La promoción sociocultural como habilidad profesional en la carrera Estudios Socioculturales

Socio-cultural promotion as professional skill in the Socio-cultural Studies career

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Recibido: 23 de noviembre de 2016
Aceptado: 18 de enero de 2017

Resumen: Este artículo fue el resultado de un proyecto de investigación del Centro de Estudios sobre Formación Laboral, de la Universidad de Holguín, que dedicó su atención a resolver la problemática de la inclusión de la formación laboral en el proceso de enseñanza y aprendizaje de la Educación Superior. Tiene como objetivo presentar un análisis epistemológico sobre el desarrollo del concepto formación laboral, para lo cual se utilizaron métodos teóricos y empíricos, análisis y síntesis e histórico lógico. La conformación de un referente teórico es el resultado más significativo de esta obra.

Palabras clave: Formación Laboral; Epistemología; Formación Profesional; Práctica social

Abstract: Training professional skills is nowadays an issue that demands a response from science. Socio-cultural promotion is conceived as a methodology for community work, a system of actions and a socio-cultural process; the current investigation assumes it as a professional ability in the academic education of the graduate of the major Socio-cultural Studies through a functional invariant developed from the scientific methodological work. The objective is to develop a functional invariant that contributes to the preparation of teachers for the development of socio-cultural promotion as a professional skill in the Socio-cultural Studies career.

Keywords: Professional skills; Socio-cultural promotion; Socio-cultural studies; Functional invariant

Introduction

Training professional skills is a subject that requires scientific answers that give solution to problems of social practice in professional development, which is why different areas of human knowledge such as pedagogy, psychology, sociology, philosophy, have devoted special attention to this aspect.

The subject has been studied internationally by researchers who consider as a criterion that professional skills are the end product of an educational process and that cannot be explained,

They have proposed strategies with the objective of contributing to the improvement of the vocational training process by promoting dissimilar concepts, approaches, and interpretations on the genesis of skills. However, despite their contribution to the understanding of skills, difficulties persist in the process of developing professional skills, which today remains a problem that is not fully resolved.

It is necessary to support the criteria of national researchers that today show the results of a long trajectory in this subject, among the closest are Brito (1989), Márquez (1993), Rey (1995), Hurtado (1995), Zayas (1995), Fuentes (1998), Mestre (1996), Canfux (2001), Addine (2002), Bermúdez and Pérez (2004), Irigoin (2005) and Horruitinier (2006). It is considered that the education of professional skills is a deliberate process to achieve developmental stages in the personality. They have enriched the references cited from a generalizing perspective on the problem of the formation of professional skills that has allowed to reach the particularity in the study of career professional Socio-cultural Studies.

From the Bachelor's Degree in Socio-cultural Studies, there is a significant precedent: Perez, Rojas (2008), Márquez (2008), Landaburo (2008), Reyes (2010), Martínez (2010), Curbelo (2011), Pulgarón (2011), Pompa (2014) and Díaz (2014) who have contributed a proposal of professional competences, a methodological didactic alternative for training investigative competences, a methodological alternative to promote interdisciplinarity among Cuban Culture subjects and History of Cuba, a learning strategy based on Traditional Popular Culture, learning styles for the development of communicative skills, as well as a strategy for the education of professional cultural diagnostic skills and the essential aspects that should characterize the process of research training the student of the career of Socio-cultural Studies.

These authors raise the need to enhance the professional's modes of action given that their training is marked by cultural processes. They reveal the integration of the principles of promotion, research, and intervention that guarantee the socio-cultural development of communities; Conditioned by the dynamic necessity that culture has as a transversal and trans-
disciplinary axis of this process, aspects of great value in the study of professional skills in the career.

They also mean the modes of action as an aspect that connotes the professional, while revealing theoretical foundations of the curricular design of the career, an expression that evidences the need to develop contextualized skills in vocational training. However, the epistemological gap lies in the fact that actions of socio-cultural promotion develop as a professional skill.

Graduates of Socio-cultural Studies, given the novelty of the broad profile and the demand to promote initiatives that favor the production of changes in the socio-cultural reality, and to face essentially interventionist methods in their labor deployment, require a set of professional skills, among which is the socio-cultural promotion, to be able to efficiently develop the social processes to which they are called at increasingly convulsive realities in the social scene.

In this research, the criterion of Fuentes (1999) is shared when he defines that skills are "systems of actions and operations to reach an objective where the subject interacts with the object" (p.49). In this sense, it is part of understanding the training process as organized, intentional, that are the result of the linking of theory with practice and the development of skills, both intellectual and professional, for achieving the development of personality.

This subject however, needs to be contextualized to the specifics of the Bachelor's Degree in Socio-cultural Studies, since although valuable ideas have been provided about the stages, parameters and indicators related to professional skills, their contributions are of a general nature. In the specific case of the University of Guantánamo, the research carried out by Varela (2003), Chedebeaux (2004), Ortiz (2004), Sagó (2007), Álvarez (2012) and Ruíz (2013) stand out. They made contributions to the design of a program of the discipline History and Culture, in the formulation of the year objectives; methodology for the education of the investigative competences; techniques of communal social work to improve the labor component; methodology based on a didactic model to develop the interdisciplinary relationships in the methodological work of the major groups, and a report on the evaluation of the guiding documents of the career (Professional model, Master Plan and Integrative Principal Discipline). However, it was not his goal to promote as a skill in the training of a competent professional in the sociocultural field.

This leads to reflection on whether the theoretical and conceptual aspects that define the career Sociocultural Studies have been transferred through the paths of curricular design to the
disciplines, subjects, objectives, and years. The subject programs are designed to be a guide for teachers, who contribute to the development of the professional skills of the future graduates and ensure their successful performance in different sociocultural contexts.

The above assertions make possible to signify the need for renewal actions in the process of training the career professionals, making them capable of guaranteeing ways of acting as competent graduates who demonstrate professional skills in the diverse contexts where they interact.

In the preliminary diagnosis of this research, by means of observation, an approximation to the subject of study was obtained, those results together with the professional experience of the author as professor of the major in Sociocultural Studies for more than five years, allowed to verify a series of deficiencies in the direction of the development of the professional skills of the students of the 3rd year of that major, which are set out below:

• Insufficiencies in the methodological work oriented towards the professional abilities from the groups of disciplines and subjects with a systemic character.

• Limited development of socio-cultural promotion as a professional skill through the academic, labor and research components with an interdisciplinary approach.

• Teachers do not have the actions and operations to develop socio-cultural promotion as a professional skill from the classroom.

• Lack of systematization in the use of diagnosis as a teacher's tool and its link with the main integrative discipline in the development of professional skills.

The limitations indicated above evidence a need to deepen the subject of research aimed at the development of professional skills, starting from a functional invariant that contributes to the preparation of teachers for the development of socio-cultural promotion as a professional skill in the career.

To carry out the research, professors and students of the Sociocultural Studies course were selected. Eight teachers with five years of teaching experience in the Faculty of Social and Humanistic Sciences and in the municipalities of San Antonio del Sur, Manuel Tames, El Salvador, and 20 students of the Sociocultural Studies course: six of third year, who receive the subject, and 14 graduates. Being the population of a small size we decided to work with 100% of it.
There is novelty in the proposal made in this paper on a functional invariant for the development of the sociocultural promotion ability of the career Sociocultural Studies in correspondence with the professional model with an integral, systemic, developing and dynamic approach.

**Development**

All knowledge acquired by the student brings with it the development of skills, which is why these are essential in the teaching-learning process. According to research results there are several criteria about the nature of the skills. The concept is often used in the current psychological and pedagogical literature. Their study is still an open and wide problem for science as we see similarities and differences in the views of authors.

The concept of ability comes from the Latin term *habilitas* and refers to the ability and disposition for something. According to the Dictionary of the Royal Spanish Academy (RAE) 23rd edition (2015), the ability is the things that a person executes with grace and dexterity. On the other hand, Bermudez (2004) understands by ability "that psychological formation constituted by a system of dominated operations that guarantees the execution of the subject's action under conscious control" (p.417). The pedagogues Danilov and Skatkin (1981) consider that ability is "the capacity acquired by man to creatively use his knowledge and habits during the process of theoretical activity and in practice" (p. 43).

Taking into account the criteria issued by different authors and researchers, it is considered that each of the elements or categories that they conform have their specifics and place, which means that they should not identify each other, as well as relegate to the background which actually occurs in a close relationship because skill is a component of activity.

The skills have different classifications that respond to criteria assumed by authors such as Miaris (1982), Talízina (1985), Márquez (1990), Mestre (1995), Álvarez (1996), Fuentes (1998), Rodríguez (2013) depending on their conceptions. They are classified into specific ones that can be applied only to certain disciplines. The own educational process itself and self-instruction are to take notes, make summaries, record, develop reports, quick reading, make synoptic charts, among others. Generals, (theoretical or intellectual) that cover very broad circles, apply to various contents, subjects and disciplines.

Although there are different classifications of abilities, among them there are nexuses, because some are conditioned to the others being part of a system in which the general abilities support. Fuentes (1998), in his book *Dynamics of the educational process of Higher Education*, considers...
the skills "as part of the content of a discipline and characterizes in the didactic level the actions that the student performs when interacting with the object of study or work "(32). From this point of view, the following classification is taken as reference:

1. **Specific skills** (linked to a branch of culture or profession): constitute the type of skill that the subject develops in their interaction with an object of study or concrete work, and in the process of teaching learning, once they are sufficiently systematized and generalized, are concreted in methods proper to the different objects of the culture that are configured as content.

2. **Logical abilities** are the ones that allow men to assimilate, understand, and construct knowledge. They are closely related to the fundamental processes of thought, such as analysis-synthesis, abstraction-concretion, and generalization. They are developed through specific skills. They are at the base of the development of the rest of the abilities and in general of all the cognitive activity of men.

3. **Information and communication processing skills:** these are the ones that allow man to process information, obtain information, and rework information. That includes those skills of the teaching process such as taking notes, summarizing, as well as exposing both written and oral knowledge.

4. **Professional skills** constitute the content of those actions of the subject oriented to the transformation of the object of the profession. It is the type of skill that throughout the process of training the professional must be systematized into a skill with a degree of generality that allows professionals to apply knowledge, act, transform their object of work, and solve the more general problems and frequent demands in the different spheres of action (Fuentes, 1998).

The definition of Fuentes is assumed, since it explicitly states that professional skills respond to the professional model, developed in context, and are the basis of professional performance. They merge theoretical and practical knowledge and presuppose the use of knowledge and habits obtained previously, without which they cannot be formed. The actions that the future professional must develop ought to be systematized in the subjects and disciplines of the curriculum to allow professionals to perform properly in the accomplishment of the exercise of the profession.
1. The Sociocultural Studies course has no direct antecedents in the Cuban higher education system, however, it integrates the main aspects of the system of knowledge, skills and modes of action of the subjects Literature, History of Art, History and Sociology. Its social object is the education of a professional capable of carrying out activities of animation, management, research and socio-cultural promotion with an interdisciplinary approach.

2. Given their complexity, there is no single definition of the term sociocultural promotion, authors such as Pogolotti (1986), Roque and de la Sierra (1986), Cabrera (1992), Matamoros (1996) and Tejeda (2001) agree that it is a process which involves different activities, actions and actors. In the definitions it is made explicit as a fundamental purpose to bring human groups closer to the cultural heritage of their predecessors, to rescue talents and cultural values existing among the population, in order to participate in the transformation of their reality.

3. In this sense the socio-cultural major has its starting point in the close relationship established between the population and culture, where the various human groups, in accordance with the natural environment, constituted by legal, political, ideological, ecological, economic, religious, cultural, ethical and aesthetic factors, interact by forming their own ways of life, habits and identities in each community.

With respect to these authors, González G. and González F. (sf), referenced by Frómeta (2012), express that sociocultural promotion "(...) as a methodology should be understood as the use and application of scientific knowledge, Psychology, Anthropology, etc.) articulated with techniques and practices aimed at transforming social reality by seeking specific results and pre-established goals "(p.88).

It coincides with the previous definitions in which socio-cultural promotion is a tool for action from and for the community, which encourages it to become the main protagonist in the transformation of its reality, consolidating the knowledge of cultural values from particular experiences. It is a resource of spiritual and cultural perfection that strengthens cultural identity, idiosyncrasy, and is a way to keep culture active.

It is necessary to point out that socio-cultural promotion consists of two components that interact with each other: community and culture. It integrates all relations of society (economy, politics, education, science, culture) and reveals the importance to society of the increasing participation of man in solving the social problems of the world in which he lives. It is the process that carries
historically accumulated cultural values, an act placed at the service of man and his culture, where the sciences, the arts and the new cultural values are intertwined in a surprising way.

It involves all the actors in society, who play an important role, since education, communication and the different disciplines that nourish this category, produce significant changes in the way people act, think and interact. Their practices seek improvements in the quality of life and establish new styles, creating a set of programs, activities or actions tending to work with the participation of the community.

Sociocultural promotion does not only mean that everyone has access to culture, but also includes the condition that all be managers of culture, who act actively and not as passive entities, or spectators of a process. That is to say, that the population develops the capacity to participate as a creator or educated and active spectator, all of which does not mean that they exclude the knowledge and the values of those who lead the cultural processes.

After analyzing the theoretical references, Casanova (2012) defines the concept of socio-cultural promotion as a system of actions aimed at establishing or promoting the active relationship between the population and culture, in order to reach higher levels in the development of both of them. Among the actions that can be carried out to develop it are animation, dissemination, programming, artistic education, aesthetic education, commercialization, research work, rescue - conservation and revitalization of cultural goods. It includes a group of actions to take into account as: "(...) sociocultural animation, socio-cultural programming, artistic creation, cultural development, social research, commercialization, industrial production of cultural goods, conservation, rescue and revitalization of cultural values and artistic education, aesthetic education and training, among others "(Casanova, 2012, p.35).

The above shows the actions and operations that can be integrated, subordinate and systematized in the professional practice of the student of the career Sociocultural Studies and that responds to the professional model. At the same time, they constitute the professional skills that the graduate of the major must develop, and they respond to a concrete objective.

As a working methodology for the Sociocultural Studies major professional, socio-cultural promotion allows the dissemination of the cultural heritage created, consolidates the knowledge of the cultural values of the community based on their experiences, transmit it to other individuals and leave their personal stamp. It is a resource of spiritual and cultural perfection, that seeks to strengthen cultural identity, idiosyncrasy, and is a way to keep culture active.
Socio-cultural promotion as a professional ability of the graduate allows to coordinate, stimulate or suggest initiatives, projects or programs of development, that produce the appropriate changes in the psychosocial and socio-cultural scope; as well, it contributes to the enhancement of creative construction processes, not limited to the consumption of beaux arts, but displaced to the spaces of daily life that facilitate the search for a better life.

It is an effective way to provide the new generations with the history, the very life of a particular people. In addition, transmitting cultural values from one generation to another is equivalent to maintaining the history of peoples, legends, anecdotes, and popular festivals, customs, and links traditions to social development over time. It guarantees the identification of social actors with different cultural expressions, active participation as a creator, through the movement of amateur artists or as individual talent that emerges and is inspired by the people. As a conscious, motivated spectator, the receiver of such actions is able to evaluate and appreciate art. Sociocultural promotion keeps you informed of everything that happens around you.

To develop socio-cultural promotion requires a professional capable of understanding culture as a process, encouraging the development of its phases (creation of cultural values, accumulation, appropriation, perception and enjoyment by the population of these values), know the characteristics of the cultural reality of the community, or of the area of action and consciously assume the idea that the purpose of this process is to defend the cultural identity of peoples.

In the process of teaching and learning to achieve the development of socio-cultural promotion as a skill, the teacher should first analyze the structure of the activity or activities that students are proposed, to be clear about what actions and operations are to be formed with them, and then determine the most rational sequence, paying attention to the development achieved by students and what they could potentially achieve.

Actions and operations that the teacher can carry out to develop socio-cultural promotion as a skill:
<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>1st year</th>
<th>Professional Skills</th>
<th>2nd</th>
<th>3rd</th>
<th>Investigative Skills</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
</table>
| Identify the cultural manifestations to be promoted. | X | To diagnose:  
- Strengths.  
- Weaknesses.  
- Opportunities  
- Threats during the process of promoting cultural events. | X | X | Interpret the essence of the cultural expressions to promote. | X | X |
| Determine the cultural manifestations to promote. | X | Characterize the cultural manifestations to be promoted. | X | X | Process the distinctive features of cultural events to promote. | X | X |
| Explain the cultural manifestations to be promoted. | X | Develop alternatives to promote cultural events. | X | X | Tabulate the distinctive and differential aspects of the cultural manifestations to be promoted. | X | X |

Chart 1. **Actions to develop each skill.**

Source: The author

To carry on each task, the following actions are recommended:

Identify: establish, demonstrate or recognize the identity of a thing or person.
a) Analyze the cultural manifestations.
b) Characterize the cultural manifestations.
c) Establish the relation of known cultural manifestations.

Determine: clearly and accurately fix information or the limits of a thing.
a) Analyze the cultural manifestations.
b) Compare cultural manifestations among themselves.
c) Discover the fundamental of the cultural manifestations.
d) Relate the essential features of cultural expressions.

Explain: declare, expose cultural manifestations in a clear and detailed way so that they are understandable.
a) Interpreting cultural manifestations.
b) Argue the cultural manifestations.
c) Establish the interrelationships of cultural manifestations.
d) Organize the cultural manifestations.
e) To present in an orderly way the judgments and reasoning.

Diagnose: orderly, systematic procedure, to know, clearly establish a circumstance, based on observations and specific data.
a) Establish the cultural manifestations to be promoted.
b) Plan the cultural events to be promoted.
c) Collect data from cultural events.
d) Check the students’ achievements.
e) To design the results and interpretation of the cultural manifestations to be promoted.
f) Results report: guidelines and / or treatment of cultural events to be promoted.

Characterize: distinguish or differentiate features of cultural manifestations.
a) Analyze the cultural manifestations.
b) To determine the essential of the cultural manifestations.
c) Compare cultural manifestations with others.
d) Select the elements that typify and distinguish it from the others.

To elaborate: to develop something that requires an intellectual process, as an idea, a theory, a project, an essay, etc.
a) Analyze the cultural manifestations.
b) To determine the essential of the cultural manifestations.
c) Select the elements that typify and distinguish it from the others.
d) To establish the characteristics and distinctive features of the cultural manifestations.

Interpret: declare or explain the meaning of something.

a) Analyze the cultural manifestations.
b) Relate cultural manifestations.
c) Find the logic of the relations of cultural manifestations.
d) To draw conclusions about the elements, relations of the cultural manifestations.

Process: submit a thing to a processing or transformation process.

a) To determine the essential of the cultural manifestations to promote.
b) Select the relationship between the cultural manifestations to be promoted.
c) Elaborate the conclusion (new judgment obtained).

d) To draw conclusions about the elements, relations of the cultural manifestations.

Tabulate: expresses quantities, magnitudes, values or other data that needs the format of tables.

Interpret or decide on a question to solve.

a) Analyze the object or information.
b) Relate the parts of the object.
c) Find the logic relationships found.
d) Draw conclusions about the elements, relationships and reasoning that presents the object or information to be interpreted.

Conclusions

The historical study of the teaching-learning process of the professional skills in the training of graduates of the Sociocultural Studies course allowed to establish the antecedents and made possible to design the actions and operations of the socio-cultural promotion as a skill.

The systematization of the theoretical foundations on the research object made it possible to elaborate an alternative for the development of the sociocultural promotion as a skill from the methodological treatment in the Sociocultural Studies major.

The study of the current state of development of professional skills in the students of the third year of the Sociocultural Studies major, and the treatment of this aspect by teachers in the teaching-learning process reveals the inadequacies presented in this regard in the theoretical and methodological areas.
The design of actions and operations for socio-cultural promotion as an ability enabled us to discern a methodological instrument with a didactic basis as a solution to the problem that occurs in educational practice.

**Bibliographic references**


