

La implementación del Proyecto Educativo desde lo Académico, Laboral, Investigativo y Extensionista
The implementation of the Educational Project from the Academic, Labor, Investigative and Extension

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Resumen

En la ponencia se presenta un sistema de acciones que tributa a la implementación coherente del Proyecto Educativo del tercer año de la carrera Pedagogía-Psicología agrupadas en tres subsistemas (Académico, Laboral e investigativo y el Extensionista), a partir de un diagnóstico que develó las principales potencialidades y necesidades de ese grupo, permitiendo la implementación de un proyecto educativo en el año, dichas acciones revelan la posibilidad de forma contextualizada de lograr la elevación constante de la calidad en el proceso de formación del Pedagogo – Psicólogo desde un clima institucional armónico, y propicia nuevos espacios de comunicación e intercambio.

Palabras clave: Proyecto educativo; Modelo del profesional; Espacios de comunicación; Comunidad.

Abstract

The paper presents a system of actions that contributes to the coherent implementation of the Educational Project of the third year of the Pedagogy - Psychology career grouped into three subsystems (Academic, Labor and Research and the Extension), based on a diagnosis that revealed the main potentialities and needs of this group, allowing the implementation of an educational project in the year, these actions reveal the possibility of a contextualized way of achieving the constant

elevation of quality in the Pedagogue - Psychologist formation process from a harmonious institutional climate, and fosters new spaces for communication and exchange.

Palabras clave: Educational project; Professional model; Communication spaces; Community

Introduction

The training of educational professionals is a factor of strategic importance for the world, which explains why in Cuba the highest leadership of the Revolution since 1959 has conceived this process as a priority. It requires a certain projection of the educational work, both in relation to the precision of the objectives that are intended to be achieved in the process of training the education professional, and in relation to the instrumentation of certain ways to reach them from the different processes university nouns.

To this end, between 1959 and 2013 the Ministry of Education has demanded projects "... aimed at the training of university students that cover a system of actions that correspond to four fundamental dimensions: (the) teaching, research, labor and of university extension "(Rodríguez, s / f, p.2).

Precisely, educational projects are part of a relevant and viable strategy, which can be used by the educational community in pedagogical universities for the comprehensive training of education professionals with a view to develop a system of educational influences with which the subjects interact. They intervene in the process (teachers and students).

An initial survey made it possible to determine the specific manifestations of the problem in question and classify them into two groups: in the first group are the difficulties generated by the incorrect conception and design of the educational project related to:

-The design of the educational project fails to involve all teachers in the pedagogical group to consistently influence the educational objectives to be reinforced in the year.

-Not all teachers of the year group are equally involved in the conception and design of the educational project of the year. In the second group, the difficulties related to the implementation of the educational project were concentrated, which were assumed by the author as deficiencies in her professional performance. Among those that make up this group, the following stand out:

-The way in which the educational project is implemented does not favorably influence the level of preparation required to guarantee the integral training of the students of the career.

-The way in which the educational project is implemented does not favor the incorporation of students to the different activities in the academic, labor-research and extensionist order. As a consequence, participation in events, student forums, award exams and others that due to their importance must be insufficient and the number of virtual classrooms mounted is still insufficient.

-The way in which the educational project is evaluated does not fully stimulate the teachers of the year group to consistently influence the educational objectives to be reinforced, as well as not to evaluate its effectiveness in a comprehensive manner.

The detailed analysis of the insufficiencies that make up this second group, allowed to determine that the solution of the previous causes influence the quality of the graduate of the group that is now in the fifth year of the degree Degree in Education Specialty Pedagogy-Psychology ”.

The solution of this problem must provide the theoretical and methodological arguments necessary to guide the teachers of each subject who pay tribute to the training of the students of the third year of the degree Degree in Education specializing in Pedagogy-Psychology, in the necessary improvement of said project educational, developing it as a consubstantial part of the education professional training process.

In addition, this solution can influence the planning of a system of actions that contribute to the improvement of the educational project based on the curricular strategies of the common subjects involved in the process.

Development

In a fast, changing and dynamic world, the need for a new vision and a new model of higher education is perceived, which must be student-centered, which requires, in most countries, in-depth reforms and a policy of access expansion, to accommodate categories of increasingly diverse people, as well as a renewal of the contents, methods, practices and means of transmission of knowledge, which must be based on new types of links and collaboration with the community and with the wider sectors of society responsible for the formation of the citizen.

Higher education institutions must train students to become well informed and deeply motivated citizens, provided with a critical sense and capable of analyzing society's problems, seeking solutions, applying them and assuming social responsibilities.

Most of the methods used and innovative educational projects arise as a critical response to concrete or global problems of the institution and the pedagogical practice of its time, preserving some previous elements and proposing the introduction of others, in this sense, it is nourished by a set of historical proposals of pedagogical and didactic innovation, which arose in response to problems, already very old at times, which have been analyzed and reformulated to give rise to those we are currently studying.

In Cuba, educational projects aimed at the training of university students that cover a system of actions based on the three dimensions of the substantive training process, whether academic, labor - research and extensionist, are integrated, which, together, must guarantee the integral formation of the student that constitutes the maximum aspiration of the National Education System.

These projects should be developed taking into account the following considerations:

- It must specify the Educational Policy, contextualized to the needs and potentials, as well as to the aspirations and desires of the students, pedagogical collective and of the community.
- It must be oriented to the aims and objectives of the school at each level.
- Integrates all community factors in the formation of the school curriculum.
- Consider the leading, active and democratic participation of educational agents in the direction and in school life.

The above considerations allow us to identify problems, address their causes, consequences and from that, plan a process to reach their total or partial solution (implementation as a process).

On the other hand, these considerations are valid, if they are adjusted to the characteristics of the subjects and objects involved in this process, on the basis of a diagnosis that allows determining potentialities and needs to design concrete actions that allow taxing the implementation of said draft.

Alegret (1997) noted that:

The educational project, in which its integral approach predominates, includes all university life. The project pursues, above all, by defining educational and instructional objectives, training and developing in our students the values that determine the quality of a Cuban revolutionary of these times, and academic excellence. The educational project must be developed in each year collective.... (p.3)

On the other hand Horruitiner (2009) stressed that:

Educational Projects constitute the integrating element of all actions, with a system approach. It is the particular way to specify, in each student group, the integral approach. They not only express the materialization, in the year, of the educational strategies of the subjects, but also the extracurricular tasks of the educational universe of that group, in full correspondence with their training needs, which demonstrates the importance of achieving a leading role of the Students themselves in their elaboration. (P.89)

This author considers that an Educational Project must have certain characteristics.

- It must systematically influence the curricular activity in order to achieve the graduate model.
- The two main actors in the materialization of the educational project are the group of teachers and students with the support of other agents.
- The fundamental cell for the materialization of the educational project in a university is the academic year and its essence is the educational work.
- The main result is the solution of the main educational, group and individual needs of the students, based on a diagnosis of their particularities made at the beginning of each course.
- You must ensure the realization of the work objectives in the group.
- An Educational Project must contain: objectives; actions (precise, in each of the dimensions, properly balanced and with a systemic organization); measurement criteria(precise, quantifiable, evaluable without difficulties) and an evaluation and control system.

After analyzing the previous characteristics, the author assumes the educational project as a necessary work tool to achieve the professional model because it allows the educational work to be channeled, based on delivering the individual that you want to society, based on the articulation consistent knowledge, procedures and attitudes through the integration of political, academic, cultural, sports and research activities that enhance the training and development of this professional.

The proposed system of actions is designed assuming the conception of the Larenses system (2006): “a more or less theoretical analytical construction that attempts to modify the structure of a certain real

pedagogical system and the creation of a new one, whose purpose is get new results in certain activity”.

A system of actions for the implementation of the educational project of the year must be based on the principles for the direction of the pedagogical process, in correspondence with the actions for the application of each of them.

As stated before, the action system responds to the system structure addressed by (Larenses, J), where the objective of the system related to:

Objective: Contribute to the implementation of the educational project in the pedagogical collective of the 3rd year of the degree Degree in Education specialty Pedagogy-Psychology.

Actions: This system is integrated by actions grouped into three subsystems (Academic, Labor and Research and the Extensionist) with the purpose of implementing the Educational Project in the 3rd year pedagogical group of the Bachelor of Education specialty Pedagogy-Psychology.

Measurement criteria: Good, Regular and Bad are evaluated with precise indicators.

Evaluation and control system. It is systematically evaluated, monthly and annually: to measure the resulting quality expressed in the measurement criteria.

The system of actions designed to contribute to the implementation of the educational project of the 3rd year of the degree Degree in Education specialty Pedagogy - Psychology is implemented with the same structure that is conceived for the conformation of the educational project, which allows the systemic organization of the components that integrate it, understand the substantive processesuniversity students (Academic, Labor and Investigative and the Extensionist) in their relationship with the professional model and the educational strategy of the race for constituting the latter, mandatory governing documents in the conformation of the educational project of the year to pay constant elevation of quality in the process of pedagogue training - psychologist.The system of actions is composed of subsystems that contain actions, these can be organized consistently forming a system in the substantive processes that are developed in Higher Education such as Training, Research and University Extension.

The author considers that the system of actions constitutes an important instrument in the transformation of the object, modifying the behavior of the students in all the spaces of action, so the study focuses on the relationship between the whole and the parts and recognizes that the essential

quality of a system is given by the interdependence of the components that comprise it and the order that underlies such interdependence.

The objectives of each subsystem of actions were elaborated taking into account the professional model and the objectives of the educational strategy of the degree Degree in Education specialty Pedagogy - Psychology for which actions were conceived from the curricular and extracurricular point of view in order to manage to occupy all the spaces of performance of students and professors that concur in these processes.

The internal context in which the proposed action system is developed, is specifically related to the 3rd year of the Bachelor of Education specialty Pedagogy - Psychology and in a broader framework, the training of the graduate of the pedagogical careers.

In this sense, the following specific objectives were developed for each subsystem that allow the achievement of this goal (implementation of the educational project).

Academic:

Objective: To promote mastery of the knowledge of the different subjects with emphasis on the appropriate use of the mother tongue and English, the use of ICT, the methods, techniques and teaching means at your disposal for the achievement of your personal and professional development with originality and creativity.

Labor - Research:

Objective: To apply the scientific methods in the solution to the problems in the direction of the educational process in correspondence with the work object of the psychologist pedagogue contributing to the transformation of the reality and development of the Pedagogical Sciences.

Extensionist:

Objective: To demonstrate his example and revolutionary action, based on the system of values and pedagogical professional ethics with an emphasis on patriotic, anti-imperialist, environmental, cultural and love-to-work education, his contribution to the improvement of his performance as a young university student and future professional of Education.

Correspondingly, the system of actions presented illustrates as essential quality the interdependence of the parts that comprise it (subsystems) and the order that underlies such interdependence.

The epistemological framework in which the proposed system of actions is developed is based on the need for it, based on solving the training needs of students in the third year of the Degree in Education specializing in Psychology -Pedagogy that is built on the basis of its own potential and those of the pedagogical collective that works with the third year of the career.

The Pedagogy-Psychology career must train a professional with a strong political commitment to the Cuban social project, to respond to the educational needs of the country in correspondence with the Educational Policy of the Party, in this sense, the educational project of the year is conceived with an adequate balance in its dimensions: academic, labor-research, extensionist and socio-political.

The career has declared as an object of work, the educational process that is embodied in the educational orientation of students, family members and neighbors of the community, in the psychopedagogical advice to managers and teachers, the direction of the teaching-learning process of the pedagogical disciplines and psychological, and in educational research in the contexts where he develops his professional work.

For this reason, the professional mode of action of the educator of this specialty includes the educational guidance to schoolchildren, teachers, family and community subjects involved in the educational process, advice in educational institutions and the direction of the teaching-learning process of Pedagogy and Psychology in the training of educators based on the results of educational scientific research. As a graduate in Pedagogy-Psychology, he develops preventive work and attention to the diversity of the pedagogical and family community.

As a Bachelor of Pedagogy - Psychology guides, advises and researches in the different types of institutions of Preschool, Primary, Special, Basic Secondary, Pre-University, Technical and Professional Education and in Diagnostic and Orientation Centers as well as in IPVCP, EFMP and PCU in which, in addition of guiding and advising, directs the teaching-learning process. The work in non-institutional educational modalities, the family and the community, and the promotion and management of knowledge of the pedagogical sciences and education in educational research centers and in other social institutions where their action's field is specified.

Hence the importance and imperative need to design and implement actions that are related to each other to achieve the integral education of the students of the Bachelor of Education specialty Pedagogy-Psychology through the three substantive processes that the university demands today.

Once the proposal of actions and its implementation was completed, the effectiveness of the same was evaluated, based on the application of the survey to students and 10 teachers with well-defined objectives, aimed at obtaining the necessary information related to the planned actions for each component of the system and from the observation of compliance with said actions.

In this sense, the following were detected as regularities:

Students report that not all teachers of the year contribute actions for each component from their subject that guarantee their integral training, leaving cognitive gaps that affect their future professional performance, since they cannot have the professional skills necessary to operate from the cognitive dimension, procedural and attitudinal to be able to develop their future educational work.

Regarding the execution, they consider that there are still difficulties related fundamentally with the assistance of the teachers of the pedagogical group to the activities conceived in the educational project such as: year groups, methodological activities in all its variants, extensionist activities, visit the student's residence. All this originated in the fundamental by the lack of a coherent planning of all the activities that contribute to the formation of the student, conceived in the educational project.

An essential aspect is the participation and prominence of the students in the evaluation of the educational project, in that sense the students express that it is systematically and partially evaluated to know the educational response to the dissatisfactions linked to the process of preparing them to face the demands posed in each of the substantive processes that influence their training and development as future education professionals.

In relation to this issue we can say that it is carried out monthly in the brigade meetings, when assessing what activities have been accomplished, what is missing, that should be incorporated, this analysis with the students encourages the incorporation of those elements that in the instructional order and educational respond to the interests of the group and the individuals of its members, thus achieving an improvement of the planned action plan to contribute to the improvement of the educational project.

The insertion of teachers in an active and innovative way in the actions related to each substantive process is characterized by an over-compliance of those related to academics and in the background those related to the labor and research component, but not to the extension component, that is fundamentally affected as it has already been clarified, due to the absence and poor participation of teachers of the pedagogical collective that works with the year, in the activities that are taxed at the University Extension, those of Physical Culture and those related to the student's residence , an

element that significantly laces the direction of the educational project in order to achieve integrality in the student's training.

The students consider that all the actions that are implemented in each of the substantive processes related to the subsystems of actions planned for their integral formation contribute to this purpose, but give greater weight to the activities related to the academic component, since the same guarantees to expand their professional possibilities, improve their performance and this translates, in the strong motivation of each and every one of them towards the profession, also evidenced by the high academic index of most of the group that behaves above the 4 points.

It is significant to highlight the importance that students attach to the extension component, it has been evidenced in practice his interest in participating and obtaining results in the activities planned on this front, such as: inter faculty games, festival of amateur artists of the FEU, event for the excellence of the class and emulation checks the student's residence, an aspect that has been regularly evaluated as satisfactory, giving the brigade a seal that identifies it as outstanding in this aspect.

Regarding the fundamental difficulties that students present in their professional performance in relation to university substantive processes, teachers claim that from the academic point of view the least achieved elements are related to: work with the English language, creation of virtual classrooms, the orientation of productive methods of study that contribute to the formation of a responsible attitude of the students before the study that promote cognitive independence and creativity.

Another affected element is the accomplishment of teaching activities, of all the subjects of the year in educational institutions that allow strengthening the professional motivation, as well as putting into practice the knowledge already learned, thus achieving the self-preparation of the student in order to achieve a better performance in the assigned institution that will be reversed in a solid preparation for the future.

All teachers working in the pedagogical group suggest that the least affected component is the extensionist, but there are still difficulties in fulfilling social impact tasks and that student participation in student scientific events is poor.

Teachers state that students participate in the conception, planning and execution of their educational project in an active and creative way participating in their own training.

In order to achieve the true improvement of the educational project, teachers refer that they should plan actions that relate the three components in order to achieve that holistic approach to initial training that transits through academics, work and research and extension, without neglecting the political work that must go through the entire student training system to achieve that comprehensive training that demands its professional model to fulfill the social order of education.

To contribute to improve the training of students, the planned actions in the educational project of the year must be fully complied with since they have been conceived with the participation of the fundamental agents that converge in the training process, be understood as teachers of the group Pedagogical and 3rd year students of the degree Bachelor of Education specialty Pedagogy-Psychology.

Conclusions

The determination of needs facilitated the implementation of the educational project in the 3rd year of the Degree in Education specialty Pedagogy-Psychology, based on the potential and needs detected by the instruments applied.

The implementation of the actions developed with a marked holistic approach facilitated the enrichment of the educational project in the 3rd year of the Bachelor of Education specialty in Pedagogy-Psychology, based on the necessary feedback achieved and the flexibility of the proposed system. The application of the system of actions developed to contribute to the implementation of the educational project in the 3rd year of the degree Bachelor of Education specializing in Pedagogy-Psychology favors the training of the pedagogue - psychologist taking into account the objectives of his training.

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