

La superación profesional para el docente de preescolar en Cuba

Professional improvement for the preschool teacher in Cuba

Lourdes Cristina Falcón-Torres

Universidad de Ciencias Médicas de Guantánamo, Cuba

Correo electrónico(s):

falconia@infomed.sld.cu

Recibido: 30 de enero 2019

Aceptado: 28 de marzo 2019

Resumen: La superación profesional de los docentes de preescolar debe estar en correspondencia con los principales problemas educativos del territorio y las necesidades individuales de aprendizaje identificadas, y además permitir la adquisición, ampliación y perfeccionamiento continuo de los conocimientos y habilidades básicas y especializadas requeridas para su mejor desempeño profesional. De ahí que sea mi objetivo reflexionar sobre la importancia que tiene dicha superación para que el docente de preescolar mejore su desempeño profesional.

Palabras clave: Superación profesional; Enseñanza preescolar; Educación de Postgrado; Desempeño profesional.

Abstract: The professional improvement of preschool teachers must be in correspondence with the main educational problems of the territory and the identified individual learning needs, and also allow the acquisition, expansion and continuous improvement of the knowledge and basic and specialized skills required for their best performance professional. That is why it is my objective to reflect on the importance of this improvement so that the preschool teacher improves their professional performance.

Keywords: Advanced professional; Preschool education; Postgraduate Education; Professional performance.

Starting from the fact that education has to prepare man for life in all its facets and manifestations, the necessary and organic integration of the four pillars of education of this century is based: learning to know, learning to do, learning to live together, learning to be. In correspondence with this, Cuba's education system carries out a profound revolution that unfolds through numerous programs aimed at ensuring quality learning. Therefore, the changes that are progressively introduced include all aspects of school life, study programs, academic organization, academic evaluation, school evaluation, and especially the preparation of the teaching staff involved in the teaching-educational process.

In order to fulfill the social task that the Cuban school has today, professionals with an optimal scientific, methodological and cultural preparation are needed. Professional improvement is an ideal way to do this,

since it allows them to work with appropriate educational programs and conceived in a common teaching framework in which everyone receives the help they need.

Regarding the process of training, training and professional improvement of human resources that takes place in Cuba, Llano (2004) proposes:

It offers the people the possibility of overcoming all equally, with a view to achieving a comprehensive general culture (...) This improvement is free and is closely linked to individual satisfaction, motivation, human improvement, available to all; it is a generally planned process with territorial, sectorial, national character, and in no case depends on the economic level of the man and his family (pp. 49-58).

This puts us before the problem of how to solve the preparation of pre-school teachers, and a solution could be professional improvement, as part of postgraduate education. It is necessary then to stop at the first of these directions, professional improvement, because of the importance it has.

According to the regulation of postgraduate education of the Republic of Cuba (2004), the postgraduate education system is structured in two fundamental aspects:

- The professional improvement, which aims to permanent training aimed at meeting the organizational and individual needs of updating, renewal and expansion of knowledge and professional skills of university graduates in correspondence with scientific, technical and cultural advances, through dynamic, short-term, medium-term organizational forms.
- The postgraduate academic training that has the purpose of the formation of labor resources of high scientific, technical and professional qualification. It is developed through the programs of doctorates, masters and postgraduate specialties; ways in which learning activities of face-to-face and tutorial nature are alternated or combined, self-preparation, and professional practice or scientific research as appropriate.

According to Añorga (1995), the professional improvement is, therefore, a set of training processes that enables university graduates the acquisition, expansion and continuous improvement of knowledge, and basic and specialized skills required for better professional performance, and its integral cultural development.

I assume professional improvement as a way to achieve updating and professional performance, and contribute to the development of the country since these studies constitute for the preschool teacher the

upper stage of the educational cycle and respond to the need to train them at the highest level, both in the professional field as in those of teaching and research.

The objective of professional improvement is to contribute to raising the effectiveness and quality of work, and the cultural education of graduates of higher education. Facilitates the acquisition by professionals of knowledge and skills not received in previous studies or acquired without the required depth, and allows the updating of information in correspondence with the advances and the scientific and technical development of society in the specific field of their profession . It is planned and carried out in such a way that the expected results are achieved with minimum expenses of time, human, material and financial resources.

Thus, when the process is analyzed, it is appreciated that it has an entrance (the university professional, educating), and an exit (the most qualified university professional, more prepared to exercise its activity with greater efficiency), which is composed of different personal components or subjective (teacher and educator), and material, non-personal components (objectives, contents, methods, means, organizational forms of teaching and control systems).

Each of these components are in turn subsystems with their well-determined functions, and with a logical order determined by the guiding character of the didactic principles, and whose self-regulatory mechanism corresponds to the control and evaluation of both learning and each of the components of the system and the system in general, within which the objectives are the governing category.

I agree with Llanes (2008), saying that the importance of professional improvement in postgraduate education is based, on the one hand, on the historical evidence of the centrality of education, research and collective learning in the processes of developing; and on the other hand, the need for education throughout life, supported by the self-management of learning and socialization in the construction of knowledge that pays tribute to the training of professionals with a broad profile.

In this sense, the professional improvement of the preschool teacher should be understood as the transformations in the school context in which it acts as a result of the improvement, updating and acquisition of new knowledge, skills and habits, methods of science, values and norms of relations with the world based on the integration of the group and the individual.

The Ministry of Education has made several attempts in recent years to solve some of the inadequacies that exist in the preparation of teachers related to the low use of information and knowledge technologies

(ICT) for their preparation and in function of teaching, poor command of the English language or another foreign language, lack of an interdisciplinary approach that promotes an integrating knowledge.

Several ways have been used to develop the professional improvement of preschool teachers, such as: courses, workshops, training, which have somehow addressed the educational needs of this professional, but should emphasize other forms of improvement such as graduates, the conferences, which offer updates and allow them to increase their leading role more and more in the direction of the teaching-learning process.

Coherently, within all the teachings, the role of the teacher in the care of preschool children is particularly important and is decisive, since these students demand significant care. In accordance with this, particular attention should be given to the professional improvement of teachers working in this system so that they can discover the disadvantages and potentialities of their students in a timely manner, what they can do on their own, and what kind of help they need, and From there, trace the educational strategies that guarantee maximum development.

Therefore, professional improvement is both a challenge and a need for professionals in pre-school education, is a way to raise their qualification, update and deepen their knowledge from the development of science and technology, and improve their performance.

The University fulfills an important social function in this respect because it conceives among its aims the continuous training and for the whole life of the professionals who graduate. In this regard, Milián (2011), refers that higher education systems are aimed at coordinating and designing together with agencies, companies and service units strategies for the satisfaction of the interests of both professionals and the community in general.

For Garcia (2005), the training of education professionals, and especially of preschool, is now a priority, and recognizes the need to promote, permanently, improvements in their preparation to ensure the quality of the service they provide.

At present there are several efforts that are oriented towards the search for new perspectives that enable effective and efficient preparation of these professionals from a constant update that access their professional and social growth, expressed in their know-how, be and live together.

The professional improvement is fundamental so that the professional of the education, and especially of the preschool education is kept updated with respect to the main problems that are generated in their work environment, and the new topics and knowledge that are generated in Cuba and other parts of the world.

In this sense, the professional improvement of the preschool teacher should be oriented to the transformation of their professional activity, in particular, to their intervention in the teaching-learning process, and to the same extent contribute to their own development.

It is significant to point out that the processes of professional improvement in postgraduate education must be designed based on the learning needs identified in the productive processes and the provision of services. They are developed through active participatory methods, and have as a more general objective to raise the competence and performance to contribute to the superior qualitative transformation of the activity carried out. The contents are constituted by the objectives of all the essential spheres of the culture and the activity of the society and of the individual that are developed in the pedagogical process.

Therefore, it is urgent to constantly maintain the evaluation of competences, the systematic control of services, the monitoring and evaluation of the training processes of the teacher of pre-school education in order to evaluate the quality of training and improvement of labor competencies its efficiency and the identification of new learning needs, which will affect the improvement of their professional performance.

Bibliographic references

Alonso, A. & Bueno. R. (2013). *Desarrollo regional a escala local*. La Habana: Félix Varela.

Bertalanffy, L. (1987). *Teoría general de los sistemas*. Barcelona, España: Herder.

Cabrera, G. (2017). *La superación profesional del docente de la especialidad agropecuaria en la orientación profesional pedagógica*. (Tesis de doctorado). Universidad Central Marta Abreu, Villa Clara, Cuba.

Fernández, M. (2014). *La superación profesional técnica de los profesores agropecuarios en los centros politécnicos de Pinar del Río*. (Tesis de doctorado). Universidad de Ciencias Pedagógicas Rafael María de Mendive, Pinar del Río, Cuba.

Horruitiner, P. (2008). Formación y Currículo. *Pedagogía Universitaria*, 12(4), 61-78.

- Morales, M. (2008) ¿Qué es el desarrollo local? ¿Qué retos impone a la gestión del conocimiento y la innovación? Universidad de Cienfuegos. Recuperado de http://vriep.uh.cu/CAB//index.php?option=com_remository&Itemid=33&func=fileinfo&id=103.
- Núñez, J. & Quiñones A. (2018). *La educación superior como agente del desarrollo local*. La Habana: Félix Varela.
- Santos, J. (2005). *Modelo Pedagógico para el mejoramiento del desempeño pedagógico profesional de los profesores de Agronomía de los Institutos Politécnicos Agropecuarios*. (Tesis de doctorado). Instituto Superior Pedagógico Enrique José Varona. La Habana.
- Vygotsky, L. S. (1987). *Historia del desarrollo de las funciones psíquicas superiores*. La Habana: Científico - Técnica.