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Estrategia educativa de dimensión extensionista para la formación del estudiante de la carrera Educación Preescolar
Educational strategy of the extensionist dimension for the training of Pre-school education students

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RESUMEN: En el proceso formativo del estudiante de la carrera Educación Preescolar resulta insuficiente la planificación, ejecución, control y evaluación de la dimensión extensionista de manera que revele la singularidad en su integración con los objetivos formativos del modelo del profesional; por tanto, se propone una estrategia educativa de dimensión extensionista que contribuya a la formación del estudiante de dicha carrera. Con la utilización de los métodos: histórico y lógico, análisis y síntesis, inducción y deducción, sistematización, entrevista y pre experimento se determina la situación del problema y la importancia de la dimensión extensionista con las especificidades de formación profesional pedagógica.
Palabras clave: Formación; Educación preescolar; Extensión universitaria; Dimensión extensionista

ABSTRACT: In the formative process of the student of the Pre-school Education career, the planning, execution, control and evaluation of the extensionist dimension, in a way that reveals the singularity in its integration with the formative objectives of the professional's model, is insufficient; therefore, an educational strategy of extensionist dimension that contributes to the formation of the student of this career is proposed. With the use of the following methods: historical and logical, analysis and synthesis, induction and deduction, systematization, interview and pre-experiment, the situation of the problem and the importance of the extensionist dimension with the specificities of pedagogical professional training are determined.
Keywords: Training; Pre-school education; University extension; Extension; Extensionist dimension

Introduction

The challenge posed to the Pre-school Education career from the E Curriculum is the formation of an innovative and creative professional with a high social commitment. Hence, the mission to train a student with the ability to achieve a comprehensive general culture and ideological preparation that allows him/her to become a model of stimulation of the integral development of children from 0 to 6 years, family orientation and interaction with the agents and socializing agencies of the community.

During the formative process in the Pre-school Education career, the student in the basic work entities, must apply music techniques, with the accompaniment of the musical instrument; as well as elements of literature, drawing, modeling and manual work. This enables the adaptation and musicalization of children's stories, the elaboration of toys and didactic means, the assembly of dances, gymnastic tables, dramatizations and other artistic activities with the children, on the basis of an aesthetic and educational criterion.

On the other hand, the student must coordinate educational activities with the community, associations and organizations, with the purpose of developing social awareness and sensitivity towards the cultural diversity of children, their rights, care and development perspectives. Likewise, importance is given in all its work, to the use of excellent educational communication; it must be a linguistic model for children, families and society in general.

The aforementioned evidences the need for an adequate projection of the extension dimension, based on the specificities of the training of the student in the Pre-school Education career. It also reveals how the promotion of culture is contained in the object of the profession for which it is formed; although the requirement to train the student as a promoter of the culture acquired in this process is scarcely made explicit in the curriculum.

This situation demands an integral preparation of the student for the fulfillment of his or her social task: education and stimulation of integral development from the earliest ages, orientation to the family and its interaction in the community. The extension dimension plays a central role in the formation of the future professional; however, the possibilities of this dimension for obtaining, consolidating and transmitting, by various means, knowledge, skills, values, attitudes and aptitudes are insufficiently exploited.

Thus, the planning, execution, control and evaluation of the extension dimension of the training of the student in the Pre-school Education career is insufficient. Therefore, the objective of the study is to support an educational strategy of extensionist dimension that contributes to the formation of the student in the formation of the student of the Pre-school Education career.

Development

The study is based on the analysis of the word strategy, which comes from the Greek word strategos, which was initially used to name ability, skill and expertise. The term has been fundamentally associated with military art, economics and politics; in its course, it is attributed to

the most dissimilar human activities, among which education and its different types of activities are included. Thus, when defining it, several authors use terms such as: didactic, methodological, pedagogical, educational strategy; depending on the proposed objectives.

Thus, there are numerous definitions of strategies elaborated and used in the educational field by different authors. In carrying out a study on strategies, Salazar (2000) exposes the elements that should not be missing within this concept, such as:

> They are aimed at directing the educational process at different levels, are determined by objectives, represent a system of steps, procedures or actions to be followed to achieve the expected goal, are projected gradually, define essential aspects that must be determined in order to be able to seek alternatives in the development of the educational process. (p. 22)

Essential elements in its structure, such as objectives and actions, which are necessary for the development of a strategy, are shown here.

From Sierra's (2002) point of view, strategy is "the pedagogical direction of the transformation from the real state to the desired state of the object to be modified, which conditions the whole system of actions" (p. 324). Thus, it can be seen that it is a way to pedagogically direct a process, its transforming character for individual and social benefit; as well as the system of actions governed by objectives. These are some general features that are recognized and assumed in the proposed strategy, which is why it constitutes an important reference in the research.

On the other hand, the educational strategy is defined as "the set of sequential and interrelated actions that, starting from an initial state, allows directing the formation of man towards certain objectives in a given social context" (Valle Lima, 2007, p. 67). It is considered that this form of analysis makes it possible to use the educational strategy both within and outside the limits of the institutions and allows extrapolating it to different socio-educational contexts.

By the way, researchers Rodriguez and Rodriguez (2011) define the educational strategy as:

> The projection of a short, medium and long term actions system that allows the transformation of the ways of acting (...) to reach in a concrete time the objectives committed to the formation, development and improvement of their moral and intellectual faculties. (p. 39)

In this way, the authoress place the fulfillment of the strategy in a determined time frame, in which transformations are evidenced both in the thinking and in the actions of those involved. Such consideration is assumed as a reference for the research.

Thus, the educational strategy of extensionist dimension for the formation of the student of the Pre-school Education career is an expression of the dialectical materialist and humanist praxis of the formation process in this career. It has a multidimensional and socializing character, focused on the integral development of the personality.

In this order, the educational strategy fulfills a transforming function since it provides the elements that in the practical order allow offering a new look at the extensionist dimension of the student's training in the Pre-school Education career. It arises from the need to respond to the inadequacies that were found in the educational practice through the diagnostic study and it is the way to implement the proposed educational model.

In the strategy elaborated, the application of a set of integrated actions between agents and actors involved in the process, with an active and conscious participation in the solution of the problems in the different socio-educational contexts is concretized. This contributes to the gradual transformation of their behavior and the appropriation of knowledge, skills, values, attitudes and aptitudes for the benefit of others and for their own benefit.

The educational strategy of the extensionist dimension for the formation of the student of the Pre-school Education career is structured as follows:

Mission: to contribute to the training of students in the Pre-school Education career in terms of preservation, development and professional cultural promotion in the different socio-educational contexts.

Objective: to guarantee the planning, execution, control and evaluation of the extensionist dimension of the student's training in the Pre-school Education career.

Stages of the strategy

The educational strategy of the extensionist dimension for the formation of the student of the Pre-school Education career is composed of the stages of diagnosis, planning, execution, control and evaluation. From the union of the structures, the combination of the dimensions and the actions of actors and agents in the different socio-educational contexts.

The diagnosis stage makes it possible to know the real state of the student's training in the Pre-school Education career, from the extensionist dimension, to determine the insufficiencies that are present in this process, in order to, consequently, with this, outline the objectives that will lead to the desired reality. Therefore, the diagnosis must be continuous, dynamic, systemic, participative and implies an approach to the educational reality with the purpose of knowing, analyzing and evaluating it. It also has the function of forecasting its possible change and proposing actions that lead to transformation.

It should be noted how important it is to raise the awareness of all the participants in the process, by providing the information that justifies it, calling on them to take a position on the existing problems and thus guaranteeing the achievement of more accurate results.

Specific objectives:

- To characterize the actual state of the extensionist dimension of the student's formation in the Pre-school Education career.
- To diagnose the personal culture of the students of the career for the development of the extensionist dimension.

Actions:

- Determination of the research methods and techniques to be used.
- Construction and application of the necessary instruments to characterize the current state of the extensionist dimension of the student's training in the Pre-school Education career.
- Processing of the results obtained with the applied methods and techniques.
- Foundation of the behavior of the extensionist dimension of the student's formation in the Pre-school Education career. This implies:
- Elaboration, application and evaluation of the diagnosis.
- Identification of the historical and cultural sites, personalities, customs and habits of the community in the university environment, within and outside the university.

In this way, the student's personal culture is diagnosed as a result of the culture that has been transferred to him/her during the years of life in the family and in the educational system, the social

relations and his/her personal capacities. Individual and group potentialities are taken into account for the planning of actions that guarantee the appropriation of the professional culture.

In addition, the possibilities of the environments for their use for the benefit of the student's training, in an intentional and coordinated manner.

On the other hand, the planning stage comprises the actions that, as a system, allow the achievement of the objectives set in order to transform the real state of the extensionist dimension of the student's training in the Pre-school Education career, into a desired state. This stage should be characterized by being flexible and contextualized. The implementation of the principle of multifactorial integration plays an important role in this stage.

Thus, everything that is programmed in the different organizational forms of extensionist work, has to promote critical and self-critical analysis, timely decision making, behavioral assessment, as well as its influence in the community and in the educational process of early childhood.

Specific objective:

- To design a set of actions to be developed that in its cohesion contributes to the formation of the student of the Pre-school Education career, from the extensionist dimension; starting from the personal, group potentialities and those offered by the socio-educational contexts.

Actions:

- Elaboration of work agreements with community agencies, in order to establish integrated actions.
- Organization of forms of extension work that strengthen the combination with academic and labor-research activities.
- Design of a preparation system for the university community of the career around the extensionist dimension, which complements and enables the study and dissemination of the advances in knowledge, science and technology.

At this stage, individual differences and the development of the potentialities of agents and actors should be considered as a starting point in the planning and execution of actions; guaranteeing that the communities where the different forms of extension work are carried out participate in the definition and planning of actions for their success. As well as ensuring quality in the training of students, with the participation of the different agencies and agents of the community.

Therefore, students should acquire a set of knowledge, skills, modes of action, functions and values of the profession, which will enable their transmission and transformation in the different contexts where they interact. This is directed in correspondence with the formative objectives of the Professional Model and favors the culture of the profession that they will promote in the socio-educational contexts, fulfilling their social task.

In relation to the execution stage, this is developed in accordance with the planning referred to in such a way as to allow the achievement of the objectives gradually, which makes it possible to move from the actual state to the desired state. In it, those elements that determine the interests, tastes and motivations in search of the active and conscious participation of agents and actors for the achievement of the proposed objectives are strengthened.

In addition, a favorable climate must be created to stimulate personal, professional, cultural and community development. So that, taking into account the principle of multifactorial integration, it is guaranteed that the student identifies with the culture of the profession and can take it to society through the promotion and its interaction in the socio-educational contexts.

Specific objectives:

- To guarantee the active participation of the agents and actors, based on their potentialities; as well as to provide treatment to the existing weaknesses with the purpose of eradicating them.
- To guarantee that each action stimulates thinking and develops positive feelings in the student so that they can be reverted in the new generations.
- Achieve the incorporation in the different forms used, to the intra and extra-university community.

Actions:

- Sensitization of the intra and extra-university community for the execution of extensionist activities, actions and tasks.
- Implementation of a preparation system for the university community of the career, which provides them with the necessary tools for the planning, execution, control and evaluation of the extensionist dimension for the formation of the student.

- To guarantee the conscious participation of actors and agents, through the implementation of the set of actions designed, such as:
- Literary and plastic arts contests.
- Socio-cultural workshops to promote formal education, rescue of cultural traditions, prevention of pregnancies and sexually transmitted diseases, protection and care of the environment, among others.
- Community exhibition of media, handicrafts and toys.
- Visits to historical sites in the community.
- Elaboration, execution and evaluation of community work projects that allow the solution of problems of the profession.
- Exchange of experiences with specialists of the cultural institutions of the territory.
- Presentation of results of the solution of problems of socio-educational and socio-cultural practice.

The control and evaluation stage is permanent and includes the collection of the necessary and sufficient information for the improvement of the strategy. It is important to keep in mind the verification of the fulfillment of the proposed objectives, correcting errors and outlining new goals to achieve better results; hence a constant feedback in the process itself. This is accomplished through the application of interviews, document review, observation and the application of participatory techniques that allow for the evaluation of the different actions.

Specific objective:

- Establish systematic control and evaluation of compliance with the actions carried out, which will make it possible to substantiate their results and project the work in the next stage.

Actions:

- Determine and apply the instruments and techniques to control and evaluate the results obtained.
- Correct and redesign actions.
- Raise and evaluate the level of individual and collective responsibility in the fulfillment of each of the actions.

Likewise, the strategy as a concrete way of expressing the modeling of the relationships of the process as the maximum expression of its development, must delimit a set of requirements to evaluate the fulfillment of what is established in it. Therefore, the following are stated:

- To be based on solid knowledge of the reality to be transformed, from an accurate diagnosis, so that it provides the transformation.
- The set of actions must be executed in a conscious and intentional way, which guarantees in a coherent and progressive manner the solution of the problems encountered.
- It must guarantee a systemic, integrated, transforming and flexible process that allows the achievement of the proposed objectives.

In summary, the strategy allows the unification of actions by the different structures that converge in the student's formation process, all concretized in the academic year for the fulfillment of the formative objectives. Through its stages and with the integration of the curricular and extracurricular dimensions, the development of the student's personality is favored from instruction, education and development.

In order to evaluate the effectiveness of the proposal, a pre-experiment is used in a group of 28 students of the day course of the Pre-school Education career of the University of Guantánamo, from 2019 to 2023.

The application of the pre-experiment

For the realization of the pre-experiment, an entrance test and an exit test are applied. An initial evaluation instrument is used as a test, with the objective of verifying the student's preparation that facilitates the development of the extensionist dimension during his training. A similar instrument is also used after the application of the educational strategy, with the purpose of contrasting these results with those obtained in the initial test.

Regarding the indicators established for the application of the instrument, they were aimed at evaluating the student's knowledge about the extensionist dimension, about the elements of the training model of the career related to this dimension, as well as about the elements of this dimension that are projected and evaluated during their training.

Also, how aptitudes and abilities are evidenced in students to develop the extensionist dimension, the presence of values that allow them to promote culture in different socio-educational contexts

and the attitude shown during their participation in projects, activities, actions and extensionist tasks.

An interview was applied to the selected sample, the results of which showed the existence of insufficient knowledge of the basic elements, both of the Professional Training Model of the Pre-school Education career, and of the extensionist dimension. This is evidenced in 89.2% (25).

Likewise, 85.7% (22) of the interviewees showed lack of knowledge of the influence of extension activities in their training; as well as of the aspects included in it, in their integral evaluation. In addition, 35.7% (10) consider that they have the knowledge and skills to carry out extension activities that allow them to promote culture inside or outside the university.

Likewise, they allege dissatisfaction with the preparation received for the development of research work, fundamentally in the basic labor entities where they carry out their labor practice; as well as for the execution of work in the communities. In addition, they recognize their low participation in the extension activities that are programmed.

They also offer recommendations to improve their training, among them: preparation for carrying out research work, the use of the library and laboratories. They emphasize the importance of recreation and leisure, although they state that few activities are carried out in this sense, which affects the cultural life at the university, which was part of their expectations when they entered this institution.

Manifestations during the application of the proposal:

Based on the results obtained in the application of the entrance test, we proceeded to the preparation of all the university personnel with incidence in the formation of the students of the group, among which are: professors of the career, those of other careers and faculties that render their services in it; as well as directors and tutors of the basic labor entities. Such preparation is made on the basis of the insufficiencies in the theoretical and methodological conception of the extensionist dimension, which limits its planning, execution, control and evaluation.

Methodological activities were also carried out in order to concretize the different actions of the educational strategy of the extensionist dimension for the training of the student of the Pre-school Education career. As well as to involve community agents and agencies in the orientation process in order to achieve unity of educational influences, and thus obtain the expected results.

Therefore, the extensionist dimension of the student's training in the Pre-school Education career was enriched to the extent that the actions contained in the strategy were organized, executed and evaluated. The transition from the simple to the complex is achieved, in its projection in each year of study, from the diagnosis, its updating, prognosis and the obtaining of satisfactory results.

In addition, during the research, a different stage had to be faced due to the COVID-19 pandemic. Hence, the extensionist dimension of student training had to assume the virtual modality, with a differentiated organization and planning during its effective execution and control, in the search for its improvement, adjusted to the educational reality.

In this context, it was necessary, for the achievement of the research purposes, to execute the designed actions virtually; which brought with it new challenges such as: the creation of Whatsapp groups, from the diagnosis of the collective, individual and technological; as well as the execution of contests, festivals, events and courses in this modality. New forms of evaluation were also developed.

The execution of these actions corroborated how the new information and communication technologies represent a great opportunity to broaden and strengthen the professional training process, including in the extension dimension. Through creation, imagination and professional skills put into practice, the teaching-educational process was more dynamic from the use of poems, songs, media, games and toys; as well as with the presentation of scientific articles and didactic materials elaborated by the students.

Final evaluation of the results:

Once the intervention was concluded, we proceeded to apply the exit test for the collection of information; an instrument of a similar nature to the one applied during the diagnostic study, and considered as an entry test. In this way, it was possible to confirm that the educational strategy is feasible, accessible and valid, thus certifying the existing theory, from the novel aspects that characterize it; it also stands as a practical means to develop the extensionist dimension of the student's training in the Pre-school Education career.

The above responds directly to the objectives pursued by Cuban society to train a professional with a solid cultural preparation that allows him/her to solve the problems that arise in the contexts of action, in a creative and innovative way.

The evaluation of the educational strategy of the extensionist dimension for the training of the student of the Pre-school Education career at the end of its implementation shows the following results: the knowledge reached about the theoretical and methodological elements of the extensionist dimension, allows the establishment of the relations with the Model of professional training of the career; as well as of the aspects planned and evaluated in this dimension during the whole training process. Evaluated as very adequate in 63.6% (14) and adequate in 36.4% (8).

On the other hand, the degree to which the students show aptitudes for cultural promotion corresponds to 22.7% (5) as very adequate, and 77.3% (17) are considered adequate.

Likewise, the development of skills for the extension dimension is evaluated, such as: playing an instrument, dancing, singing, and plastic arts. Also, those that allow the assembly of dances, gymnastics, narration and staging of children's literary works; as well as the use of local history in the direction of the educational process, communication skills and manual work. Such content is evidenced in 50% (11) of the students included in the category of very adequate and the rest in adequate.

On the other hand, 59.1% (13) are very adequate and 40.9% (9) are adequate to behavioral norms and specific values that are important for their interaction in different socio-educational contexts. Among them: ethical behavior in correspondence with society and the role of the professional, moral commitment, all manifested in patriotism, solidarity, humanism and intransigence in the face of wrongdoing.

Likewise, to be a model in the use and mastery of the mother tongue, in their systematic performance, professional identity, based on love for the teaching profession and the human being, understanding, sensitivity and respect for diversity, responsibility and hard work; as well as cooperation expressed in interpersonal relationships and collaboration with others in the fulfillment of their educational tasks in the different contexts of action.

Regarding the attitude shown by students to promote culture in different contexts, it is evaluated as very adequate in 63.6% (14) and adequate in 36.4% (8). The above allows evaluating their conscious and active participation in projects, activities, actions and extensionist tasks with responsibility, commitment, ethics; being motivated and interested in doing a common good.

From the above, significant changes are evidenced in the acquisition and transmission of knowledge, skills, values, attitudes and aptitudes in students, which reaffirm how professional

socio-cultural integration is a quality that enables them to promote professional culture in different socio-educational contexts, based on their identity with the culture of the profession.

Conclusions

The educational strategy of the extensionist dimension for the formation of the student of the Pre-school Education career is designed in four stages; and its set of actions allows evidencing the transformations experienced, from the close interaction in the socio-educational contexts.

The effectiveness of the educational strategy is evaluated through the pre-experiment in order to contribute to the training of the Pre-school Education student, from the extensionist dimension.

The results obtained allow affirming that the application of the educational strategy is feasible in the current conditions of training of the student of the Pre-school Education career, in correspondence with both the social demands and the peculiarities of the profession.

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