

Gestión extensionista universitaria para el desarrollo local *University extension management for local development*

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Resumen

La investigación se realizó a partir de la interpretación de las características esenciales de los procesos sustantivos que se gestionan en la universidad y está sustentado en la sistematización de las experiencias investigativas, que contribuyeron a la construcción teórica e implementación práctica de la gestión extensionista en la Universidad, con una connotación trascendente dirigida a la formación de profesionales integrales, para el logro de una universidad socialmente responsable; el trabajo integra los procesos socioculturales y el vínculo de la universidad con la sociedad para contribuir al desarrollo local.

Palabras clave: Gestión extensionista; Agentes socializadores; Procesos socioculturales; Desarrollo local

Abstract

The research was carried out based on the interpretation of the essential characteristics of the substantive processes that are managed in the university and is based on the systematization of the research experiences, which contributed to the theoretical construction and practical implementation of the extension management in the University, with a transcendent connotation directed to the formation of integral professionals, for the achievement of a socially responsible university; the work integrates socio-cultural processes and the link between the university and society to contribute to local development.

Keywords: Extension management; socializing agents; Socio-cultural processes; Local development

Introduction

In this work the university extension management is explained, revealing its dialectic as an integrating and complex system, characterized by the diversity of actors and socializing agents integrated in a constant interrelation that contributes to local development.

On the other hand, the epistemic interpretation of the essential characteristics of university extension management is built, based on the systematization of experiences that contributed to the theoretical construction essential to configure and explain, from the organization of the substantive processes and components inherent to the university, revealing the rise to a new interpretative level of theoretical referents and the praxis of university extension management, meaning their co-responsibility in the local development process.

Development

The social mission of Higher Education is the key to undertake the study and praxis of an innovative extension management, revealing its features and functions subject to philosophical, sociological, axiological and pedagogical laws, which reveal their interactions, by revealing their ontological representation as a carrier of theoretical constructs that dimension the epistemic and the logical character of its expression. All of the above constitutes a proposal organized in the understanding and explanation, as a manifestation of the dialectic of university processes.

Consequently, extension management is specified as a process of interaction of actors and agents, in the construction of cultural meanings in the diversity of professional and community action contexts.

In that same direction it is important to note that the interaction is manifested as the management of the actors and agents from their roles, student-teacher and vice versa, as mediators between the subject and the object, as social practice from Vigotsky's sociocultural approach. Thus, the subject is assumed, through mediated activity, in interaction with their context and participating with others in socio-culturally constituted practices, in which they reconstruct the sociocultural world and develop their individual and professional culture.

Therefore, by configuring the role of the actors and pedagogical agents in the extension process, the personal qualities of the subjects are exploited and reinforced from the professional culture, objective-subjective process of meaning and meaning, expressed through the corresponding ideas and

accomplishments in the modes of action in the diversity of local communities, according to (Espinosa 2008)

Asumir a la comunidad como espacio socio cultural donde los procesos sociales ocurren en diversos escenarios y contextos asociados a lo más cotidiano de la reproducción de la vida y la supervivencia universitaria. La comunidad intra y extrauniversitaria contextual se consideran los socio espacios privilegiados para los procesos de adaptación y desarrollo cultural. (P.67)

To ensure relevance in extension management, a diagnosis of reality, a precise definition of institutional goals and objectives, the planning of actions according to resources and needs, as well as the constant evaluation of processes with the willingness to innovate and improve continuously. From this perspective, the following particularities are stated:

- It has an integrative and multifaceted character.
- It is a professional activity of subject-object and subject-subject interaction.
- It is a process of intercultural sociocultural mediation.
- Operates with the help of cultural promotion tools and methods of educational work for awareness and sensitization.
- Determines indicators, from the modes of professional and personal action, whose movement is determined by the causal relationships between the organizational components of the teaching - educational process (academic, labor and research) and of them with the community.
- Expresses the dialectical and integrated relationship between substantive processes: research and teaching, with the social environment, in the transformation of the community

Thus, the praxis of extension management is characterized by the authenticity of the processes that comprise it, the existence and structural organization of professional training, in general, based on the totality of university processes, whose internal movement the university extension emerges as an axis of cultural development, transcending the nature of the institutional culture and its role in the social development of the territories.

From the organizational components: academic, labor and research, which acquire new qualities and traits, as a result of the contradiction between changes in the curricular model and the new demands of local development, connoting the role of actors and agents in the activity social, harmonic movement that energizes and integrates the cultural development of the subjects and the scenarios in which they are

inserted, that contribute to develop the senses and interpret cultural meanings.

The above raises a movement of integration of the processes and identification of the agents, who in the extension management, are mobilized to gradually lead the cultural growth of the subjects, in the university-community, object-subject and subject-subject dialectic in the construction and appropriation of cultural contents.

Therefore, the systematizing orientation highlights the continuous cultural flow from the dynamics of extension management through the succession of the academic, labor and research components, as well as the formal and informal university processes, for the achievement of essential levels of internalization that allow to understand the facts and actions from a dialogic, axiological cultural process, generators of the protagonism of the subjects towards the achievement of projects that provide new possibilities to the university as a manager of cultural changes in the territories from the extension.

The expressed means that the university extension from the dialectic of the formation as a whole, but assuming distinctive features in its forms, methods and in the performance of the actors and agents in the contexts from the intentionality and sociocultural purpose.

Likewise, the movement between the university culture and the local culture, manifests itself in the modes of action of the actors and from the variety of activities generated, contribute to the social visibility of the university as a promoting institution of culture in contexts, which marks a change in the extension management of each institution, in the role of socializing actors and agents and their cultural influence in the locality.

Therefore, the conscious orientation and with defined objectives determine the contents, forms, methods and means, for extension management which acquires distinctive connotations in the communities in which the training professional participates in activities and in turn organizes them and directs according to their level of professionalism, responsibility and prominence in the transformation of local reality, which is reversed in its own development.

From the interpretative logic, this thesis coincides with the ideas of Fariñas G (s / f), in his interpretation of the cultural historical approach by connoting how the specific social practice is the source of the contents to be learned to give personal meaning to the What is done, says and feels. This is an indispensable condition taken into account in the determination of the actions and the nature of the relations established in the process, meaning the pre-professional actions which the pedagogue in training organizes with the family, schoolchildren and other members of the community, in function of

the development of the senses and cultural meanings, as well as the needs, possibilities and potentialities of the community, aspect that prints a new quality to the extensionist management.

By the way, the quality of Higher Education today is linked to its ability to interact more and more with organizations, entities and institutions in different contexts in the field of collaboration, seeking convergences based on trust and benefit shared, mobilizing their professional capacities and taking advantage, through coherent initiatives and synergies, the resources available based on local and institutional development.

From this approach, it is clear that the relevance of the university as an open system to society, implies that from the extension management the individual and collective interests, institutional and local, be harmonized, as an unavoidable requirement for the promotion of local development and its exit to environment through extension projects, for this the culture produced in and from the university is linked to the rest of the cultural products that the environment also generates and must be used according to local training and development.

Therefore, in the socio-cultural collaboration in context takes advantage of the opportunities offered by the environment to reinforce the sense of belonging and co-responsibility in intra and extra university cultural development from extension management at different levels and contexts. On the other hand, interactions are integrated and identified that from the substantive processes, according to the purposes socioeducational, transform the usual dialogue with the environment in a cultural, collegial and participatory leadership, to achieve systematization and sustainability of the local development process.

Therefore, the process includes actions and activities generated from the aulic space, university cultural facilities, cultural, scientific - technological production and the development of axiological contents, with the optimal use of human and material resources, responding to the interests of the parties, while transcending them and giving rise to cultural transformations.

In the execution of these interactions, it is taken into account that they occur with external and internal subsystems of the institutions: MINED, Culture, INDER, MONTH, Public Health, FEU; FEEM; OPJM, among others, with which sociocultural actions are developed in correspondence with the objectives and interests of those involved. In the university dynamics, the transformations that in the interactions are to be promoted in the headquarters, CUM, career, brigades and in the interacting contexts are noticed. This implies the normalization from the institutional educational project of the agencies and / or agents that are

articulated in the territories for the achievement of the mission and vision of the university, with the establishment of collaboration networks.

From this platform there are exchanges between different agents, both at the institutional and community level, that is, very wide and diverse levels of relations between people and groups from very varied fields, thus establishing interaction channels based on a specific activity or purpose. contributing to the cultural visibility of the university and its social recognition as a cultural institution.

Therefore, extension management in contexts, facilitates the use of cultural personalities, institutions and services located in the territories, incorporated as agencies, agents or socio-cultural actors, often without legal forms established to interact and establish channels of collaboration or joint action but with a high dose of responsibility for the achievement of local development.

In another sense, cooperation in sociocultural diversity: it is the channel through which functional interactions are established between the actors and agents in the different organizational spaces and levels (career and year group) to the brigades or informal groups in the process of appropriation, construction and interpretation of professional and general cultural meanings, ensuring coherence, so that in each project designed the efforts and means for the systematization of extensionist management from the sociocultural contextual training are concentrated, establishing the levels of implementation of the projects, seeking to produce redefinitions around the axes of collaboration and cooperation between socializing actors and agents.

For this reason, it is important that the extension activities from the project are not specific to an address, department or brigade, but rather constitute functions of professors, tutors, students, workers, who from their respective roles and in correspondence with the needs and potentials will integrate and project them.

Once recognized that the entire community, both intra and extra university, has to participate in the transformation of each one and that of the others, the levels of participation of all the actors and agents involved are conceived according to their interests and possibilities, but also according to their preparation and creativity, designating the project coordinators at the corresponding levels.

Since this presentation, extension management is not the simple development of intra and extrauniversity activities, it is the integrality and intentionality of the contents, objectives, organization, methods and interrelationships with community entities, in the local development process .

The aforementioned purpose calls for an integrative vision in the actions, based on the interrelation of the structures in the faculties and CUM, which has the extension coordinator who advise the projects at the different levels. To the extent that actors and agents are protagonists of the process of human, scientific and technological innovation, the result of their interaction with social institutions and socializing agents of contexts, an extension management is being instituted that supports the perception of the university in the new contexts.

This promotes the strengthening of university-community interaction from the collaboration and cooperation of cultural development processes, with the consolidation of institutional and social spaces, revealing the relevance of extension management with the university and with society from co-responsibility. It expresses the objective nature and determines the institutional relations between the subjects and the processes in the formation of man as a totality and state socio purpose and that constitutes the object and objective of the professionals in the different training scenarios.

Therefore, extension management must be studied and designed from the methodological, axiological and praxiological foundations that qualify the socio-cultural development process produced between the university and the community, in a process of cultural contextualization, in which men recognize themselves as competent professionals, bearers of a professional culture identity that allow continuous personal growth, self-training for their performance as socializing agents in the transformation of subjects in different contexts.

This sociocultural training process is based on two premises: the creation of a cultural, functional development system, articulated from an integrated perspective with the educational elements that constitute it and the socio-educational purposes integrated by the role of the actors and agents in the established interactions among them in the project and the results derived from its application, so that the extension management manifests in its projection the following regularities:

- Normativization and ordering of contextual and extra-university collaboration and cooperation relations for the execution of sociocultural actions of relevance and social impact from professional cultural identity and socio-educational co-responsibility in the scenarios and with the figures involved in the projects.
- Adjustment to extension and sociocultural projects in the contexts to the existence of technical, material and human resources, to preserve the socio-educational quality generated by its users.

- Integration of the place to learn, with the place to make the various actors and agents involved in the training processes from practice, creating extension and sociocultural projects.

Conclusions

The work exposes the cardinal epistemological foundations revealing the relationships and movements produced in the evolution of extension management in the University. It establishes a system of dialectical relationships, which reveal the peculiarities, features and qualities that characterize the movement produced in the interaction of actors and agents in the process of construction and reconstruction of cultural meanings in local development socio-spaces.

Therefore, extension management reveals new constructions and its dynamics is based on the dialectic of the development of substantive processes that, in its integration, it becomes the articulating axis of all processes for local development. The development of extension projects developed from this conception reveals the relevance of epistemological construction, due to the impact achieved in the methodological and conceptual preparation of the actors and agents involved in the process.

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