

CONSIDERATIONS ABOUT THE APPLICATION OF ACTIVE METHODS TO FAVOR THE PROFESSIONAL FORMATION

CONSIDERACIONES SOBRE LA APLICACIÓN DE LOS MÉTODOS ACTIVOS PARA FAVORECER LA FORMACIÓN DEL PROFESIONAL

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ABSTRACT

The formation of present and future generations demands that teachers transform their professional performance, which assume the searching of new methods and procedures for teachers' preparation. The present research shows the methods used to better up the teachers preparation in Nuevitas Collage due to a methodological problem which requires the use of science, the methodology and didactic for a solution in order to satisfy the human and society needs in general. The initial results permits to determine the lack of methodological, practical and pedagogical elements teachers demonstrate according to their students' needs during the teaching activity likewise the levels of motivation they develop at the time to use methods, principles and material aids to solve teaching problems.

In order to solve these deficiencies the research presents a set of methods and some procedures dedicated to teachers to use during the teaching-learning process they develop with the university students in Nuevitas.

Key words: performance, professionals, students, teachers, methods, procedures, methodological preparation, disciplines, careers.

RESUMEN

La formación de las presentes y futuras generaciones exige que los docentes transformen su actuación profesional lo cual impone la búsqueda de métodos y procedimientos novedosos para su preparación. El trabajo muestra los métodos utilizados para perfeccionar la preparación de los docentes del Centro Universitario Municipal en Nuevitas como respuesta a un problema que requiere de la ciencia, la metodología y la didáctica para su solución logrando satisfacer las necesidades humanas y de la sociedad en general. A partir del estado inicial analizado se detectaron deficiencias que presentan los profesores relacionadas con el dominio de determinados aspectos metodológicos y su accionar práctico manifestado en la ejecución de su labor y el grado de motivación que utilizan durante el empleo de métodos, principios y medios para dar solución a los problemas que demanda la práctica profesional.

Para contribuir a la solución de las deficiencias planteadas se propone un set de métodos y algunos procedimientos para ser utilizado por los profesores durante el proceso de formación de los profesionales en Nuevitas.

Palabras Claves: actuación, profesionales, estudiantes, profesores, métodos, procedimientos, preparación metodológica, disciplinas, carreras.

INTRODUCTION

Since the beginning of humankind, man has developed the ability to understand the world where they live. They have been able to understand how the world works by using their own human functions.

However, men did not know how to do it at the beginning; they just react or behave by instinct, for a need or just a feeling. The development of some kind of knowledge men started to discover was a step to their **growing** as human beings. Knowledge is the key to acquire any goal in everyday life of human beings, no matter in what context is taking place, for working or for living.

The Prometeo Myth is a beautiful allegory to demonstrate how human beings are at birth the most undetermined, non-conclusive and helpless creatures in the world. Humans were not born with intrinsic knowledge and a specific genetic code. Garcia (2004, p. 70)

It is important to think about the amount of knowledge men acquired every day it is endless. However, people also learn concepts, definitions, signs, sciences and languages that allow them to acquire some capacities, abilities, and consciousness.

knowledge is something extraordinary in the life of any human being, it is a personal experience but at the same time is a complex and diverse process conditioned by multiple factors, like people own personal characteristics, daily life situations and the social and cultural contexts. Garcia (2004, p. 71)

In the observation of many lessons, it is appraised that various teachers have difficulties while they mastering the appropriate methods and procedures to increase knowledge among their students. Others have the tendency to use participation techniques but without taking into account the systematic approach of the problem. The authoresses consider that the use of active methods fulfill the objective in the teacher lesson plan in order to attain the development of the students' knowledge.

The results of studies carried out with students from Accounting, Tourism, Industrial Engineering, Chemistry Engineering, Electrical Engineering, Mechanical Engineering,

and the Sport and Pedagogical careers made the authoresses notice that teachers do not assign activities that develop the levels of creation among the students. Many causes support that, in the case of the University in Nuevitas it is the lack of pedagogical background of novel teachers who has a sufficient knowledge about the content of a discipline but do not apply active methods in order to provide high priority of these procedures as the basic abilities the students should master first. Taking into consideration the previous analysis, The Collage in Nuevitas develops the process of formation of students by accomplishing the main objectives from each syllabus careers taking into account the professional status established and the Cuban University approaches.

Considering Nuevitas is one of the few cities in the country with a very high industrial development accompanied by other important economic activities like tourism and agriculture the students should be able to interact in different contexts as competent professionals ready to contribute to the society. Through the development of the professional models, the students can relate their jobs with the knowledge they acquire during the process of learning, because there is a strong link between the students professional activity and the study curriculum at different careers. The curriculum has its own characteristics according to previous curriculum generations due to the technical-scientific, social-economic, and cultural changes, the international and national contexts, the needs and demands of the country, the province and the city.

According to these approaches, the present research states the **objective to:** make evident the need to achieve the development of active methods during the teaching-learning process in Nuevitas University through the nine careers making emphasis in the knowledge students should reach according to the study Curriculum.

To accomplish this objective the authoresses developed a set of methodological procedures for teachers to use during their methodological preparation. These procedures have been applied during the Pandemic time where there was a need to redesigned the common methodological techniques by using practical and new procedures in order to maintain the formation of professionals with the quality required.

DEVELOPMENT

1. The development of Active Methods in the university.

At present time, the society needs people who are able to think, feel and act advisedly of what they do; people who act independently, people who are able to create, to love and respect others. In all these, the development of methods and procedures where students interact with others and develop different procedures and abilities at the same time, play an important role.

Today there is a need to increase the quality in the students' formation from the teachers' performance. That is why the use of active methods provides the possibility to increase not only the students' knowledge but also the teacher methodological and didactical preparation according to the possibilities, characteristics and different contexts students interact or behave.

Like Gonzalez (n.d.) said:

...a professional demonstrates a high knowledge of a procedure and a correct practical performance not only because he or she performs behaviors that show the existence of knowledge and abilities that allow him or her to solve professional problems, but he or she feels or reflect about the need and the commitment to perform in correspondence

with his or her knowledge, abilities, with flexibility, dedication, persisting at the time to solve problems demanding from the pedagogical practice...

Teachers from any discipline or subject can use the active methods; but it is a teacher duty to apply them according to the students' needs and the objectives of the study curriculum.

2. The application of the Active Methods.

The acquisition of knowledge it is not conceive as the only objective of teaching. It is also consider as a resource to a problem solution, tasks or professional situations or a job related situation in a real time.

Teaching methods, used as active methods, allow the students to have possibilities to learn independently through a responsible behavior in order to solve problems from daily life or modeled situations.

The development of the active methods propitiates a higher learning activity and searching spirit among students, it improves the ability to learn independently and the students' creativity.

The active methods breaks the traditional methods used by teachers before, they provide the students the possibility to play their own role as the real owners of their formation by stating critical and commitment position at knowledge.

The application of the active methods require a methodological analysis by the teacher in order to select and modify them if would be necessary and even though the teacher can create his/her own techniques.

The teacher should know the content of the discipline he/she teaches and the method he/she is going to use, also its advantages and disadvantages at the time to use it. According to the approaches of active methods, there are different procedures that should be taking into account to achieve the main goal in the teaching-learning process but some of them were adapted according to the characteristics of the Study Curriculum of different careers, teachers and students characteristics of the University in Nuevitas.

3. Set of methodological Active Methods.

Method #1. The Discussion Method.

The method establishes different discussion types but in this case, the students exposed the discussions in a written form only.

Procedure: the students are dividing into groups of 3 or 5 members. They should analyze the situation states by the teacher and be able to arrive to a conclusion taking into account all ideas from the team, a member should write the final result and analyze it by reading where the rest of the team have the possibility to get involved.

In this case the disadvantage of the method is that not all of the students will listen to the answers, that is why the teacher should assign in next lessons activities in which the students should get involved individually in order to express their opinions, or provided to a solution to a given situation or problem.

As a second procedure, the teacher provides the students with an example situation in which they should give or provide their own opinion but individually.

Method #2. I am looking for...

In this case, the students should identify the characteristics of an object, a place, a phenomenon or just a process by working in teams.

It is required to explain to the students previously the procedure of the method: I am looking for (the team should explain the characteristics of something by making a discussion about it).

The advantages of this method is that the teacher can select objects or processes related to students employment activity that they should describe by using real objects, a video sequence, a PowerPoint presentation or any other aids available for them.

The searching or the investigation made by the students allows them to acquire a new knowledge or just to know how something is or works which is unknown for them by using some scientific procedures or develop logical thinking like the observation, the description, comparing one object to another one. The method allows the students to work independently, to make oral or written reports, and compare their answers with other students' ideas or results.

Method # 3. To solve the situation.

The present method is the result of a methodological analysis which came from the original method called " Method of Situations". In the case of the new method "To solve the situation" some procedures are proposed, like in the original version, in order to make the students involved in real life situation, but in this case from industries, schools, Hotels, departments or any other work context in which they are related in Nuevitas. In this case, they are going to provide a given solution for problem related to their future profession.

The teacher should pay attention to:

- The analysis of the objective of the lesson.
- To select the real or hypothetic situation that makes the students be able to discuss, interact between them and the head of a department in a factory or in the place they work or develop the labor practice.
- To gather, to classify and select the necessary information to form the situation (the study of documents, the observation of a daily labor at any context)
- To create the situation and put it in an available place for the students to be analyzed. (in the case of Nuevitas University all the information is located at Torre Z. a digital resource created for teachers and students to facilitates the information needed for the formation of the professionals)
- The solution of the situations should provide group work or any other ways of organization.

Method # 4. To research.

The research is a method that comes from the Problematic Methods, these methods provide the students the opportunity to apply their knowledge with a high independence because, in this case, the teacher puts them in front of different tasks they should solve in order to acquire a new knowledge and abilities about the sciences and disciplines the career is related. The investigation method is the most important method used at the University teaching level. The method combined the independent work in a high level of creation and the application of scientific procedures. Some authors consider using it in three stages, but in this case, they were redesigned into the following procedures:

- The orientation stage: the teacher explains carefully where the students can find the needed information to investigate, the bibliography sources available for them and the way they can organize the investigation for a better result.

- The development stage: In this stage, the procedure requires the students should visit industries, offices, Hotels, or any other institution that teachers should arrange previously to obtain the needed information for the result.
- The evaluation stage: it includes the presentation of the results where the students have the possibility to develop habits and abilities in order to increase their habits of studying because they will have a new scientific conception of the world.

CONCLUSIONS

Knowledge is the main source for human beings to interact in the society. Methods and procedures used by men justify the need to produce and increase knowledge to develop services, products, aids and tools in order to satisfy human needs in general. Knowledge created by these methods constitutes a stone in the cultural, scientific, social and economic development of life in the modern society. Taking into account the scientific methods applied and the investigation results obtained it is evident that there are significant results between the initial and the final diagnostic related to the teachers' performance in the different careers and the satisfactory levels of knowledge students acquired. The analysis of different approaches support the theoretical framework of the set of methods applied in order to assume the criteria and suggestions made by researchers from a psychological, scientific and technological perspective, which facilitates the process of the knowledge acquisition by the students who are going to transform the society.

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ANEXES

1. Matrícula de estudiantes en el Centro Universitario en Nuevitas: 1169 estudiantes.
2. Cantidad de estudiantes aprobados en el 1er semestre del curso escolar 2021: 992- 85 % promoción solo el 15% de la matrícula actual fue evaluada de Regular y ningún estudiante fue evaluado de Mal.

