

Estrategia para el aprendizaje de competencias profesionales en el proceso docente educativo en Ciencias Sociales

Strategy for learning professional skills in the educational process of Social Sciences

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Resumen: Este trabajo analiza la participación de los individuos en los procesos sociales y su empoderamiento, lo cual constituye tema del debate actual en los ámbitos académico, social, político y cultural; destacándose por todos la necesidad de un individuo emprendedor, capaz de aprovechar las oportunidades y saber hacer cuando el momento así lo requiera. El proceso docente educativo ha de propiciar la adquisición y desarrollo de competencias profesionales para el desempeño en ese entorno social cambiante y signado por el creciente desarrollo de las nuevas tecnologías de la información, la comunicación y el acelerado crecimiento de la información.

Palabras clave: Enseñanza-aprendizaje; Competencias; Competencias profesionales; Evaluación

Abstract: This paper analyzes the participation of individuals in social processes and their empowerment, which is the subject of current debate in the academic, social, political and cultural spheres; emphasizing by all the need of an entrepreneurial individual, able to take advantage of the opportunities and know how to do when the time so requires. The educational teaching process must foster the acquisition and development of professional skills for performance in this changing social environment and marked by the growing development of new information technologies, communication and accelerated growth of information.

Keywords: Teaching-learning; Competences; Professional competences; Evaluation

Introduction

The educational teaching process must foster the acquisition and development of professional skills in a changing social environment marked by the growing development of new information and communication technologies and the accelerated accumulation of information. This process

of accelerated changes poses new needs and values, which have increased in transit from one century to the next.

The assumption of new ways of management in the teaching process responds both to changes in paradigms regarding the need for education from diversity, to promote the participation and empowerment of groups or sectors marginalized by exclusionary educational processes and the need for equipping the students with knowledge and skills in accordance with the scientific and technical changes generated in an increasingly accelerated manner.

There is a close relationship between the demands imposed by the age on the individual and the treasured cultural heritage, expressed both in the theoretical domain and in the know-how through social practice; during the learning of the curriculum teachers and students share knowledge and modes of action that allow them to master the technique and technology of the profession.

It is in this sense that a brief analysis of some didactic categories shows the abilities as a component of the content of teaching and the interrelation between professional competences and those of instructive or cognitive character; as well, there are other skills essential for today's professional performance.

The purpose of this paper is to contribute to understanding the importance and scope of competencies in a world where there is greater social interaction, as well as to guide the reader about the importance of having competent professionals to perform according to the requirements of the actual society.

Development

The participation of individuals in social processes and their empowerment are topics of the current debate in the academic, social, political and cultural spheres; they require policies that facilitate the processes of participation and an entrepreneurial individual, able to take advantage of the opportunities, to know how to do what the moment requires.

This process of change requires the development of new skills, which have increased in transit from one century to the next.

Since the last decades of the twentieth century, international organizations have raised the need for the training of competent professionals in schools and in particular universities (UNESCO, 1998).

In 1994 a report published by the Organization for Economic Co-operation and Development (OECD) on "Quality in education" posed the challenges that the new needs demanded of the EduSol

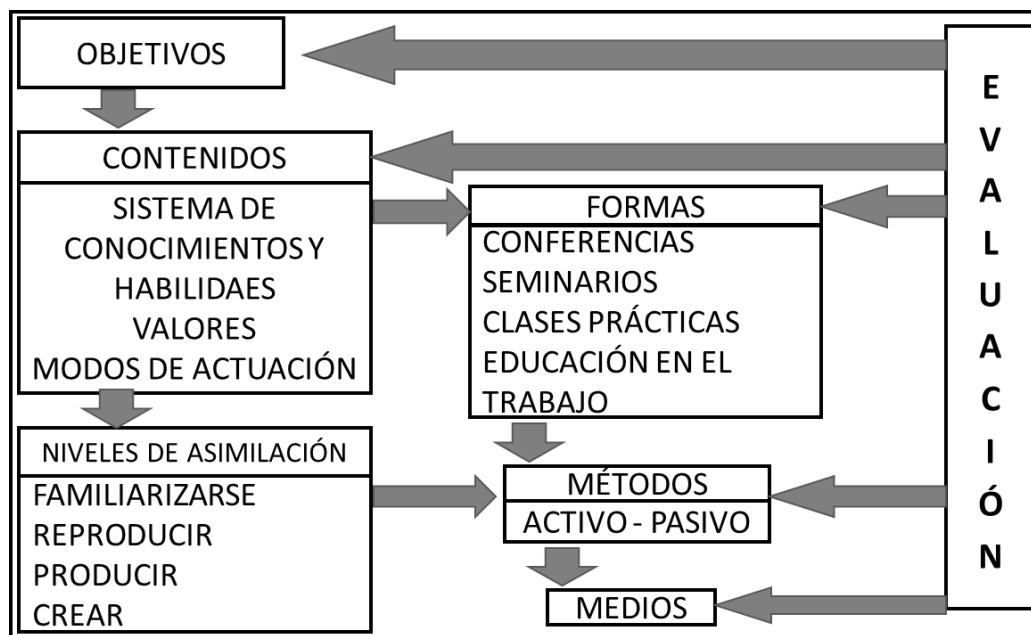
school and its teaching staff: "Research on teaching and learning shows the need to manage increasingly diverse classes in ethnic, linguistic and cultural terms. Teachers must be able to accommodate continuous dramatic changes in some countries - both in the content of their teaching and in the way of teaching better "(Fernández, 2003, p.4).

The assumption of new ways of management in the teaching process responds both to changes in paradigms regarding the need for education from diversity, to promote the participation and empowerment of groups or sectors marginalized by exclusionary educational processes and the need for equipping the students with knowledge and skills in accordance with the scientific and technical changes generated in an increasingly accelerated manner.

In this same sense, we have that several authors agree on the relationship between the demands imposed by the era on the individual and the cultural treasure, expressed both in the theoretical domain and in the know-how through social practice; the current scope of the cultural historical paradigm in the teaching-learning process and the consequent structuring of the educational teaching process, a situation that is presented in order to respond to the needs of the time, as masterly explained by lecturer Carlos Álvarez de Zayas in the work "The School of Life" (1992). The educational needs constitute "that part of the culture and social experience that must be acquired by the students and is dependent on the proposed objectives" (Addine, 1997, p.22), they are expressed in the proposed goal as having as a starting point "the set of material and spiritual values created by humanity in the process of historical and social practice that characterizes the level reached by society" (Alvarez 1997: 34).

The social demands at a given moment determine the objectives of education, which are specified in the content, closely linked to the methods and means to be used in the educational process.

Scheme 1. Components of the teaching-learning process



The educational process and the binomial teaching-learning: teaching is the process of organization and direction of cognitive activity and therefore includes the activity of the teacher (teaching) and the activity of the student (learning).

Academics, researchers and educators agree on the assertion that the interaction between teaching and learning is neither spontaneous nor anarchic, it acts according to laws and principles established by teaching the didactic theory and have their basis or foundation in the theory of knowledge or gnoseology.

The teaching-learning process is concretized in the instruction that expresses the result of the teacher / educator interaction in terms of the assimilation of knowledge and skills systems, as well as their capacity to apply them in a creative way; and to the integral and harmonic development of the student. It shapes his personality and enables him to develop new ways of acting that allow him to successfully fulfill his social functions. It is essentially a systemic process (Salas, 1999).

Scheme 2. Systemic character of the educational-educational process

Source: Ramón S. Salas Perea

Among the components of the educational process, the content expresses those aspects necessary and essential to fulfill the objective and the selection of the elements of the culture that the student must learn, to reach the objectives.

The content distinguishes three dimensions: knowledge, which reflect the object of study; the skills, which reflect the way in which man relates to that object; and values, which express the meaning that man assigns to such objects.

Addine, (2004) points out that the contents that are taught and learned make up the systems of knowledge. In this context, it is important to note that skills and habits, relationships with the world, and experiences of creative activity were already presented by Martinez Llantada (1990) when considering the creative essence of the socio-transforming man, human activity that is oriented to the future, as a result a highest level of knowledge is formed and a new mode of action is conceived.

The stimulus to the development of creativity through the academic curriculum is appropriate for the development of individuals acting in a changing world where it is necessary to assume a transforming role in the solution of social problems.

Applying what has been learned in the university: theoretical knowledge, skills and values proper to the stage of development of the company or communities where the action is concrete transforming professionals graduated from the social sciences, using new methods and the use of technologies and revolutionizing techniques for the universe are challenges not only for the graduate, but also for the training institutions.

Understood thus, during the process of teaching learning the student cultivates his faculties, develops logical skills by mastering a branch of knowledge, a science, part of it or several interrelated ones and apprehends the experience accumulated through social practice which will allow him to face the solution of the demands of his professional practice.

The teacher directs instruction to the achievement of the basic skills necessary to take up work in changing situations (education for employment); to understand the reality of life (education for life), develop environmental responsibility and the harmonious development of intra and inter-society relations (education for the world). In addition, by promoting creativity, physical and social skills, and in particular communicative and organizational skills, educate for self-development and, at the same time, establish as a goal for the process that education becomes a pleasurable activity, education for the leisure. (Fernández, 2003)

Skills are viewed then as a component of teaching content. From the explanatory paradigms of the pedagogic sciences the formation and development of the skills start from the theoretical formulation that considers them as a component of the content of teaching and unfold through the knowledge of the science object of study.

For Morales (2015), the training of the skill presupposes the deployment of the actions that allow its formation; for the successful development of the cognitive process that accompanies the education of skills, it is necessary that the assimilation and mastery of the actions that make it up, together with the knowledge system to which they are associated to, take place. It is up to the pedagogues to delineate the pedagogical strategies that allow leading the acquisition to the desired or necessary level.

There is a consensus among teachers and didactic specialists in assuming the ability as the component of the content that characterizes the actions that the student executes when interacting with a certain area of knowledge of a subject under study.

Inquiries about skills from the perspective of psychology are considered structural psychological elements of the personality, which are trained and developed through activity.

For Petrovski (1985) and Talízina (1992) skills constitute a complex system of psychic activities and practices necessary for the appropriate regulation of the activity, of the knowledge and habits that the individual possesses, which are constituted in ways of acting that allow operate with knowledge. In this sense, a proposal of methodological aspects to be taken into account in the planning of the process for the development of skills is expressed in the following items:

- a) Derive and formulate learning objectives specifying the concrete action to be taken by the student and the knowledge system.
- b) Conduct an analysis of teaching content.
- c) To design the concrete tasks with the specific content that will be executed by the students in the different educational activities to contribute to the development of the skill.
- d) Design the evaluation system.

Know-how as an imperative of professional performance.

The mission of universities is to prepare individuals for their professional performance, to provide them with a profession, understood as a "structural combination of knowledge accredited by degrees, autonomy in performance, academic prestige and social recognition" (Educando, 2012, S / p.).

For this, the teacher must teach to learn becoming a stimulator of learning, facilitator and guide, it has to do with the teacher's own professional skills and competences, in which qualities related to affective processes prevail, with the level of knowledge and updating that possesses on the science that explains and the abilities as a researcher, among others, which will allow to motivate a process of teaching learning to propitiate the development of the self-esteem of those who learn. According to Matamoros (2013), this is complemented by the performance of students who have become active subjects of learning, with high levels of autonomy, active participants in learning, who assume their creative role in relation to the proposed goals.

It is a question of facilitating a development process, facilitating education through instruction, where the teacher is a facilitator of the process and the learner plays the main role to achieve, as long as it is instructed by the appropriation of new contents, the transformation of personality and the assimilation of new professional skills, which will allow self-development through creative work to transform the medium.

In the classroom, in the teaching process itself, the most diverse elements that make education one of the most complex processes that exist are interrelated. As it is a process between subjects (students and teachers) that are interrelated in activities of different directions: teaching, learning, communicating, etc., there are factors specific to their bio-psycho-social condition that make them particular and diverse.

But in addition, teaching and learning is extended to relationships with other subjects, as are the rest of the students, and teachers who make up the school group, the family and the members of the community (micro society), where the context is contextualized education. While, on the other hand, culture is involved in the process: content selected in the curriculum, which is concretized not only in the textbook, but in those sources mediating the knowledge and experiences accumulated by humanity.

On the other hand, in the educational contents the social is present in terms of culture (social product) that must be learned by the student, understood that content not only for the cultural conservation but also for its transformation and enrichment.

The social medium marks the educational process, especially in higher education, by the requirements that address the development of society, resulting in the preparation of the student at the labor and research levels to solve problems and transform society.

Teaching- learning for Brito, (1990) is not a static fact, nor isolated, is a process, and as such moves through conflicts and develops. The objectives represent aspiration to achieve, goals that serve as direction, guideline, and orientation, which are verified with the evaluation. Content is the result of human culture, gathered in various sources, which refers not only to knowledge derived from the sciences, but to experiences and experiences, relationships between men and between students themselves.

The objects of culture are reflected in the consciousness of men thanks to their activity, in the form of knowledge, which are expressed through concepts, principles, ideas; being precisely the skill that quality developed for these purposes and that allow that interaction. For this reason, Carlos Álvarez states that culture is "knowledge and skill" (1995, 45).

With respect to professional competences, in the process of apprehension and application of knowledge the student develops the intellectual capacity and skills that allow him to understand and apply later what he has learned. From the perspective of didactics (Álvarez, 1996), the skills are classified into:

- thinking skills
- information processing skills
- communication skills
- professional skills (p.2)

The professional competences are directly related to the professional performance, with the knowledge and modes of action learned by the graduates during the learning of the teaching curricula; Is the essence that allows you to master the technique and technology of the profession and to show operational skills in the use of machinery, technological equipment, measurement equipment and repair, directly associated with the profession. These are interrelated with those of an instructive or cognitive nature.

The current changes in work scenarios, which are characterized by increasingly competitive environments, require, in addition to the teaching process, the modeling of actions that influence the capacity and skills that individuals show for negotiation, administration, planning And supervision related to organizational skills and with characteristics that support interpersonal relationships

It is a function of the educational teaching process to establish a teaching-learning process where it works with a systemic vision of the skills, in which it is possible to:

- Integrate knowledge and raise it to the level of professional application.
- Master techniques to keep information updated.
- Research
- Know how to establish links with the social context
- Manage human and material resources.

The dynamic model of professional competence training of Dr. Ulises Mestre expresses that the professional formation from the first years of the career in a process that is characterized by the dynamics of the student, where this is the fundamental architect of his learning, which implies a participatory and self - regulated process of the student guided by the teacher; who plays a different role from the traditional one (Mestre, 1996).

The said specialist maintains that the sole domain of the content of science contributes to the formation of cognitive capacities, although in a spontaneous and not efficient way. With an adequate organization of the teaching - learning process, the formation of logical abilities can be fostered, which allows the efficient development of these capacities, which contributes to achieving professional training according to social requirements, as well as giving the graduated a preparation to continue in the postgraduate stage.

With greater or less emphasis, in correspondence with the cultural characteristics of the society where the professional who demands the graduates of the twenty-first century will act, creativity, ability to communicate in the mother tongue and to learn other languages, ability to work in team and overcome the difficulties. This is the challenge of a process of teaching –learning: develop, expand and systematize the skills

Conclusions

A successful professional performance is closely related to the knowledge and modes of action learned by the graduates during the learning of the teaching curricula; but above all by the acquired professional competences.

The disciplines of the social sciences have a varied work scenario but as other sciences, they are today marked by the accelerated transformations that operate in the world and that every day raises the need for training an entrepreneurial individual, able to take advantage of the opportunities, to know how to do what the moment demands.

In this context, the conversion of the teaching-learning process into a developer process, which facilitates education through instruction and assigns the teacher the role of facilitator of the process, while the learner assumes the main role to achieve the transformation of his personality and assimilation of new professional skills, so that the pedagogical strategy must be successful to achieve in the graduates self-development through the creative work transforming the environment in which it develops.

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