

La formación profesional como condición en la Educación Técnica y Profesional para el desarrollo local-sostenible The professional formation as condition in the Technical Education and Professional for the local-sustainable development

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RESUMEN: La formación profesional como proceso puede favorecer a las instituciones educativas politécnicas mediante las nuevas formas de gestión no estatal de trabajo por tener un carácter dúctil, emprendedor, constante y armónico, todo ello basado en la experiencia de la triada docente-educando-tutor de entidad laboral, como vínculo directo entre la escuela-entidad de base laboral-comunidad, todo ello corroborado al utilizar métodos y técnicas investigativas las cuales permitieron concebir la retroalimentación desde un proceso reflexivo con los educandos que tiene como base el compartir conocimientos adquiridos en el aula los cuales se han enriquecidos en la práctica en función del desarrollo local-sostenible.

Palabras clave: Educandos; Formación profesional; Desarrollo local-sostenible

ABSTRACT: The professional formation as process can favor to the polytechnic educational institutions by means of the new forms of non state administration of work to have a ductile, venturesome, constant and harmonic character, everything based it on the experience of the triad educational-educate-tutor of labor entity, as direct bond among the school-entity of base labor-community, everything corroborated it when using methods and technical investigative which allowed to conceive the feedback from a reflexive process with the students that has like base sharing knowledge acquired in the classroom which have gotten rich in the practice in function of the local-sustainable development.

Keywords: Students; Professional formation; Local-sustainable development

Introduction

In accordance with the demands of the current improvement of Technical and Vocational Education, it is necessary to take a new look at vocational training, seeking a closer approach and relevance of learning related to the current context of students in terms of local-sustainable development.

The reference process is preponderantly practical from and in the educational institution in its direct link with the labor entity and society, for which it is prepared from the conception of learning by working and working by learning as a way to execute actions that promote community insertion, as a dynamizing element of the territorial economy for the compensation of problems.

In this sense, another requirement is to organize more participatory styles in the professional training models of the students and the search for high levels of integration in the educational institution towards itself and with the rest of the educational agencies and agents.

The present work responds to the project " University student outpost "as a leading movement for local development in Guantánamo province " which is associated to the Branch Program No.5 Local-sustainable development in the province of Guantánamo".

From the year 2017, the curricular adaptations given according to the professional training process of the students, can benefit the school's learning and its influence directly for the compensation of community problems as part of the local-sustainable development.

In this sense, the objective is to reflect on the professional training process with students, teachers and tutors of labor entities in order to consolidate local-sustainable development.

Development

Vocational training as a process, influences from learning in the dialectic of the natural characteristics of the environment where man-nature-society relations have a relative independence and particularity of their own, with which local-sustainable development is integrated while forming a reflective and explanatory unit according to Batlle, R. 2011 p-15.

In Cuba, professional training has been studied from dissimilar researchers, among which we can mention: (Aragón, 2015; Arzuaga, 2018; Lamas, 2013; 2017 and Mena, 2013), among others. From the search carried out, it was possible to verify the merit attributed that all impute to the

influence of this process to the local-sustainable development and how it can be achieved to promote the dynamizing character and therefore its possible impact on the labor market of a new type tempered to the current Cuban conditions.

Likewise, the aforementioned authors argue that a good professional training does not escape the social demands of education, which reinforces its pedagogical approach, based on the link with the community for the achievement of local-sustainable development.

In this way, one of the ways to bring to the labor, pedagogical and educational praxis is the process of professional training, which consists of identifying where the best human, didactic and material resources are to use them collectively, together with the socializing agents and agencies, hence the teacher is the one who guides the professional training of students for local-sustainable development in a dialectical link with the necessary redesign of the curricula, where the number of hours dedicated to Practical Teaching is increased according to Aragón. A 2015 p-21.

Similarly, educational projects force the school to see and overcome the compartments between departments, hyper-specialized subjects, and open to the contextualization of learning achieved in school as a condition of local-sustainable development for community transformation through the process of professional training.

The above is based on the theory of knowledge, which places practice in the first place, understanding that knowledge begins with practice, through practice theoretical knowledge is reached, which then returns to practice. In defining the path of knowledge Vladimir Ilich "Lenin" expressed "from living perception to abstract thought and from this to practice: such is the dialectical path of knowledge of truth, of knowledge of objective reality according to Lenin, V. (1964, p.170).

In this sense, the educational institution is intended to be more similar to its time and its school environment: with the dialectical perspective between learning acquired at school, professional training and axiological character, all this as a condition for the achievement of local-sustainable development. It is then that learning returns to the educational institution to enrich the institutional and academic curriculum according to the characteristics and needs of the community; for students to reflect on the lived experience, which strengthens experimentation and work, as significant elements of the professional training of students according to Trilla, J. (2009).

On this basis and from a dialectical-materialist position, all those theoretical-methodological elements considered pertinent are taken from the general, to make explicit the socio-pedagogical character as a support that allows to approach the integration of the polytechnic school-work entity as part of the professional training in the Technical and Professional Education in function of the local-sustainable development according to Mena. J. 2013.

From this idea, the active character assumed by each individual is manifested, when transforming the community context and self-transforms himself as a social being, in his relationships, education and work; contextualized as a learner of Technical and Vocational Education who is professionally trained, where all citizens have the same right to education.

In this same order of criteria, the learning of the students as part of the professional formation is sustained from the philosophical and pedagogical aspects of the Technical and Professional Education; that added to the self-learning of these as a professional exit, assures a social insertion in the communities as part of the local-sustainable development.

Vocational training as a condition for local-sustainable development could be defined as an integrating process that allows middle-level technicians and skilled workers of Technical and Vocational Education, guided by teachers and tutors of labor entities, all this in function of the implementation of actions that allow sustainability to be carried out from the local possibilities of each community according to (Bess, A. 2022 p-36).

The process of professional training in Technical and Vocational Education is a multilateral process, which must take place both in the educational institution, in the labor entity and in the rest of the agencies and educational agents, in which each one contextualizes it to its particularities and requirements, all regulated by its social purpose in order to achieve an increase in the quality of life in the community.

In this sense, the educational institution, with its polygonal classrooms, teaching workshops, laboratories and other specialized areas, must ensure the development of basic skills, understood as those universal and lasting skills (for life), of each of the specialties, not conditioned to technological changes and new technologies, and which become a necessary condition for local-sustainable development.

For its part, the work entity must become the competent space for the formation of knowledge and specific competitive practices, which are those that contribute to change together with the new

technologies the impact on students who by their nature need the work entity, given the impossibility of having it in educational institutions due to its high cost and rapid expiration.

Thus, students in their transit through the educational institution increase the basic skills that should be achieved at school and consolidated in labor entities. It is necessary to make clear that, in Cuba, the educational institution governs the process of professional training in dialectical link with the labor entity, provides it with its productive scenarios and its specialists and its conditioned reflection can be observed in the community and the local-sustainable development that the latter can achieve.

In this way, the educational proposal tends to be integrative in that it contributes to allow the link between community insertion and learning in the same formative action which relates to learning as a condition of a working order for life, which allows both a more secure employability and a greater critical and reflective thinking of the graduates.

Professional training is a process, where the knowledge acquired in the classroom context is assimilated, given by the expertise of teachers who are listened to together with the reading of bibliographies complemented in the polygons, as a space transformed into a laboratory of practice together with those who know Lamas, T. (2013).

In this sense, the research exposes how the limitation that can be presented by being disconnected from the community environment can be avoided, the articulation of professional training from the practice, towards a community to see it as a recipient and favored, while the knowledge achieved in school is enriched by combining it with the knowledge of the people who live in the community.

In this model, which is open to the market and which is a function of the process under investigation, they are prepared to satisfy the social demands made on educational institutions, from a solid professional training, made up of knowledge, skills and abilities that have a universal character and durability throughout the working life of the students, which can be achieved through a coherent labor market insertion.

The labor insertion goes from being the space of pre-professional activities to become a space for the acquisition of contents in which extension tasks are developed that generate resources in terms of local-sustainable development according to Arzuaga, M. (2012).

The production of knowledge as part of labor insertion allows relating to a greater or lesser extent the link between theory and practice evidenced from the intradisciplinary, but, the social relevance

of knowledge must be given according to the needs and demands of the community and not from the economic logics.

Professional training as a process from the labor insertion contributes to the culture of collective work, incorporating in turn, the culture of dialogue, not only within the educational institution but also in the community as a function of local-sustainable development.

What has been explained above, shows the existing dialectic between vocational training, labor insertion and local-sustainable development that, having as its center the middle-level technician or the skilled worker of Technical and Vocational Education allows accompanying the community with solidarity initiatives as a way of training and inquiring from the known to reach the unknown, according to Pérez, A. (2010).

According to Tapia, M. (2001). The professional training of students combines solidarity learning and acquired learning, which are characterized by the following characteristics:

Cognitive links: learners learn and develop from the combination of knowledge and service as a starting point and feedback for the success of professional training.

Proactive collaboration: this represents being involved in one's own project, with learners having the opportunity to select, design, implement and evaluate one's own activity that provides to the community as part of local-sustainable development.

Reflective process: Structured opportunities are created to reflect, discuss, trace and enrich the experience of contributing to local-sustainable development in balance between reflection and action, allowing learners to know in a consistent way the footprint that their work can leave in the community.

Partnership with educational agencies and agents: real shortcomings are recognized, which provide guidance on where to direct actions or activities to collaborate and benefit from the proposal in terms of local-sustainable development.

Local-sustainable responsibility: it collaborates to the development in the students of the socio-citizen responsibility for the transformation of the community context.

The scientific logic of this article is based on the dialectical-materialist method, which allowed the use of theoretical and empirical methods from a scientific and objective position, to understand the essence of professional training, which made it possible to work with scientific

knowledge of reality and appreciate the phenomenon in all its extension and dynamics to reveal its causes and thus contribute to local-sustainable development.

The research worked with a population made up of 28 students of the Julio Antonio Delgado Reyes educational institution, the initial diagnosis through the application of observations, interviews and surveys revealed the results in a qualitative way:

Lack of practical training in the integrative process of the students in the basic labor entities.

Limited civic commitment of the students for the community transformation, in an active, responsible and cohesive way.

Low motivation of the students as a response to local-sustainable development.

In this sense, some activities were implemented as follows.

Activities # 1. Characterization of the community:

Objective: To characterize the community with indicators that facilitate the professional training process from the Julio Antonio Delgado Reyes educational institution.

To guarantee the above, the students will be inserted in the community, being necessary to follow the following methodological guidelines:

- Explain to community agencies and agents the aspects of vocational training by students, teachers and tutors of labor entities as a novel way of relating the school, the labor entity as one of the ways of benefit.
- Work teams will be organized for this activity; it is recommended to include the students for the characterization of the community based on the indicators of the dimensions.
- It is necessary that the characterization is developed in October in order to elaborate a program that responds to the characteristics of the community.

Action # 2 Elaboration of the linkage programs based on the characterization of the labor entity.

Objective: To elaborate the linkage program based on the socio-educational needs of the Julio Antonio Delgado Reyes educational institution for the students in terms of community insertion.

The programs will be elaborated by merging the needs of the community and the contents of the technical subjects of each specialty, based on the related or unrelated particularities of the educational institution, the grassroots labor entities and the community.

For this, it should be clear that the actions to be executed or carried out by the students will be implemented under the guidance of teachers and tutors of labor entities for the time they will be involved in the process.

These actions had a civic-formative-educational character, adapted to the insufficiencies of the community and to the peculiarities of the learners, agreed between them, the teachers and the tutors as a triad conditioned by the degree of complexity, the organization and resources provided by the base labor entities and the community for this purpose they should follow the following methodological orientations:

- Precise the actions to be developed by the learners according to the pre-professional skills to be achieved from the solidarity service-learning of the medium technician and the skilled worker in the current Cuban polytechnic educational institution.
- To specify with the personnel who will work as tutors of labor entities, as well as the number of students to be attended (two students for each tutor).
- Present the program to the teaching collectives for its enrichment.
- Evaluate the implementation of the program on a monthly basis at the management post.
- The redesign of the program will depend on the level of effectiveness of the designed actions.

Action # 3. Insertion of learning in function of the community in its link with the Cuban polytechnic school.

Objective. To exemplify with actions how the students are inserted in the community to put into practice the knowledge acquired from the specialty they study in the educational institution.

The purpose of this action is to work with the particularities of the labor practice in order to guide the students during the process.

The directors together with the teachers and tutors of labor entities have the responsibility to participate, control and evaluate by taking into account the self-evaluation made by the subjects involved in the process, for this purpose the following methodological guidelines will be taken into account:

- Each group by specialty works according to the diagnoses made in Civil Construction.
- They observe and rectify each one of the works carried out by the students in terms

of:

- Checking internal electrical connections and their protection measures to avoid accidents.
- Condition of slabs, columns, enclosures, walls, plastering.
- Analysis and discussion of documents with community members (study programs, definition of service-learning, use of prosociality, environmental education, civic-citizen training).
- Condition of the refrigerators.
- Methods for their better use and conservation.
- Collective reflection sessions depending on the results of the service-learning process.
- It was recommended that feedback be given as a result of the results obtained in the insertion of the solidarity service-learning.

Action #. 4. Reflection process

Objective: to reflect with the agencies, the educational agents, the students, the teachers and the tutors of labor entities regarding the impact of the actions carried out in the community context.

The future middle-level technician and skilled worker of the referenced educational level is conceived and materializes in the unity and interrelation of the work of the teacher of the educational institution and the tutor of the basic labor entity, therefore both should be considered the reflection between the agencies and community agents and the learners, teachers and tutors of labor entities, as a unit where the student occupies a leading position in his own training.

The author of this research, taking into account the above mentioned, proposes the reflection between the community agencies and agents and the students, teachers and tutors of labor entities due to the need to conceive the students as the executors of the knowledge achieved in terms of local-sustainable development, for which the following actions are projected:

- To be a student who represents the profession or trade to which he/she aspires in the future.
- Attitude consistent and in accordance with Cuban educational policy.
- To be prepared to carry out the content and work method in an accessible way.
- This will take place in April and should be an essential moment in the community.

- The students will be recognized according to the reflective process they managed to carry out individually and their impact on the collective.
- They will be the ones to take the experience to the polytechnic school.

After the quantitative results, they were qualitatively reflected in the students as follows:

It contributed to dynamize the professional training as a process of the learners in the Julio Antonio Delgado Reyes educational institution, all in function of the local-sustainable development.

They demonstrated mastery of the actions for their professional training process based on the cognitive, behavioral and community aspects for local-sustainable development.

They were able to articulate the purposes and dimensions of professional training in the community context from the referenced educational institution.

Improvements manifested by the students in the educational institution Julio Antonio Delgado Reyes were appreciated.

The proposal presented allowed the students to reach a higher stage for community insertion.

It favored as a pedagogical purpose the professional training of the students in the Julio Antonio Delgado Reyes Educational Institution as a new way of compensating the community needs according to the specialty used in a reflexive and feedback process in function of the local-sustainable development.

It allowed students, teachers and tutors of labor entities as a triad to use the theoretical-practical foundations of the technical subjects from the educational institution-community-labor entity relationship as a basis for community insertion.

The theoretical references of professional training were contextualized to the current conditions as a response to the needs and demands of the community.

It allowed the activation of prosociality as a collective task of the students in terms of local-sustainable development.

It allowed the subjects to condition the professional formation of the students contextualized to the demands of local-sustainable development.

The chosen population, after applying the proposal, corroborated its effectiveness in praxis by offering a scientific response to the scientific problem, the activities as a practical output that

contributes to the students of the educational institution Julio Antonio Delgado Reyes, as a function of local-sustainable development.

Conclusions

In this work, some of the results achieved in this subject have been exposed, which have allowed concluding that progress is being made in the construction of theoretical-didactic-methodological foundations of the professional training process of the medium technician and the skilled worker.

On the other hand, the results revealed in this work, confirmed the relevance of the activities from the relations among the three components for the local-sustainable development, perceived in the educational context of Guantanamo.

Finally, the practical application of the proposal revealed its effectiveness in the group of students, teachers and tutors of grassroots labor entities, all of them as a condition for local-sustainable development.

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