierarchy relations are established among them.

The general objective of the strategy is directed to the orientation of the dynamics of the professional overcoming for the management of the rural local development of the professor of Agriculture of the IPA of Mountain, from the PETP that they direct, from a system of actions conducive to the treatment of the presented insufficiencies that propitiate their preparation for these ends.

From the determination of the objective, the pedagogical strategy is articulated in three stages, see (Figure.1)

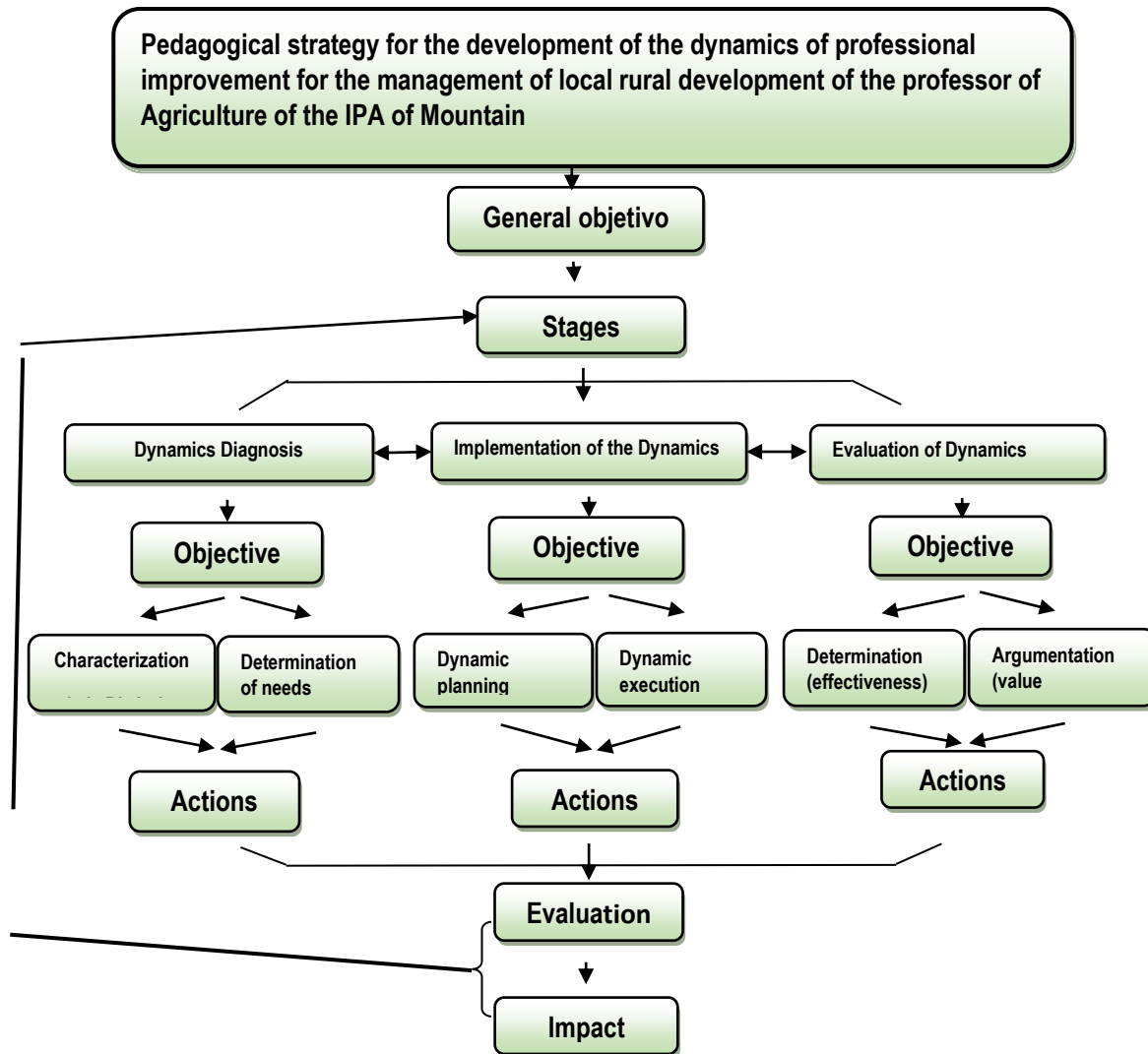


Figure. Pedagogical strategy for the development of the dynamics of professional upgrading for the management of local rural development of the Mountain PPI agricultural teacher

Characterization of the Stages

Stage I: Diagnosis of the development of the dynamics of professional improvement for the management of local rural development of the professor of Agriculture of the IPA of Mountain.

The objective of this stage is to identify and describe the aspects to be evaluated related to the elements that have the greatest impact on professional development. It involves the determination and current characterization of the development of the dynamics of professional development, in

order to agree on the effectiveness of professional development for the management of local rural development of the Agriculture and Livestock Professor of the PPI for the Mountain.

This stage is developed in two phases

Phase 1. Determination of the characteristics of the current process of professional improvement for the management of local rural development of the Mountain PPI agricultural teacher.

Research instruments will be applied to obtain criteria that characterize the professor's mastery of the theoretical platform for the management of local rural development, and its articulation with the PETP.

In this phase, the necessary information is collected, facilitating the organization of actions that favour the preparation of the teachers, as well as evaluating the correspondence and actuality of their knowledge with the demands of local development in rural areas, to contribute in this way to their management from the PETP of the medium level technician and qualified worker in Mountain Agronomy, in which they become local actors.

In the development of the diagnosis, the following elements must be prioritized: mastery of the challenges of local socio-agricultural development in rural areas; understanding of the management of local rural development from the PETP; mastery of the essential contents of local rural development to contribute to its management from the PETP; projection of socio-agricultural pedagogical actions to transform the local rural environment.

Some actions to be developed in this phase are

Select a teacher with professional experience to lead the implementation of the strategy at the IPA.

Apply instruments to verify the level of preparation that teachers have to manage local socio-productive pedagogical projects.

- To verify in the educational practice the level of orientation on management of local rural development from the PETP.
- To verify the level of endogenous knowledge management from strategic alliances with agents from different agricultural training contexts.

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- To verify in the pedagogical practice the participation of decision makers and local actors.
 - To verify the establishment of scenarios of socio-agricultural coexistence in order to perceive local development challenges.
 - To verify the reconstruction-demonstration of teaching, research, and productive experiences in local rural development.
 - Carry out a pedagogical characterization of the teachers with emphasis on their potentialities and limitations for this knowledge.

Phase 2: Determination of the needs of professional improvement for the management of local rural development required by the teachers of Agriculture of the Mountain PPIs.

In order to determine the needs for professional development in accordance with the requirements of the PETP and local rural development, it is necessary to apply certain instruments and techniques that allow for the identification of the current and potential development of the teacher, as well as motivational and emotional aspects that make it possible to articulate the requirements of the PETP and forecast the future actions of the teacher in relation to his or her preparation for the management of local rural development, taking into account the future variation or not of the existing conditions at the given moment.

To determine the needs for professional improvement, techniques or instruments will be used, such as observations of the PETP, surveys and interviews, review of documents, and the criteria of managers and methodologists.

In this phase, the following actions, among others, are developed:

- Establish the cognitive needs that the teacher has to manage local socio-agricultural pedagogical projects.
- Determine the needs of cultural involvement in the management of local rural development that the teacher possesses.
- To verify the needs that the teachers have for the formative extensionism of the management of the local rural development.
- To determine the needs of interactive accompaniment that the professor has.

Stage II: Implementation of the actions of professional improvement for the management of local rural development of the Mountain PPI agricultural teacher, with the interactive accompaniment as a form of organization.

The aim of this stage is to plan, according to the needs specified, the pedagogical actions to be carried out in the framework of the process of professional improvement for the management of the local rural development of the Mountain PPI agricultural teacher.

This stage is made up of two phases

Phase 1. Planning of the pedagogical actions of professional improvement for the management of the local rural development of the teacher of Agriculture of the IPA of Mountain.

This phase requires the development of a process of search of information that allows the teacher to insert the management of the rural local development, from the **PETP of the technician of average level and qualified worker in Agronomy of Mountain.**

The following actions are developed

- To project the conscious appropriation of the management of local rural development from the PETP, through training, socio-agricultural workshops, teaching and scientific methodological activities.
- To promote the transfer of relevant knowledge associated with local rural development, through the establishment of strategic alliances between actors in different rural agro-training contexts.
- To establish the bases for the execution of local pedagogical socio-agro productive projects that allow, through the PETP, the development of activities that generate goods and/or services useful to the locality, framed within the concept of endogenous development.
- Stimulate the awareness of decision makers and local actors in order to involve them in the process of professional improvement for the management of local rural development of the Mountain PPI's professor of agriculture.
- To arrange spaces for meetings, where pedagogical scientific knowledge, technological scientific knowledge, and traditional knowledge can be discussed, which will promote

new productive agricultural practices, generating motivation to undertake development challenges in the socio-agricultural environment of the rural town.

- To project the cultural formative integration of the management of the rural local development, that allows to cultivate the creative potentialities of the professors, in function of the local social-agricultural transformation.
- To establish the formative extensionism of the management of local rural development through the Agricultural Teaching Fair to articulate knowledge.
- To project the construction-demonstration of teaching, research and productive experiences in the management of local rural development from the PETP
- Conceive different organizational forms such as, interactive accompaniment, workshop, and exchange of experiences, which enable the preparation of the teacher for these purposes.

Phase 2. Execution of the actions of professional improvement for the management of the local rural development of the professor of Agriculture of the IPA of Mountain

This phase is characterized by the development of pedagogical actions, which require a constant interactivity among the participants in the process of professional improvement, to contribute coherently in the management of the rural local development from the PETP. This phase requires an adequate understanding, by the teacher, of the characteristics and requirements of the management of local rural development, from the PETP.

In this phase, the following actions are carried out

- Adapt, update and integrate the activities of the PETP, in line with the challenges of local socio-agricultural development.
- To incorporate to its professional performance a set of knowledge to face development challenges, from the PETP, in the local socio-agricultural productive environment.
- To establish the management of local socio-agro productive pedagogical projects, and to provide services to the community.
- Conquer the sensitization of decision makers and/or local actors from the awareness and reflection that favors the attitudinal evolution before the local socio-agro productive demands.

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- Establish scenarios of socio-agricultural coexistence, promoting dialogue between different educational, scientific and technological knowledge, and traditional knowledge, which allows for the construction of new sustainable socio-agricultural practices in the locality.
 - To promote the cultural formative integration that allows the articulation of the agro transformer management content with the PETP.
 - To develop the construction-demonstration of teaching, research and productive experiences in the management of local rural development, which allows the use of the creative potential of the teacher, to generate local socio-productive transformations from the PETP?
 - To carry out the generalization of good practices in the management of local rural development.
 - To systematize the management of local rural development in the PETP, based on the production of logical arguments that make it possible to organize, prioritize and generalize knowledge associated with local rural development
 - To consciously establish a broad system of relations and interactions of a formative and social nature between teachers and local actors, based on their experiences.
 - To develop different organizational forms, such as, interactive accompaniment, workshops, scientific debate, and meetings for the exchange of experiences, that make possible the preparation of the teacher for the management of local rural development from the PETP.

Stage III: Evaluation of the effectiveness of the pedagogical actions for the development of the dynamics of professional improvement for the management of local rural development of the Mountain PPI agricultural teacher.

The objective is directed to the evaluation of the effectiveness of the planned and implemented actions, through the application of different instruments that facilitate the timely regulation of the process from the detection of the failures presented in the process practice.

This stage consists of two phases

Phase 1. Determination of the effectiveness of the pedagogical actions.

The evaluation constitutes an important moment that allows to evaluate the effectiveness of any activity or process with a view to its regulation. It is through the very development of the professional improvement for the management of local rural development of the professor of Agriculture of the PPIs of Mountain, that the evaluation of the level of effectiveness of the pedagogical strategy will take place; it is for that reason in the PPIs themselves, where their impact must be controlled.

The evolution of the teachers must be reflected through their performance in the direction of the PETP, which allows them to express the management of local socio-agricultural pedagogical projects; the cultural involvement of the management of local rural development; and the formative extensionism of the management of local rural development.

The following actions are carried out

- Design and apply instruments to know the degree of satisfaction of the Mountain PPI's agricultural teachers with respect to the actions of the pedagogical strategy.
- To register achievements and deficiencies with a view to elaborating the evaluation of the level of preparation as a manifestation of the actions of overcoming.
- Apply instruments to evaluate the level of management of local socio-agricultural pedagogical projects; the cultural implication of the management of local rural development; and the formative extensionism of the management of local rural development from the PETP.
- To apply participatory techniques that encourages the expression of evaluation criteria with respect to the quality and effectiveness of the actions being implemented.
- To design an improvement plan for any shortcomings that may arise.
- To elaborate a systematization register with the purpose of evaluating the development of the pedagogical strategy from the following aspects: actions, alternatives, effectiveness, self-evaluation, and significant criteria.
- Systematize the management of local rural development in the PETP and discuss the results with teachers and directors of the institutions involved in this process.

Phase 2. Argumentation of the value judgments of the proposed pedagogical strategy

The determination of the content of the value judgments of the pedagogical strategy implies the conscious approval of the results obtained in each one of the previous stages, since these provide the information on the qualitative changes to be produced in the preparation for the management of the local rural development of the Mountain PPI agricultural teacher, starting from the analysis of the characteristics that characterize the development of an appropriate improvement. These changes constitute the content of the judgments that confirm the value of the implemented pedagogical strategy.

Actions to be developed in this phase

- To assess the direction of professional improvement in the IPA by the managers,

Considering the management of local socio-agricultural pedagogical projects, cultural involvement, formative extensionism of local rural development management, and interactive accompaniment.

- To provide information to the professor about the follow-up and supervision of processes that lead to the orientation-projection of the management of local rural development, management of useful endogenous knowledge, execution of pedagogical projects, sensitization of decision makers and local actors, agreement of scenarios of coexistence, the formative cultural integration, the construction-demonstration of experiences, the generalization of good practices, and the systematization of the management of local rural development in the PETP; stimulating the participation of the professor in all the activities of overcoming.
- Stimulate the participation of the teacher in the planning, dynamics, and evaluation of professional improvement; providing him/her with information about achievements and deficiencies, based on the fulfillment of the previously determined objectives, in a way that favors his/her preparation for this knowledge.
- To emphasize the importance of the systematization of the management of the rural local development in the formative agricultural contexts to contribute to the interactivity teacher-local actors. As well as to reaffirm the role of the agro-transformation management intention of professional improvement.

In order to assess the feasibility of the fundamental contributions of the research, socialization workshops were held with the participation of specialists from mountain agricultural companies, producers, and local decision makers and actors from the municipalities of San Antonio del Sur and Yateras, in the province of Guantánamo, university professors, methodologists, as well as directors and professors from the selected PPIs: Isaías, Méndez, Guzman and Horace Matheo Orihuela; thus verifying the effectiveness of the results obtained.

The general objective of these workshops is directed to: to agree on reliable judgments that, from the analysis and the collective reasoning, provide criteria to evaluate the feasibility and viability of the pedagogic model of the dynamics of professional improvement for the management of local rural development of the professor of Agriculture and Livestock of the Mountain IPAs, with the interactive accompaniment as a form of organization, the principle that supports it, as well as the pedagogic strategy that materializes it.

The methodology used for the workshops was deployed from the qualitative assessment, from considering the interpretation of the participants, who issued their criteria, formulated questions, and made recommendations and suggestions to the contributions of the research.

The methodological procedures followed were directed to:

- To make an oral presentation of up to 30 minutes, by the author of the thesis to the audience to summarize the main results that are contributed in the research; later, through socialization, to favor the process of reflexive construction from the dynamic interaction; this allowed a greater level of interpretative enrichment from the group integration.
- To formulate questions, which propitiated the interchange, evaluative criteria about the main potentialities and limitations of the contributions, and suggestions for their improvement?
- To elaborate a report where the reflections are registered, which was approved unanimously.

Four socialization workshops were held, each with 23, 25, 21, and 24 participants respectively. The synthesis of the main proposals made by the participants is shown in the criteria extracted from the group work, complemented by arguments that recognize the validity of the logic proposed in the contributions of this thesis.

In the conclusions of the workshops, the contributions were not objected to, and no questions were asked about their relevance, viability and feasibility. The reasons previously mentioned indicate the acceptance of the proposals by the participants, and the corroboration of the scientific-methodological value of the contributions of this research for Pedagogy as a science in general and in particular for the professional improvement of the professor of Agriculture of the IPA of Mountain.

The results achieved with the implementation of the proposed pedagogical strategy were taken into account to assess the effectiveness of the research contributions. The pedagogical strategy was applied to 35 teachers, distributed as follows: 16 from IPA Isaías Méndez Guzman and 19 from IPA Horacio Matheo Orihuela.

The following is a sample of the main results achieved:

94.2 % of the teachers, 33, stated that their level of preparation to manage, from the PETP, the local rural development according to the demands of the territory improved.

The teachers recognize the qualitative propulsion in their preparation for the management of the rural local development from the PETP, they dominate their potentialities and limitations, but in addition they project lines for their self preparation, criterion shared by 100 % of these. According to the criterion of 100% of the teachers, there is a improvement in the PETP that they lead, based on the making of correct professional decisions, recognizing also their progress in this sense, as well as the need to contribute to local rural development.

It is achieved the improvement of the relationship of the PETP in the Mountain PPIs with the socio-agricultural processes that are developed in the locality, from the disposition of the teachers to self-manage and co-manage activities, to face the challenges of socio-agricultural development of the local environment, using the existing endogenous resources.

In nine of the visited activities out of ten (90%), the preparation for the management of local rural development of the Mountain PPI agricultural teacher is a point of analysis during the activities, and the teacher's impact on local transformation is considered an important indicator in the evaluation of the training process developed in the Mountain PPI.

El 100 % de las clases visitadas a los profesores mostraron los nuevos conocimientos adquiridos, como parte de la superación profesional para la gestión del desarrollo local rural recibida.

The 35 teachers, 100 %, establish professional improvement as a fundamental way to contribute to their preparation in terms of local development management in rural environments, from the PETP, in line with the prevailing socio-agricultural requirements in the territory.

Conclusions

The proposed pedagogical strategy provides an effective way to prepare the Mountain PPI agricultural teacher for the management of local rural development from the PETP, the feasibility of which is connoted from the results of the application of the quasi-experiment. The users of the pedagogical strategy recognize its scientific-methodological value, the coherence of its stages and its correspondence with the system of relations that sustain it, as well as the forms of organization, which constitutes a new perspective in the professional improvement for the management of the rural local development of the professor of Agriculture of the IPA of Mountain.

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