

Desafíos de la formación pedagógica de los alumnos ayudantes en la Universidad de La Habana

Challenges of the pedagogical training of student assistants at the University of Havana

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RESUMEN: Este trabajo propone un sistema de tareas docentes con enfoque investigativo con el objetivo de contribuir al perfeccionamiento de la formación pedagógica de los alumnos ayudantes y a su vez puedan cumplir en mejores condiciones de forma integrada las funciones docente e investigativa, contribuyendo así al desarrollo de sus habilidades profesionales. La propuesta ofrece un procedimiento metodológico que puede ser aplicable en otros contextos y desde los referentes de la educación desarrolladora y la enseñanza problémica el profesor puede elaborar tareas que perfeccionen la formación de los estudiantes de forma creativa.**Palabras clave:** Tarea docente con enfoque investigativo; Formación profesional; Formación pedagógica

ABSTRACT: This work proposes a system of teaching tasks with an investigative approach with the aim of contributing to the improvement of the student assistants so that They can fulfill in better conditions in an integrated way the teaching functions in investigative. As teaching propose solutions a professional problem identified in the diagnosis that es applied to student assistants, contributing to the development of their professional skills. The proposal offers a methodological procedure that can be applied in other contexts and from the teacher can develop tasks that improve the training of students in a creative way.**Keywords:** Teaching task with investigative approach; Professional training; Pedagogical training.

Introduction

Universities face the immense challenge of transforming themselves to effectively contribute to the holistic development of their students. Shifting the academic culture requires a series of significant changes difficult to implement on a broad scale that are coherently aligned with policies aimed at reaching new horizons; these efforts must be underpinned by innovative, consensus based strategies

involving administrators, faculty, students, staff, and all core institutional functions. (Alarcón, Guzmán & García, 2019)

The impact of COVID-19 on all spheres of social life necessitated a rethinking of new ways of interacting across all environments. In the specific case of universities, physical distancing posed new challenges for managing their core functions, given the impossibility of in-person gatherings in settings where face-to-face interaction had always been the norm.

As a primary alternative, higher education institutions from the own start of the pandemic they decided embrace virtualization in function of the resizing of its environments, processes, and functions. In these students felt this way assistants played a role essential since in an integrated They taught their tutors as use the environments hybrids for teaching already their Once the teachers taught him the teaching methods for the subjects they taught.

Rethinking ways of preparing pedagogically this student to successfully fulfill the function Teaching is one of the challenges that are taken on. This The research supports the idea that the training process Pedagogical approach should have a focus investigative and developmental and intentional he skills development professionals to transform his practice.

Following this line of analysis, the problem to be solved is in the need to improve training pedagogy of the students' assistants from the University of Havana (UH), (based on the identification of their strengths and difficulties in fulfilling the functions teaching and research) in the new training scenarios, in in order to successfully complete the tasks assigned to them.

In this There are different problems aspects that have an impact and are necessary to have them in count, among which are; the insufficient systematization of studies about training pedagogy of the students' assistants under the conditions current, insufficient teacher preparation AA tutors and the absence of a work strategy methodological that intends to train them to fulfill their functions.

Development

This line of research has as Background: Studies of the history of education in the colony in which it is stated that since that students were selected during that time further highlighted to teach them how to perform as teachers by assigning them a more experienced teacher as a tutor.

That practice continued during the neocolonial period, and later, during the revolutionary era, a directive from Cuban President Fidel Castro Ruz called for organizing this process through the

creation of an AA movement; this movement remains active today, and its operations are authorized under Ministerial Resolution 47/22.

These are precedents investigations as well consulted in in relation to the fulfillment of the function teacher of this AA because offer roads theoretical methodological approaches to improve the training of this figure. These include those of Piña, *et al.* (2014) who proposes actions Teaching methods for designing a class. Panzatta's (2015) establishes the actions that this figure must perform to perform as a tutor in the PEA. Hernández *et al.* (2016) make a proposal of Pedagogy and Didactics courses to prepare the AA to fulfill their function teacher. Portuondo and Méndez (2017), Jiménez *et al.* (2017), Cabrera-Murcia (2020) and González, Zamora and González (2021), are more contemporary and in They show a trend to integrate teaching with research, considering that the AA have potential to be able comply with this function of manner successful.

They were considered in addition to the results of other research and the best practices to shape the strategy methodological approach that guides the teaching process Learning about AA at the UH. The same has as intensity integrate teacher training tutors, the AA and the cluster in the achieving quality training, in correspondence with the advances Scientists and technologists at the service of the nation and humanity.

In this research was integrated coherently the foundations of the Approach Historical and cultural, erected from a perspective Marxist of education. From the methodological point of view is assumed he approach investigative and the teaching process learning developer as a way effective in achieving real participant engagement and introduction in the practical results from a dynamic of refining ideas and proposals methodological throughout the research .

It began with a study exploratory at the UH with the intention of justifying the need to investigate he problem scientist who identified himself, in relationship to shortcomings detected in the training process pedagogy of the students' assistants (FPAA). Next, a fundamentals analysis was performed theoretical-methodological aspects of the FPAA process and the functions that must to perform, it continued with the diagnosis of the practice acting in the context of the UH of this process. The results of the diagnosis allowed a strategy to be developed methodological that would contribute to the FPAA process in this institution and culminated with the evaluation of the proposal based on its implementation and the experts' opinion.

During the exploration phase, the existence of insufficient resources was confirmed research theoretical related to FPAA process in higher and limited education planning and execution of actions integrated and systematic that contribute to the FPAA. Rosario (2022)

In function of giving it the response to what was identified was explored further in the studies theorist methodological related to topic and how the result was redesigned he process of (FPAA), conceiving it as a process pedagogical that is planned, executed, controlled and evaluated continuously and systematically, in the one in which an advisor participates pedagogical and the tutor professor, intentional towards preparing the AA to fulfill the function teacher with focus investigative in the context of Higher Education. Rosario *et al.* (2025)

The AA in these new scenarios must comply with a single the *teacher's* role with a *focus investigative*, understood as all the activities that it performs the AA aimed at developing skills for the planning, execution, control and evaluation of the PEA integrated with the research and transformation of its practice teacher. Requires knowledge of the science they teach, and the methodology for teaching it teaching and researching it and the strengths that students have to fulfill this function.

The solution to the problems professionals who are presented to these students in his practice teaching constitutes quite a challenge that they must to face what they must develop during his training process initial skills investigative and professional skills that will help them to provide solutions to the problems they identify. The tasks teachers who are given guidance in each of the activities must to have a character investigative and an approach teacher. In the research, a procedure was designed methodological approach that guides teachers how to prepare this task type.

In the strategy methodological approach that the task was designed to use teacher with focus investigative was employee in Each of the activities that were carried out with the participants. The preparation of each activity adopted a problem-based approach, incorporating aspects of problem-based teaching and developmental education.

It began each with a problem teacher and the tasks they had an impact in the solution of each one. The objectives were productive, were employed the course content, higher education teaching methodology , and research methodology were used methods productive and participatory, with the intention of promoting Debate and reflection. Evaluation was Systemic self - evaluation was

promoted and design of learning strategies that would contribute to the transformation of practice and the solution of difficulties individual detected in the diagnosis that was performed.

In the AA training process for the fulfillment of the function teacher with focus Investigative tasks require guidance teachers who integrate the knowledge of their profession with the knowledge educational investigative. Before designing a task teacher with focus investigative he teacher you need to perform a diagnosis to identify he Starting level. The task teacher with focus investigative has a character problematizing and placing AA as the main protagonist in the solution to the problem identified, with the collaboration of his tutor.

In the task structure teacher with focus investigative, it is inserted he algorithm methodological that serve as a guide for the fulfillment of its objective. In the design of this algorithm, the teacher must have it accounts for the particularities that diversity offers in the treatment individualized attention to their students , thus like those of the group. It is essential for the task success teacher with focus investigative that the student assimilate the situation problematic and mobilize its potential in the solution to the problem teacher.

The following explains this procedure methodological referred to the task design teachers with a focus investigative.

- The statement must start from a situation problematic that contains a problem professional.
- The objective must be productive and be in function of the problem solution teacher.
- The content must have a character scientist who is linked to the science they teach , their Didactics and research methodology. As a result of the task teacher, it is suggested argue scientifically situations professionals; develop conclusions theoretical; model solutions to problems descriptions of the profession.

As content Honesty should be fostered in education. scientific, the I respect to opinions contrary, the job in group and ethics professional.

- It must contain he working algorithm according to the task teaching oriented.
- The methods They must be productive. The following methods are suggested: search partial , conversation heuristic, the investigative

- The evaluation recommends use Techniques for self-assessment, peer assessment, and teacher assessment that encourage self -evaluation of learning acquired. The evaluation should focus not only on the final result, but in the process of identifying and solving a problem. It must be considered in it takes into account information management and exposure The solution to the problem must be coherent, clear, and precise. It must be designed assessment tools that allow Identify the weaknesses that need to be addressed working and the strengths that allow enhance he development of the AA.

The diagnosis that was made was essential since he traced lines of work and guided each of the activities that I had to carry out he adviser pedagogical and left perfecting constantly. The teacher must have in It also takes into account to raise correctly the situation problem tailored to the diagnosis, provide student support in the process of carrying out the activity and consider all the alternative solutions formulated by the students.

The strategy included the evaluation as part of a learning and feedback process with a view to achieving older satisfaction indices based on the implementation of the adjustments necessary.

In function of perfecting, he FPAA process were designed five training activities were implemented four and the implementation of the other was approved, having as intended for teachers tutors and students UH assistants. It was conceived he process pedagogical approach of the AA with a view to fulfilling the function teacher with a focus investigative, in narrow link with his practice teacher and training professional. Reflection and transformation of the participants were encouraged. demonstrating the progress in the object of study. The professors' tutors and students' assistants they showed satisfaction with the activities implemented.

They believe there are still many content that needs to delve deeper that they discovered with the course and that the time was not enough for their in-depth study. They make a request to design further courses to follow preparing to give classes. Students who don't have definite he level of satisfaction, are inserted in research projects specific to the specialty, which demands a lot time and motivates them more, but they acknowledge that it is very the subject is necessary to fulfill the function teacher with focus investigative.

Satisfaction results demonstrate that these students they need tools to assume teaching and its functions as student assistant. In general, the suggestions contributions from the participants are

aimed at the permanence and frequency of the activities examples of these proposals are as follows arguments:

- That they be inserted in the study plan subjects that contribute to the training process pedagogical.
- That they be inserted in the work strategy methodological of the faculty activities that contribute to training pedagogical approach of the faculty.
- That they offer further spaces for self-improvement in topics related to training pedagogical.
- It was requested that this the subject should not only be given to students assistants but to the students who are in the task “Educating through love”

To the teachers’ tutors were prepared to project activities aimed to guide the AA to fulfill the function teacher with focus investigative. The AA's preparation was enhanced pedagogical and in particular in the fulfillment of the function teacher with focus investigative.

The specialists they agree in the novelty of the proposal, but they suggest that we should continue working in the systematic nature of the activities designed for these students.

- Include a motivational stage to interest AA members in his training Pedagogical. To work the link of his training pedagogical with its training professional.
- To have in account in the evaluation stage, based on the character systemic approach given to the strategy, the learning needs of the AA for the purposes of continuous improvement that it should entail his training process professional.
- The learning activities that were carried out are guiding and very valuable for the formation process of this student.

Next, it is done reference to the criteria expressed by the specialists regarding the strategy methodological proposal:

- “I believe that the proposed strategy is effective novel and interesting and very important under the conditions current ones at the University, since at the same time it has an impact in the formation of the AA, also reinforces the training of the mode of action pedagogy of the future graduate university student who can perform at the University”

- “He valued as very the decision to involve all stakeholders was positive in the training process, advisor pedagogical staff, tutors, and the AA themselves, in a process that results in benefits for all and in his contextualization based on the diagnosis as a starting point that guarantees his suitability to their needs specific ones”
- “The workshops allow participants perform an assessment criticism of his practice and learn learning strategies useful for improving his performance”
- “The procedures methodological approaches that are proposed in the tasks teachers they are used to apply them in the training of the AA”

In summary , based on everything it is founded on previously it was possible to affirm that the proposal designed can be applied in the University context to perfect the FPAA and it will have in It takes into account the suggestions of the specialists. When it was implemented in both faculties it was achieved, he designs and implementation of four workshops methodological aimed at teachers tutors who served for their improvement and modification of their modes of operation. A redesign of the AA's work plans and work strategy was achieved methodological approach of the faculties, departments and subjects where they have these AA.

Conclusions

A subject was designed elective for AA that enabled the modification of their practice teacher , his motivation to fulfill their function teacher and a subject optional for teaching assistants and psychology students. A CD with teaching support materials was designed valuable, which can to serve as a reference for all interested parties in deepen in the Didactics of Higher Education. The students' assistants they learned to design tasks teachers with a focus investigative, identified issues professionals in his practice teacher and proposed alternatives from the knowledge scientist who favored this transformation .

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