

***La sistematización de experiencias y el acompañamiento, como
formas de trabajo metodológico en la empresa
The systematization of experiences and the accompaniment, as
form of methodological work at the company***

Delmis Rodríguez Morales; Norca Favier Chibas; Adilson Tadeu-Basquerote

Escuela de Oficios Arsenio Carbonell Vázquez, Palma Soriano, Santiago de Cuba.
Facultad Ciencias de la Educación. Universidad de Guantánamo.
Universidade para o desenvolvimento do Alto Vale de Itajaí (UNIDAVI) Brasil.

Correo (s) electrónico (s)

drodriguez.dmeps@ps.sc.rimed.cu

norca@cug.co.cu

adilson.silva@unidavi.edu.br

ORCID: <http://orcid.org/0000-0001-9912-9362>

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

<http://orcid.org/0000-0002-6328-1714>

Recibido: 6 de julio 2022

Aceptado: 19 de enero de 2023

Resumen

La preparación metodológica de los actores en las empresas para dirección del proceso de formación del Técnico Medio en Agronomía es un tema prioritario en la relación politécnico agropecuario-empresa. Insuficiencias en el desempeño pedagógico profesional de estos actores, justifican la necesidad de profundizar desde la ciencia en la referida problemática. El artículo refiere soluciones a carencias metodológicas de los actores de las empresas, a partir de concebir la sistematización de experiencias, el acompañamiento, y la asesoría como nuevas formas de trabajo metodológico que permiten la preparación de los actores en el proceso productivo. Durante el desarrollo del estudio se emplearon métodos teóricos y empíricos, los que permitió la valoración de dicha problemática.

Palabras clave: Trabajo metodológico; Sistematización; Acompañamiento; Desempeño.

Abstract

The methodological preparation of the actors in the enterprises for the management of the training process of the agronomy technician is a priority issue in the agricultural polytechnic-enterprise relationship. Inadequacies in the professional pedagogical performance of these actors, justify the need to deepen from science in the referred problematic. The article refers to solutions to methodological deficiencies of the actors of the enterprises, starting from conceiving the systematization of experiences, the accompaniment, and the consultancy as new forms of methodological work that allow the preparation of the actors in the productive process. During the development of the study, theoretical and empirical methods were used, which allowed the assessment of these problems.

Key Words: Methodological work; Sistematization; Accompaniment, Performance.

Introduction

The Cuban education system, as part of its continuous improvement, is immersed in a process of profound changes, in search of "raising the quality and effectiveness of educational work at all educational levels" (Hechavarría, Fernández & Fernández, 2018, p.16).

Hence, Technical and Vocational Education projects the training of the intermediate technician taking advantage of all the potentialities provided by the 1941/86 agreement, school-business link, that is, a technical training from the polytechnic-business relationship.

In the particular case of the Agronomy specialty, this process is closely related to the process of Practical Teaching, in which the technicians in training, the teachers, and the directors of the Polytechnic Center and of the Company, as well as the production specialists or training actors participate.

The participation of these agents in this formative process guarantees an advance towards the improvement of the professional training of the middle level technician, as a work force driving socioeconomic development in Cuba; hence the methodological work in this context constitutes a fundamental element.

In this sense, Crespo defines that:

The methodological work is the dimension that prioritizes the preparation of managers, officials and educators to assume a management style that favors the participation of students, family, community agents and agencies in the construction of the Institutional Educational Project and

group as a context of educational transformation that result in the integral formation of students.
(2019 p. 1)

Therefore, the methodological work constitutes a way of great value in practical teaching to instruct the training actors in the tactical elements necessary in the conduction, control and evaluation of the professional pedagogical process that is developed in the context of the agricultural polytechnic-enterprise relationship during the training of the agricultural technician.

When carrying out a factual-perceptible diagnosis, methodological deficiencies of the actors of the enterprises that affect the professional pedagogical performance in the training of the agricultural technician were found.

The above mentioned evidences that the methodological work in the business context has its limitations; even when some steps have been taken with the agreements between the school and the enterprise, the training actors are not prepared in methodological aspects, due to the insufficient space within the productive process, which limits the training actors to deepen in the forms of methodological work in terms of self-preparation and thus direct the practical teaching process in each of the modalities, in order to eliminate the insufficiencies that underlie the application of methods that respond to the developmental teaching-learning process, from the premises of learning-by-producing and producing-learning.

The purpose of this article is to contribute to the treatment of the deficiencies found in the agricultural polytechnic-enterprise relationship, through the implementation of new forms of methodological work for the didactic-methodological preparation of the actors in the context addressed, in function of the improvement of their professional pedagogical performance.

Development

In Cuba, the training process in the technical branches since the beginning of the revolutionary process has highlighted the role of the agricultural polytechnic-enterprise relationship, based on the recognition of the role played by the enterprise in the training of the student.

Considering the agricultural polytechnic as the educational center of the Technical and Professional Education educational level that has as its objective the formation of middle-level technicians and skilled workers in different specialties, guarantors of human resources for the economic and productive development of the country.

At the First Congress of the Communist Party of Cuba, held in 1975, the thesis on educational policy in Cuba was established, where a step forward was taken by offering a socio-political approach to the work of vocational training from the polytechnic school-enterprise relationship. Since then, there are legal documents that support this relationship, among which are the agreements (1986) and 1941/86, the RM 51/88 and the Circular Letter 11/2006 of the Executive Committee of the Council of Ministers; they establish the regulations for the establishment of the link between the school and the enterprise.

There have been many researches on the school-company relationship, and there are points of coincidence in the criteria of the authors when expressing that the relationship between the polytechnic school and the labor entities allows technicians and workers to be trained in real scenarios and to project their own socio-cultural environment, allowing the strengthening of the relationship between education and production; however, they do not take into account the indispensable didactic-methodological preparation that the formative actors of the company must have.

We assume the criterion of Mena, who considers the polytechnic school-entity relationship, "a conditioning factor for the training of technicians and workers, where learning is acquired in action; that is, the worker in training learns by doing, on the basis of problem solving" (2012, p.63).

It is also considered that the polytechnic school-labor entity relationship is the protagonist of the professional training of the present and the future, since necessarily, the modeling of future technicians of the Agronomy specialty requires a professional training where responsibilities are equitably shared between the polytechnic school and the labor entity.

Therefore, in this relationship the future workers must appropriate knowledge, habits, professional skills and values related to the performance of the professional, in a process mediated by the activity of the training actors, which from the sociological point of view, the process of socialization of the individual is the appropriation by the subject of the social contents or the relationship that the technicians in training establish with the actors that affect their training and that constitute examples of conduct for their professional performance so that they are accepted by society.

The successful solution of the tasks of teaching and educating students, considered as future middle technicians, depends to a great extent on the personal qualities of the company tutor, on his didactic-methodological preparation, and on his exemplarity to positively influence them.

However, in the relationship established between the agricultural polytechnic and the enterprise as centers involved in the professional training of the agricultural technician, the didactic-methodological

preparation necessary to achieve better performance of the training actors in the practical teaching process is insufficient.

The methodological work is characterized by its didactic, differentiated, collective, individual, preventive, projective nature, with an ideo-political approach, which considers the diversity in which the educational process takes place. The strategic actions that distinguish it are diagnosis, coordination, planning, demonstration, scientific debate and evaluative control of its effectiveness as an element of feedback.

The same is projected from the annual plan, directed by the director of each center and deployed by the different levels of management: director, deputy director of vocational training and production, department of practical teaching, department of technical subjects and through the disciplines, in them the guidelines of the economic and social policy approved in the Congresses of the Communist Party of Cuba, in the Constitution of the Republic of Cuba and also in the sustainable development goals of the 2030 agenda are taken as references.

The author considers that methodological work is the essential way to raise the quality of teachers' performance and improve the development of the teaching-learning process. When referring to the actors of the productive entity and Guerra, Machado and Espíndola (2020) add that "the methodological work has an integral character and includes the collectives at different levels" (p. 65), so it is inferred that the methodological work within it requires a permanent link between the actors.

It is assumed that the direction of the current methodological work is developed within the educational institutions. Hence, the enterprise as a productive, scientific and educational complex requires greater methodological attention in terms of objective and content.

In this sense, Campos in his studies states that:

The results of the methodological work are mainly materialized in the quality development of the training process, achieving an adequate integration of the classes with the research and work activity, the tasks of high social impact and the extracurricular tasks performed by the students. (2020, p. 28)

The methodological work as a rector of all activities unfolds in three fundamental directions: teaching-methodological, technical-professional-methodological and scientific-methodological.

The technical-professional-methodological direction is the direction of the methodological work that takes place in the preparation of Technical and Professional Education educators. It is carried out in

Vol.8, No.22, Número Especial, año 2023

eminently practical contexts - laboratories, workshops and specialized areas of agricultural production of the educational institution (polytechnic center) and annexed classrooms of labor entities, in which intellectual and theoretical-practical activities are developed, oriented to guarantee the "know-how", directly related to the development of professional skills, which facilitate to raise the efficiency of the practical teaching and its impact on the professional formation of the student.

This direction of the methodological work allows the preparation of the teaching staff to guarantee the model of the professional that society requires from the agricultural polytechnic-enterprise relationship, however, this direction is not sometimes projected in the same way with the formative actors of the enterprise, who are only limited to the scientific-technical and not pedagogical-methodological updating.

In our opinion, these are not enough to give systematic and differentiated attention to the actors of the productive entities to improve their professional pedagogical performance and that they can develop a process of practical agricultural and livestock professional teaching of quality in accordance with the demands of educational and entrepreneurial improvement that occurs in Cuba.

Hence, it is considered necessary, from the integration of the agricultural polytechnic-enterprise, the implementation of new forms that complement the technical-professional-methodological direction, in order to satisfy the preparation of the actors of the enterprise that are linked to teaching from the real contexts of learning, considering that the existing forms still do not satisfy the didactic needs of this professional in Technical Education.

The aforementioned corresponds to what García, Varela & Espíndola (2019) stated when they state:

Experience has shown that one of the most important ways to contribute to increasing the efficiency of teaching work in general and of pedagogical expertise is methodological work, which has different directions and each of them has different specific forms of organization. (p. 3)

Methodological work in agricultural polytechnic centers is deployed in the methodological teaching direction through the following forms: methodological meeting, methodological workshop, methodological classes, open classes, methodological workshops and the professional-methodological technical direction with the forms (training for the use of means and equipment and training for the acquisition of professional skills), as stated in the regulation of methodological work (2020), for TVE.

It is the authors of the opinion that by linking the student to the company, the need to implement new forms of methodological work that make the work with productive entities viable increases, for which the following are proposed in this research:

Systematization of experiences and methodological support and counseling

The link with the different companies and specialists allowed to identify that in the entities alternative mechanisms of ways, methods and procedures have been created to solve certain problems in different productive processes, in which their specialists have taken possession of new experiences, in addition the instrumentation of new work results resulting from the research turn them into sources of experiences, which constitutes a necessary knowledge to multiply in the new generations that are formed, hence the proposal of the systematization of experiences.

The article shares the criterion of Expósito & González (2017), who specify the systematization of experiences as:

A process of reflection and critical interpretation of the practice and from the practice, based on the reconstruction and ordering of the objective and subjective factors that have intervened in this experience, in order to extract lessons learned and share them (p.1)

This definition is consistent with the fact that in the polytechnic-enterprise relationship, all the knowledge generated during the process of practical agricultural and livestock professional education is shared between the actors and the technicians in training.

The systematization of experiences is a form of methodological work that is based on systematizing the best technical and methodological experiences, acquired from their logical reconstruction taken to the real learning context, making it possible to improve the process of professional practical training in a productive system.

During the process of professional practical training of the agricultural technician, educational and formative experiences are acquired and systematized from the first to the fourth year of training. This allows the technician in training and the actors during the practice to appropriate certain skills and habits, which in the future, make it easier for them to reconstruct and explain the knowledge acquired in their own experience.

In which the training actors can understand, accumulate, confront, reflect, order and reconstruct from the same professional agricultural practice that they develop in these productive contexts, all the experiences accumulated in their professional pedagogical performance that will allow them to have

experienced tools with which they can instruct and educate the technicians in training so that they can solve problems specific to the specialty that traditionally occur in these contexts, so that they can induce modes of behavior, values and responsible attitudes in their disciples.

In this way, systematization as a form of methodological work guarantees differentiated attention to the actors, taking into account their formative heterogeneity: engineers, technicians and workers with experience in production.

The success of the systematization of experiences lies in the selection of the methodological experiences to be systematized, in the preparation and willingness of the company's actor to carry out the action, in the characteristics of the environment in which the experience is going to be systematized, in the experiences acquired in practice, in the success achieved as a result of the efforts in the professional activity he/she performs.

In this process of systematization of experience, the problem is identified, the possible causes and solutions are analyzed, results already achieved are identified, new alternatives are sought, and the routes or ways of solution are determined on the basis of the experiences and the real possibilities of each individual. These experiences can be: technical-productive and didactic-methodological.

The technical-productive ones are related to everything related to the management of soil, water, plants and environmental protection, and the didactic-methodological experiences are those related to the training process of the agronomist technician in the process of professional practice teaching in the agricultural polytechnic-enterprise relationship.

Delimiting the experiences to be implemented, or how to proceed to apply the methodological work system to be followed in the team of actors of the company responsible for interacting with the technicians in training, requires a methodological accompaniment and advice to facilitate the implementation of the action.

Accompaniment is analyzed as a tool to guide methodologically the formative actor that from food production participates in the training of the agronomist technician. Meanwhile, Bastida (2018), states that "methodological advice is a horizontal, direct, close and trusting relationship, generally external" (p.126); this criterion is shared since the formative actors need a methodologically prepared staff to advise them.

It is also possible to consider the methodological accompaniment and advice to the training actors as the process of offering information and advice to solve methodological and technical problems related

to the training of the agronomy technician, taking into account Reyes (2022), when he expressed: "methodological advice should be strengthened from institutional efforts in the context of an organization that allows (...) a quality training for the student body, the consolidation of the teaching staff". (p.129).

It is considered that counseling allows the formation of basic skills for the professional performance of all those who participate in the process of teaching and professional practice, it plays a preponderant role during the training of the educator and at the same time of the learner.

Through the systematization of experience, accompaniment and methodological advice as forms of methodological work, the training actors receive in a differentiated way the indications and contents of the methodological work, taking into account the diagnosis of their performance in the training process of the agricultural technician, their professional training and their experience in production.

The experience took place at UEB "La Estrella" and UEB "Paquito Borrero"

Entities linked to the polytechnic in the training process of agricultural technicians in the municipality of Palma Soriano, province of Santiago de Cuba, in both units the results are favorable, showing improvements in the performance of the training actors, by improving the professional pedagogical process in the training of agricultural technicians.

By putting into practice the systematization of experience, accompaniment and methodological advice as forms of methodological work in the agricultural polytechnic-enterprise relationship, the following results were obtained:

- Better didactic-methodological preparation of the training actors to face the professional practice teaching process.
- Greater development of professional skills in the technicians in training.
- A gradual rapprochement of the academic with the labor.
- The experiences acquired in the productive process are taken advantage of for the training of the medium technician in real contexts.

Conclusions

The factual-perceptible diagnosis of the training process of the agronomist technician in the context of the relationship between the polytechnic school and the agricultural and livestock enterprise, allowed

the identification of methodological deficiencies of the actors of the enterprises that affect their professional pedagogical performance. The conception of the methodological work in the business environment has generated improvements in the performance of the training actors of this institution, by improving the professional pedagogical process in the training of agricultural technicians. The implementation of the systematization of experiences, methodological accompaniment and consultancy, as new forms of methodological work within the professional-methodological technical direction in the agricultural polytechnic-enterprise relationship, allowed the integral preparation of the training actors with independence and creativity without affecting the productive process, evidenced in the quality of the classes.

Referencias bibliográficas

- Bastidas, F. (2018). *Perfiles de los asesores metodológicos de acuerdo a sus acciones características ejercidas en contextos universitarios*. [Tesis doctoral] sin publicar. San Joaquín de Turmero, Venezuela: Universidad Bicentennial de Aragua.
- Campos, I. M. (2020). *Experiencias del trabajo metodológico para la dirección del proceso de enseñanza-aprendizaje de la clase encuentro*. *Educación & Pensamiento*.
- Crespo, E. (2019). *El trabajo metodológico, una vía para la capacitación a directivos y docentes*. Recuperado de <https://www.redalyc.org/journal/4757/475765806006/>.
- Expósito, D. y González, J. A. (2017). *Sistematización de experiencias como método de investigación*. *Gaceta Médica Espirituana*. Universidad de Ciencias Médicas. Sancti Spíritus.
- García, M. C. Varela, H. S. & Espíndola, A. (2019). *Las formas del trabajo docente metodológico en el contexto actual de la educación superior*. *Revista Humanidades Médicas*. Centro para el Desarrollo de las Ciencias Sociales y Humanísticas en Salud ISSN 1727-8120 2019; 19(3): 607-636.
- Guerra, L. Machado, E. & Espíndola, A. (2020). *La superación didáctico-metodológica del docente para el trabajo en equipo en el contexto universitario*. Recuperado de <http://opuntiabrava.ult.edu.cu/index.php/opuntiabrava/article/view/1039/1517>
- Echavarría, E. Fernández, M. & Fernández, M. (2018). *El trabajo metodológico para el mejoramiento del desempeño de los docentes en los colectivos de año*”, *Atlante: Cuadernos de Educación y Desarrollo*. Recuperado de <https://www.eumed.net/rev/atlanter/2018/07/mejoramiento-docentes>.

Mena, J. A. (2012). *Integración educación-trabajo: necesidad de la formación profesional. Apuntes para un modelo de ETP compartida escuela-empresa*. Berlín: LAP LAMBERT Academic Publishing GmbH & Co. KG.

Ministerio de Educación. (2020). Resolución Ministerial 200/2020. *Reglamento del trabajo metodológico del Ministerio de Educación*. La Habana, Cuba.

Ministerio de Educación. (1986). Acuerdo 1941/86. *Vínculo escuela-empresa a partir de convenios*. La Habana, Cuba.

Reyes, A. D. (2022). *Asesoría metodológica en trabajos finales de carrera en Educación. Una experiencia en pregrado*. *Márgenes Revista de Educación de la Universidad de Málaga*. 3(1), 115-133. Recuperado de: <http://dx.doi.org/10.24310/mgnmar.v3i1.12342>.