

La extensión Universitaria en la formación profesional del educador Infantil

The University extension in the professional formation of the Infant educator

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Resumen

El trabajo tiene como objetivo la formación integral de profesionales capaces de asumir el reto de la educación de las actuales y futuras generaciones de cubanos en el país, así como contribuir a la preparación, superación y desarrollo de educadores de Latinoamérica, y el Caribe y otras partes del mundo. Para cumplimentar este propósito es necesario desarrollar un proceso docente de calidad y redimensionar los elementos formativos y educativos, para obtener resultados ascendentes en la formación de valores, crecimiento personal y profesional de estudiantes la preparación político-cultural que requiere un educador de estos tiempos.

Palabras Clave: Crecimiento personal; Universidad moderna; Developer Dimension; Comunidad universitaria

Abstract

The objective of the work is the integral training of professionals capable of taking on the challenge of the education of current and future generations of Cubans in the country, as well as contributing to the preparation, improvement and development of educators in Latin America, and the Caribbean and others parts of the world. To fulfill this purpose it is necessary to develop a quality teaching process and resize the educational and educational elements, to obtain ascending results in the formation of values, personal and professional growth of students, the political-cultural preparation that an educator of these times requires.

Keywords: Personal growth; Modern university; Development dimension; University community

Introduction

In a modern university, it is essential to structure three substantive processes in its interior, whose integration allows a full response to the mission outlined above, namely: training, research and university extension. The term training, in Cuban higher education, is used to characterize the substantive process developed in universities with the objective of fully preparing the student in a certain university career and includes both undergraduate (or undergraduate) studies, as is denominated in some countries) as postgraduate ones.

Training involves not only providing the necessary knowledge for professional performance, but also taking into account other aspects of equal relevance, which is why it is necessary to analyze the concept from different angles or perspectives of observation. To do this, three essential dimensions are identified, which in their integration guarantee the previously stated objective of ensuring a comprehensive student training: The instructional dimension; the development dimension and the educational dimension that go hand in hand with the substantive processes of higher education

The first and most important guiding idea of Cuban higher education - and not only of higher education, but also of all education in general - expresses the indissoluble link between instructional and educational aspects during the training process. This idea carries with it the understanding of the need to educate man while being instructed, and to do so, all the possibilities offered by the university community and society in general are used; including, of course, each of the subjects of study based on their own content. Moreover, the educational work from the content of the disciplines or subjects constitutes a fundamental element of this relationship. Hence, an analysis of the main guidelines and objectives of the university extension is carried out and then create a project that responds to the interests of vocational education in early childhood education:

Develop extension projects associated with the general comprehensive culture, integrated into the organizational forms of the teaching process. Take advantage of the possibilities offered by the class and the meeting, as basic organizational forms of the teaching process, to promote culture in its broadest sense.

Disseminate the culture of the profession in each of the university careers, based on the use of information as a means of motivation and expansion of the integral cultural horizon of students.

Promote cultural improvement, through a system of university extension courses, aimed at professionals in the territory and the population in general about scientific, technological, art and sport advances and economic, political development strategies, social and cultural territory and country.

Promote the incorporation of the university community and the population in general, in the projects aimed at its general cultural improvement such as the current "University for All" and the organization of courses and workshops of artistic appreciation, history and Cuban and universal culture, focused on groups of children, adolescents. Promote spaces that favor the community's link to university scientific activity and the knowledge of its results. Turn events, fairs and exhibitions, as well as scientific conferences into true moments of socialization of the results of research in the university.

Increase the extracurricular options oriented to the development of students from conceptualizing the amateur as one who systematically is able to appreciate, enjoy and promote cultural, artistic and literary work, physical culture and sports and healthy and cultured employment of free time.

Organize as projects the different manifestations of art that exist in the institution, its faculties and headquarters. Strengthen the movement of amateur artists and their grassroots festivals.

Development

About university extension

In a broader sense, university extension is the creative and critical interaction of the university with the community. It is a process of cultural, artistic, scientific, technical and social action dissemination, whereby the university delivers to the community part of the humanistic and scientific wealth and receives through a permanent contact with the social economic reality, a whole range of stimuli for guide their research, teaching and extension programs.

Ontiveros. Articulated set of actions (multiple and heterogeneous) that the institution must carry out, within and outside of it, conceptually systematized, planned, organized, operationally defined and methodically operated that disseminates, disseminates and promotes the culture of its academy in teaching, research, sports arts and service. Palazuelo.

Joint cultural elaboration task. A. Rama

Integral, permanent and continuous process between both parties (community-university), which involves members of the extra-university intra-university community; also to public and private, national and international institutions with the purpose of promoting the elevation of the cultural and

social level of individuals and contributing to the improvement of quality of life. UPEL (2004, Marimon)

It is a set of actions carried out by the center inside and outside its facilities, aimed at students and workers, and the population in general, with the purpose of promoting and disseminating culture in its widest meaning, that is, scientific culture, technique, politics, patriotic-military and internationalist, artistic and literary, physics. (p.46)

The extension is educational, it is an integrative and systemic training process, based on the cultural interaction of university work in permanent two-way communication with society, including the university community, guiding social transformation and responding to specific needs at a given time, It has its own objectives and contents, it is carried out through different methods, it needs adequate means and resources and systematic planning and evaluation mechanisms for its improvement.

Process that aims to promote culture in the intra-university and extra-university community, to contribute to its cultural development.

Extension program

The university extension has, among its general guidelines: to stimulate the development of the extension from the organizational forms of the teaching-learning process, and as projections:

- Incorporate, to the functions of the labor and research components, extension actions that contribute to the social and humanistic development of students.
- Develop, in students, basic knowledge and skills that allow them their social and labor ties, carry out an extension of the scientific and technical culture and advances of their profession.

In the proposed model, the university extension is considered as an important component for the development of teaching in schools, in which students, guided by the teacher, can verify theoretical aspects given in classes, in community centers and, in the same way, community specialists can be invited to perform activities at the school; undoubtedly, this contributes to the dissemination of scientific-technical culture in both senses: from the community micro university and vice versa; therefore, the social transformation that is so needed today is happening.

In the process of integral formation of the students of the pedagogical careers of the children's area, it is important to enhance personal and professional growth to stimulate psychological functions and

develop personal resources in young people that allow them to interact with the object of the profession and grow comprehensively in the society.

The process of personal and professional growth to which reference is made, should reflect the level of integral development achieved by the personality of the students, so that they evolve towards higher stages obtaining achievements and setbacks, typical of development as a spiral, but with the peculiarity, of Obtain an apprenticeship of their difficulties, to master them and transform them from their potentialities. Producing a process of construction of new life and reconstruction of improperly established patterns, in the development of psychological formaticos and their impact on the harmonious development of personality as a whole.

In order to respond to the guidelines and objectives of the substantive processes of higher education, with greater significance the training and university extension, this project is created that encompasses different modalities of comprehensive care, which allow to meet the needs arising from the diagnosis Initial, follow up and at the same time enhance the motivations and strengths identified in the student groups by years and type of specialty.

The expected results must produce a change in the mode of professional and individual performance of the students, every time, that the actions are establishing behavioral patterns, motivational orientation, expectations of achievement, elevation of the cultural level, deepening of knowledge, etc.

General objective of the project: to promote professional and personal action modes in students, which consolidate their process of integral formation as young university students of pedagogical careers in the children's area.

Modalities of attention: the selected modalities are related to the subjects that are taught in the careers and that offer numerous benefits to capture the attention of the students. It is intended to channel the identified affective-volitional needs, to strengthen the cognitive component. They are:

1. Musical training (singing and guitar)
2. Body expression and dance as psychopedagogical resources
3. Theater
4. literature
5. visual arts

Requirements for the selection of students by type of service

1. To be students of the careers of the area from 1st to 5th year and of the upper middle level course specializing in preschool education.
2. Be characterized as a result of the comprehensive diagnosis of each year
3. Privilege motivations and interests emanating from the diagnosis
4. Take into account the needs detected in the affective-volitional sphere and possibilities of verbal and nonverbal expression
5. For 2nd and 5th year students, consider unresolved cultural deficiencies
6. Form work groups with no less than 6 students enrolled per modality

Conclusions

Cuban higher education has fully understood that the objectives related to the formation of the student's personality are the most important of the entire training process, and in correspondence with this, the system of educational influences to be carried out in each university to achieve the formation of the values that should characterize a professional in the current era. And he does it consciously.

For several courses, Cuban higher education defined this priority in a nationwide work system, arranged and approved with the participation of universities, called the Comprehensive Approach to Educational Work in Universities. This approach is called integral because it involves the entire university community. For this work to yield the desired results, the active participation of all teachers, students and workers in general is required. In Cuban higher education, the unity between instruction and education constitutes the main guiding idea of the training process. Training, research and university extension are substantive processes of the university, inextricably linked to each other, and which in their integration ensure the fulfillment of the mission of higher education in the current era.

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