

Incidence of the interdisciplinary in the educational strategies of the career Degree in Education Preschooler
Incidencia de la interdisciplinariedad en las estrategias educativas de la carrera Licenciatura en Educación Preescolar

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Abstract: It is objective of this work to perfect the design and the roads of execution of the educational strategies in the initial formation of the career Degree in preschooler education. For they were used it different methods like the analysis of documents, the interview, the participant observation and the control procedures to the educational activities. It was obtained a group of interdisciplinary actions that you/they allow potential from the formation initial, this educational strategy of every year, as a result in consonance with the transformations that are materialized at the present time in the field of the pedagogic sciences, from the different substantive process.

Key Words: Educational strategies, initial formation, interdisciplinary, substantive process

Resumen: Es objetivo de este trabajo perfeccionar el diseño y las vías de ejecución de las estrategias educativas en la formación inicial de la carrera Licenciatura en Educación Preescolar. Para ello se utilizaron diferentes métodos como el análisis de documentos, la entrevista, la observación participante y los procedimientos de control a las actividades docentes. Se obtuvo como resultado un conjunto de acciones interdisciplinarias que permiten potenciar desde la formación inicial dichas estrategias educativas en consonancia con las transformaciones que en el campo de las ciencias pedagógicas se materializan en la actualidad desde los diferentes procesos sustantivos.

Palabras Clave: Estrategias educativas; Formación inicial; Interdisciplinariedad; Procesos sustantivos

Introduction

Cuban Higher Education is engaged in maintaining its modern, humanistic, universalized, scientific, technological, innovative university model, integrated into society and committed to building a prosperous and sustainable socialism. A university characterized by the formation of values and the assurance of the quality of its substantive processes in order to achieve a graduate

who possesses qualities, general culture and professional skills that allow him to perform with social responsibility.

In response to these aspects, the process of training professionals in Higher Education must be oriented to form a citizen who meets the conditions that today's society demands. This translates into citizens committed to the history and traditions of their people; thoughtful; prepared to assume the work performance that different professions require; with capacity to insert itself in the vertiginous advance of science, technology, art; and willing to grow both in the order of technical and professional preparation and from a personal and spiritual point of view.

In this process educational strategies assume a determining value with an interdisciplinary vision from the initial formation. According to the previous thing, the objective of this article is to socialize a set of interdisciplinary actions that allow to promote said educational strategies from the initial formation.

The issue of interdisciplinarity has been addressed by different researchers, among which Carrillo (2011), Fuenmayor (2011), Parra (2012), Coromoto (2012), who emphasize interdisciplinary relationships for professional training.

For its part, Salazar (2001) provides an interdisciplinary didactic strategy for the training of the student in the scientific-research activity; Perera (2000) designs a methodology aimed at the interdisciplinary training of science teachers; Fiallo (2001) provides guidelines for interdisciplinary treatment from the curriculum; Fernández de Alaiza (2000) designs a strategy for the improvement of curricular design from interdisciplinarity.

Others like Caballero (2001) propose an interdisciplinary teaching structure aimed at teachers that facilitates the establishment of interdisciplinarity from Chemistry; Valdés (2005) refers to a system of teaching tasks with an interdisciplinary approach to the training of students in basic secondary education; Licea (2006) presents a systematization of interdisciplinary relationships from general didactics to the particularities of history, based on the integrating potential of historical science; Cabeza (2012) provides a pedagogical model of interdisciplinary training of the primary teacher on the basis of curriculum; and Martínez (2004) provides a didactic model for the formation of interdisciplinary knowledge in Preschool Education.

The scientific results of these authors basically cover the academic, but not the triad that must be materialized from this dimension linked to the labor, research and extensionist that in their interrelation include the actions designed from the educational strategies aimed at the initial training of future professionals of Education.

The implementation of fundamentally empirical scientific methods such as the analysis of documents allowed us to verify from the structuring of the career educational strategies and years how the actions for the training of the professional of this career are projected with an interdisciplinary perspective making a triangulation of these results with those obtained from interviews conducted with students and teachers and observations on activities of the professional training process in the curricular and extension as a systematic and concentrated work practice, community interventions in direct action with families, children of the community, Student Forum, student scientific workshops, teaching media exhibitions among others.

Development

Educational strategy His conception in professional training

The word strategy appears with a non-negligible frequency in the studies associated with the field of education and is a tangible recurrence in the didactic works that are published. Its elaboration constitutes the purpose of many investigations in which it stands as the scientific result that these contribute to the object of inquiry. The fact that its implementation appears associated with business management studies and the implementation of quality and improvement models in companies has brought not a few problems to its use in the field of pedagogical sciences. These issues, together with the differences with their employment observed in research reports, master's thesis, doctorates, etc. They have raised the need to promote the study of issues related to the design, elaboration and particularities of this scientific result.

Etymologically it comes from the Greek voice strategies (general). Although in its emergence it served to designate the art of directing military operations, then, by extension, it has been used to name the ability, skill, expertise to direct an issue. Regardless of the different meanings it has, in all of them the fact that the strategy can only be established once the objectives to be achieved have been determined.

The semantic field associated with this concept turns out to be broad and prolific, and in it multiple notions overlap in a single procedural package. On some occasions there is a tendency to use different words (politics, tactics, techniques, practice, experience, training, procedures) to refer to strategies, which results in dissimilar interpretation problems.

The use of the term strategy began to invade the field of pedagogical sciences approximately in the decade of the 60s of the twentieth century coinciding with the beginning of research aimed at describing indicators related to the quality of education.

The analysis of multiple criteria and interpretations that appear in the pedagogical literature on this subject has allowed us to discern that the term strategy is used to:

- Identify an attitude that constitutes the fundamental basis of the management process of the different levels until arriving at the school, which gives a new orientation to the tactical and operational dimensions in the medium and short term (strategic approach, strategic direction, strategic planning).
- Name the result of the personal elaboration of each subject from the relationships established with the objects of knowledge, interactions with the other members of the group, and the actions of direction, orientation and stimulation of the teacher. (Learning strategies or strategic learning).
- Refer to the intentionality of the actions aimed at improving student learning and the design of flexible action plans that guide the selection of the most appropriate ways to promote this developer learning by taking into account the diversity of the protagonists of the teaching-learning process, and the diversity of the contents, processes and conditions in which it takes place. (Strategies for teaching or strategic teaching) (Castellanos, 2003).
- Designate a particular form of educational research outcome which can cover different typological variants.

There are different disquisitions that constitute the livelihood to enter fully into the treatment of strategies as a scientific result of educational research. For this it is essential to address some of the conceptualizations that are made on the subject. Three criteria selected from the profuse

bibliography on the subject will be taken to tend to the establishment of regularities being the following:

- Any strategy transits through a phase of obtaining information (it can be diagnostic), a phase of information use and a phase of evaluation of that information, in addition, as the name implies, it must have a margin to redirect the actions.
- The strategy establishes the intelligent direction from a broad and global perspective of the actions aimed at solving the problems detected in a certain segment of human activity. Problems are understood as contradictions or discrepancies between the current state and the desired one, between what is and should be, according to certain expectations arising from a given social and / or educational project.
- Its design implies the dialectical articulation between the objectives (goals pursued), and the methodology (instrumented ways to achieve them).

According to Casávola (1983), strategy is understood as a certain ordering of actions in the course of solving a problem in which each step is necessary for the next. These sequences of actions are strongly oriented towards the end to be achieved. The persistence in a procedure or its change is also related to the success achieved in achieving an end. That there is a chain of actions oriented towards an end does not imply a single course of the procedures, but that the repetitions, marches and countertops attest to the multiple decisions that the subject adopts in the attempt to solve the problem. Against the same goal it is possible to develop different strategies. Hence it can be deduced that the strategies:

- They are designed to solve practice problems and overcome difficulties with optimization of time and resources.
- They allow to project a qualitative change in the system from eliminating the contradictions between the current and the desired state.
- They involve a planning process in which the establishment of sequences of actions oriented towards the end to be achieved occurs, which does not mean a single course of them.

- Dialectically interrelate in a global plan the objectives or aims pursued, and the methodology to achieve them.

The bibliography consulted has allowed us to arrive at the following considerations:

- Strategies are considered at a macro or global level, while tactics are established in a micro or specific dimension.
- The strategy is valued as the interrelation of a set of tactics, while the latter constitute each of the links or procedures that compose it.

In relation to the above, it is important to refer to the procedures, which constitute each of the elements that conform to the method. While this is directly related to the purpose or goal that is intended to be achieved (objective), the procedures do so with the specific context in which the teaching-learning process takes place.

The procedures acquire meaning and meaning when used strategically. They are considered actions that are carried out to achieve an end and are used in the most dissimilar methods.

In the pedagogical field, strategies are conceived as the process oriented towards maintaining a dynamic balance between the organization and execution of educational work through a constant search for possibilities and resources to adapt the needs and operations of the teaching-learning process.

In the student's learning strategies, the educational and political and ideological work strategies of the years with an interdisciplinary conception take on a preponderant role.

In Preschool Education, the relationships established by the student with the world through the activities of the educational teaching process are considered of great value, from the initial formation: academic, scientific, labor, and extension. Hence the importance of educational and political and ideological work strategies of the different years with a comprehensive approach, which requires thinking about the multidimensional nature of this process and the importance in this context of the pedagogical dimension of the profession essentially for the education and development of children from 0 to 6 years.

The study of multiple concepts of strategic typologies has allowed to conform the following: pedagogical strategy, didactic strategy, methodological strategy, school strategy, and educational strategy.

We understand the term educational strategy as the projection of a system of actions in the short, medium and long term that allows the transformation of the modes of action of schoolchildren to achieve in a specific time the objectives committed to the training, development and improvement of their moral and intellectual faculties. According to the above, the educational strategies of the academic years acquire an integrating character in order to fully train the student of the Preschool Education career, taking into account the Professional Model to carry out the educational work by institutional and non-institutional means.

Interdisciplinarity. From an integrative vision.

Interdisciplinarity in the training process is characterized by having among its fundamental objectives to raise the quality of the professional's comprehensive training from the curricular, extracurricular and socio-political, hence the educational strategies, in our opinion, acquire a preponderant role by having in It has different actions from an integrating vision that are aimed at the complete formation of the professional future.

The following definition of Fiallo (2001) is assumed as interdisciplinarity.

... process and a work philosophy, being a way of thinking and proceeding to know the complexity of objective reality and solve any of the complex problems it poses and highlights how it has become a social necessity in our current context to face the Challenges of globalization (...) in the educational sphere, interdisciplinarity must be one of the guiding principles for the design and development of curricula, with the aim of forming the individual that today's society needs. It requires the conviction and the spirit of collaboration between people. It is not a theoretical issue; it is first and foremost a practice and is perfected with it. (p.17)

Therefore, the educational strategies of years guarantee the insertion of students in training to the different directions of Cuban education, and are closely related in line with the objectives of the year and the purposes stated in the Professional Model.

Within the educational strategies, actions are designed that show the individual and group commitment taking into account the academic results to be achieved in each subject of the semester. In the curricula the actions are aimed at participation in awards exams, research projects, extracurricular, course and diploma work, and events such as the forum and class festivals. In the extracurricular activities of community character are developed, of participation in festivals of amateur artists, sports games, pedagogical cultural fairs, and those directed to the coexistence in the student residence.

In the sociopolitical dimension, the actions are aimed at the study and debate of documents of historical or political-ideological type; the remembrance of historical dates through visits to museums and emblematic sites in the city; the promotion and participated in the election process of the University Student Federation (FEU), the Young Communist Union (UJC), and other activities convened by these organizations; compliance with the contributions, the contribution to the Territorial Troops Militias (MTT); intervention in defense preparation activities, parades, marches, rallies, mobilizations, etc.

Regardless of the dimensions that have specific goals to be achieved, their development materializes the interdisciplinary nature because, as a whole, they favor the training of the students of the Bachelor's Degree in Preschool Education.

Results of the interdisciplinary actions implemented for the initial training of the Preschool Education student based on the educational strategies of the academic year

- The professional motivation of freshmen for the career and student role is raised to 98%.
- The completion of the examinations of integrative awards in the last three courses has reflected the self-management of the knowledge integrated by the students of the career, which influences the interdisciplinary modes of action that are acquired in the initial training process.
- 90% participation in festivals of amateur artists is achieved in demonstrations such as singing, dance, theater, demonstrating knowledge acquired in subjects of the base and own curriculum.

- 100% of the community interventions (15) enabled a domain of integrated knowledge to interact with early childhood children, families and socializing agents by implementing interdisciplinary actions from the investigative labor management, demonstrating the interdisciplinary modes of action acquired in the initial training process.
- 85% participation is reached in competitions such as those of mother tongue, road education, in which interdisciplinary knowledge has been demonstrated, and the treatment of curricular strategies.
- Ethical and social modes of action have been evidenced in historic places and art galleries, which favors the overall integral culture of the students.
- Protagonism in the realization of integrated orientation actions with 12th grade students through the open doors.
- 100% of those approved in the culmination of studies from the implementation of integrative professional exercises are reached in the last three courses.

Conclusions

The design of educational strategies for the year that respond to the strengths and weaknesses of the students allow:

- Self-assessment as a dynamic element for quality management in initial training.- The coherent systematization of the educational work from the instruction to solve integrative tasks of the object of the career profession from the monitoring, control, and evaluation of the operation of the year.
- The management of the didactic - methodological direction of the year to develop values in the students from the educational work and the activities of university extension from the contents of the subjects.
- A better methodological preparation of teachers of the year for the development of professional skills in students through the solution of tasks and integrative exercises, student scientific work, and work practice from the research work training.

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