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Overcoming of teachers for the attention to students with academic talent in Luena - Moxico, Angola

Superación de profesores para la atención a escolares con talento académico en Luena- Moxico, Angola

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ABSTRACT

Assuming the challenge of comprehensive attention of students with academic talent in the school setting, imposes the need for continuous improvement of teachers, which is one of the main actions developed by the education system in Angola. During the development of the study methods were applied: theoretical, empirical and statistical; those that allowed compiling information about this process, identifying

problems related to the theoretical-methodological limitations that teachers have, hence a improvement strategy was proposed to influence this component. Therefore, the present work addresses the problem of the quality of education by constituting an aspect of the improvement of teachers for improvement in national education, as this has to do directly with the future of the country, it depends on the excellence of the preparation of available human resources, which will significantly affect the material and spiritual production of Angola, the quality of life of its population in correspondence with the demands of a developing society. The teachers of the school #

338 ComandanteTchifuchi de Luena Moxico participated in the study. The strategy of improvement allowed the teachers to reach the preparation to successfully conduct the educational attention of the schoolchildren with academic talent who attend their classes.

Keywords: educational attention; strategy; superation; academic talent.

RESUMEN

Asumir el reto de la atención integral de los escolares con talento académico en el escenario escolar impone la necesidad de la superación continua de los docentes, la cual constituye una de las principales acciones que desarrolla actualmente el sistema educativo en Angola. Durante el desarrollo del presente estudio se aplicaron métodos: teóricos, empíricos y estadísticos para caracterizar el estado actual de la superación de los profesores sobre la atención educativa a los escolares con talento académico, lo cual permitió identificar limitaciones teórico-metodológicas en este sentido. En correspondencia con lo anterior, la

presente investigación estuvo dirigida a elaborar una estrategia de superación, en la que se abordan los aspectos teórico-metodológicos que contribuyen a la superación de los profesores para el mejoramiento de la atención educativa a los escolares con talento académico en Luena-Moxico. Intervinieron en el estudio los profesores de la escuela # 338 Comandante Tchifuchi de Luena-Moxico. La estrategia de superación permitió que los profesores alcanzaran la preparación para conducir acertadamente la atención educativa de los escolares con talento académico que asisten a sus clases y favoreció el mejoramiento del desempeño profesional pedagógico de estos.

Palabras clave: atención educativa; estrategia; superación; talento académico.

INTRODUCTION

Throughout history, there have been important transformations in educational legislation to adapt to a fair, changing and complex society, where human diversity is an unquestionable reality and a benefit for society. This is reflected from the promulgation of the right to education for all people, as recognized in the Universal Declaration of Human Rights (ONU, 1948).

Africa, with an ancient history of exploitation and looting by colonialist countries, presents a disadvantage in this globalized world. The painful effects of the inheritance left by colonialism and imperialism persist in the Republic of Angola. Hunger, misery, neglect and disease, which are reflected in the life of the population and which has not yet been

reversed. This together with the unfavorable situation of an area as sensitive as education.

November 11th, 1975 constitutes a significant date for Angola, as this day the Angolan people achieve their independence from Portuguese colonialism. However, an education system was inherited characterized by serious problems at the national level, taking into account that the disproportion between the provinces in relation to school infrastructure was visible, favored only in those where colonialism had greater economic interests for its metropolis.

After achieving the victory, the Angolan government has taken actions in favor of reversing the precarious situation that left the war and focused its efforts on the development of education and culture as essential factors of the development strategy and the policies that must guarantee the economic and social boom, independence and national sovereignty.

Since 1975, the marked interest of the Angolan government in the development of the education system has increased. Dr. Antonio Agustino Neto always stressed that the most important thing was to solve the problems of the people and highlighted those related to education, for its strategic role for the development of the country, such is that in the report to the I MPLA Congress (Movement for the Liberation of Angola) in 1977 conducted an analysis of its status in the nation.

It is highlighted in this report that the situation of the war that the country experienced during several years of colonial domination and the neglect by governments increased the phenomena related to the educational attention of the population. The education system was decontextualized, based on the

perspective of the Portuguese colony, with a school infrastructure generally located in urban centers, considerable lack of teachers, weak accessibility and lack of equality for the native population, as well as low schooling rates and a high illiteracy rate (Neto , 1977) .

This reality is exacerbated when it comes to schoolchildren with special educational needs, since it emphasizes the value of social inclusion as a guarantee of their maximum development, which underlies the commitment of teachers to provide them with the resources to ensure such purposes; however, given the reality the conditions of these professionals were not the most appropriated.

The Angolan education system has had continuous improvement. In this sense, since 2001 the Educational Reform is implemented, which has as its essential purpose the improvement of the quality of education, with the legal support of the Basic Law of the Education System (2001) or as it is also known by Law 13/01 of December 31 . (Asamblea Nacional, 2001).

This Law has the permanent attention of the political representatives of the State, who defend the need for constant evaluation so that inadequacies are detected, correct and define the instruments for their materialization. In the success of the transformative and socializing mission of the educational reform, the processes of professional improvement of the teachers acquire particular relevance, with the purpose of promoting learning that guarantees an active and creative appropriation, the development of autonomy and self-determination, united to the processes of socialization, commitment and social responsibility.

On that basis, the Angolan education system is currently facing the challenge of designing a pedagogical intervention based on a differentiating, personalized, guiding, functional and comprehensive diagnosis; involving the search of methods, procedures and new organizational forms to solve the multiple situations that arise in the school context.

The profound changes and transformations that are taking place in different areas of Angolan society, require the school to overcome teachers, with the challenge of raising their scientific, technical, professional and cultural level to achieve the comprehensive attention of schoolchildren; Regardless of their development status, all of which is closely related to the actions undertaken to achieve quality education for all, which requires a teacher prepared and committed to his social responsibility.

Education to build, enjoy and defend a just society must be based on the formation of intelligence, feelings and values; so that it becomes an infallible weapon for the execution of cognitive, evaluative and productive activities in which man participates. A dynamic factor in this cultural, economic, scientific and technological development is the social use of those potentially talented individuals.

However, in the daily work of the teachers of the # 338 Comandante Tchifuchi school , in the province of Luena-Moxico , Angola, it can be seen that they claim to have insufficient knowledge about the educational attention of academically talented schoolchildren; due, among other reasons, for the limitations in the appropriation of pedagogical professional skills, values and attitudes. Associated, in addition, to deficiencies in the preparation to offer schoolchildren the

necessary tools that their integral educational attention requires, which manifests the need to enhance their development. That is why it is proposed as a response to the insufficiencies found, a strategy of overcoming with the objective of achieving the development of theoretical-methodological knowledge, depending on the achievement of educational attention to schoolchildren with academic talent.

MATERIAL AND METHOD

The study presented was carried out at the # 338 Comandante Tchifuchi School, in the Luena-Moxico province, Angola. In the same 25 teachers, 4 managers and 11 schoolchildren participated, which constitute the sample and which was selected intentionally.

The general methodological conception of the research was based on the materialistic dialectical method and it was also necessary to select other research methods: the theoretical level, the empirical level and the statistical-mathematical level, which guaranteed the execution of the research process, by enabling the analysis of the scientific theories referred to the object of study, the systematization of scientific knowledge, the realization of deductive logical inferences to arrive at generalizing conclusions, the obtaining of information on the current state of the process of overcoming and its impact on the teacher's performance for the attention to schoolchildren with academic talent and their assessment.

Among the theoretical level methods, the following stand out:

The logical historical: it was possible to analyze the permanent training and the strategy of overcoming teachers in the context of Angola's educational reform in different historical periods, particularly in Luena-Moxico.

The analytical - synthetic: allowed to obtain the information about the theoretical nuclei of this research, as well as the determination of the components of the strategy of improvement of the professors.

The modeling: made possible the conception of the strategy of overcoming teachers that contribute to the improvement of the process of integral attention to schoolchildren with academic talent.

The documentary analysis: it was used to systematize the critical analysis of the bibliographic references and to synthesize the consulted materials in an organized way, especially those related to the integration of education and the ways of overcoming teachers.

Among the empirical level methods, the following stand out:

The observation: it was used to characterize the object, make the diagnosis, determine the strengths and weaknesses of the professors, deepen the research problem.

The survey and the interview: allowed to gather information to support the problem posed and the determination of the current state of the improvement of teachers, taking into account the knowledge they have about their functions.

In addition, the methodological triangulation technique was applied to integrate the results obtained in the different instruments applied in the diagnosis.

For the processing of the information collected during the investigation, descriptive statistics techniques were used based on the index calculation that allowed the valuation of the variable in general, as well as inferential statistics were applied to assess the results.

Thirty experts participated in the validation of the proposed strategy, which were selected based on their high proficiency coefficient.

RESULTS

Taking into account the results obtained with the application of the research methods, techniques and instruments, it was possible to verify the following results concerning the process under study.

Document analysis for different sources were used, among which are: Law No. 13/01 of 31 d e c e m b e r (LBSE), overcoming strategy and plan of methodological work of school # 338 Commander Tchifuchi.

The analysis of the LBSE reflects actions aimed at satisfying the needs of teachers, whose social responsibility is the integral attention of schoolchildren with special educational needs and attaches great importance to overcoming. This program reveals the three great challenges to face coverage with equity; quality of educational processes and levels of learning; and integration and operation of the education system.

It includes aspects related to the attention of schoolchildren with academic talent, their educational potential, as well as the teacher's tasks for their attention and emphasizes the importance of the overcoming and self - improvement of teachers to achieve necessary preparation that allows their proper attention.

When analyzing the overcoming strategy, it was found that there are no planned overcoming activities related to educational attention to diversity and specifically to schoolchildren with academic talent, although teachers from their own self- management manage these elements, but this does not meets current needs. In deepening in this sense, it can be asserted that the basic needs of their training are not yet covered in the postgraduate education plans contemplated for teachers.

The analysis of the methodological work plan allowed verifying the lack of systematic and coherence in the actions of the educational attention process for schoolchildren with academic talent, expressed in difficulties for the planning of methodological activities related to their diagnosis and psychopedagogical characterization.

The results achieved in the interview applied to managers that aimed to collect information on the status of teacher improvement, evidence that there are two indicators of poor evaluation, which coincide with the level of knowledge about the definition of talent academic, mastery of its characteristics and difficulties in the application of diagnostic results. 100 % state that this is related to the insufficient preparation of teachers in this area and recognizes the importance and need to develop actions to improve teachers in this area.

The objective of the interview with the teachers was to gather information on the current state of their preparation to provide educational attention to schoolchildren with academic talent; it was found that the indicators had a similar evaluation, particularly related to the knowledge of the definition of academic talent where an index close to 0.33 is appreciated. Also in the knowledge of the teacher's tasks for the attention of schoolchildren with academic talent and the use of the educational potential of schoolchildren, which affects the normal performance of their duties as a teacher.

100 % of the interviewees (25 professors) say they feel lacking in preparation for educational attention to schoolchildren with academic talent, given in essence by the insufficient offer of overcoming courses related to this topic.

The results of the 17 observations made to classes were aimed at collecting information on the educational attention provided by teachers to schoolchildren with academic talent, which allowed us to verify that the most affected indicators are: level at which it applies methods, procedures and means of teaching for the educational attention to academic talent, the one referred to the level at which the evaluation of educational attention is carried out and the level at which it performs the differentiated attention of schoolchildren.

Regarding the knowledge about the actions to design intervention strategies, in which the support for educational attention to the talented schoolchildren was evidenced as inadequate.

This study contemplated the application of a questionnaire about the school to the 11 schoolchildren diagnosed with academic talent. Teachers relate the greatest

difficulties manifested by schoolchildren to the application of methods, procedures and teaching methods for their differentiated attention.

The use of methodological triangulation made it possible to perform an analysis of the results that are convergent and those that disagree, which allowed the identification of the following regularities:

- Existence of normative documents at the level of the ministry of education and of the school institution in which the general guidelines for action are required;
- Recognition by managers and teachers of the importance of preparing for educational attention to schoolchildren with academic talent, taking into account that in primary schools their presence has increased;
- Primary school teachers have a low level of preparation to face educational attention to schoolchildren with academic talent;
- Teachers have limitations in the knowledge of the theoretical-methodological foundations that support the educational attention of schoolchildren with academic talent;
- Limitations in the design of overcoming teachers with an interdisciplinary approach that guarantees the levels of specialization necessary for educational attention to schoolchildren with academic talent.

Overcoming strategy aimed at primary school teachers in educational care for schoolchildren with academic talent

The solution path that is assumed is an overcoming strategy. In the inquiries made about the strategy as a scientific result, it was appreciated that there are several criteria. The literature includes numerous definitions of strategies, which have been developed and used in the educational field.

The author assumes what was expressed by: Valle (2012) who states « (...) the definition of strategy arises from the practice itself where it becomes clear to study how the objectives will be achieved based on certain conditions» (p.154). The above criteria are assumed to be considered adjusted to the interests of the research and constitutes the implementation of the elements of the theoretical component proposed.

The study has allowed us to arrive at an operational definition of overcoming strategy, since the analyzed ones do not conform to the peculiarities of the one proposed, in this sense it is considered that; It is a system of actions suitable for obtaining changes in the modes of action of teachers that involve the institutional mission and the stimulation for the independent acquisition of new theoretical-practical knowledge to meet the needs in correspondence with personal-work motivations or social-professional interests of those interested in the educational attention of schoolchildren with academic talent inserted in the primary school education environments in Angola.

The proposed improvement strategy has distinguishing **characteristics**, among which the following can be

highlighted: it is contextualized; propitiates the relationship between the affective, the cognitive and the behavioral of the teachers; It has a flexible character; it is functional; It is a developer and transformer.

This overcoming strategy has been structured taking into account different elements, which keep a systemic relationship of organization of its components and for this the criteria of Armas & Valle (2011) were assumed.

The first element of the structure of the overcoming strategy is related to the philosophical, sociological, psychological, pedagogical, didactic and legal foundations.

In this regard, it is emphasized that the theoretical and methodological foundation of the strategy is based on the materialistic dialectical conception of the development of nature, human society and thought, recognizing education as a historical and social category; constituting a basic condition to understand and lead the improvement of teachers from the educational practice, pointing the way forward in the knowledge process.

That is why the overcoming of teachers is reaffirmed in the contemporary context as a social phenomenon, and given its general character, it transcends other spheres of human development, constituting an imperative derived from its first-rate status as an educational agent, assigned by the society.

In correspondence with the above, the strategy has considered the social demands related to the educational attention of schoolchildren with academic talent in the Angolan primary school as

conditions of new proposals that in the educational order have to be developed in order to prepare man for life, to interact with the environment, transform it and transform itself.

In the process of shaping the strategy, the function of an adequate organization for the improvement of the teacher from the school is recognized, which guarantees the ability to provide individual and differentiated educational attention, taking into account the needs and potential of schoolchildren.

To accomplish this, the strategy fosters the relationship between theory and practice; since the theoretical, methodological and attitudinal aspects related to the integral educational attention of schoolchildren with academic talent that teachers acquire from different forms of organization; they can use them in their own formulation, implementation and evaluation, to respond to their educational needs.

Then the other structural elements of the coping strategy are presented. The **mission** of the strategy is to provide primary school teachers in Luena-Moxico, Angola with the theoretical and methodological resources necessary for educational attention to schoolchildren with academic talent, taking into account the current requirements imposed by the Angolan educational policy. The **general objective** is to propose an overcoming strategy aimed at teachers of the # 338 Comandante Tchifuchi school, which promotes educational attention to schoolchildren with academic talent inserted in primary education in Luena-Moxico, Angola.

The **specific objectives** are:

- a. To raise the levels of knowledge of the teachers of the school # 338 Comandante Tchifuchi on the theoretical-methodological aspects for the educational attention to schoolchildren with academic talent.
- b. Encourage higher levels of willingness, commitment and responsibility in teachers for educational attention to schoolchildren with academic talent.
- c. Promote reflection, innovation and creativity in primary school teachers for educational attention to schoolchildren with academic talent.

The proposed strategy is structured in **four stages**: diagnosis, planning, execution and evaluation. Each of them is distinguished because its components are essential in fulfilling the general objective; the proposal is affordable, easy to understand, as it allows visualizing the form of actions in practice and are harmoniously articulated with the work program of the school.

A synthesis of each of the stages in which the overcoming strategy is structured is presented below.

First stage. Diagnosis

This stage is aimed at determining the needs for improvement of teachers.

The **actions** that distinguish this stage of the strategy are:

- Determine the methods to be used for inquiring about the knowledge that teachers have about educational attention to

schoolchildren with academic talent.

- Application and processing of the techniques developed.
- Characterization of the needs of overcoming, that allow to design the actions for the conduction of the process and the instrumentation routes.

The results achieved in the diagnosis favor the approach to the main needs that in the order of the overcoming the professors present, laying the foundations for the search of a solution to these deficiencies, hence in the next stage the core elements that are presented are presented. Distinguish the solution path to this problem and that have been expressed through the overcoming strategy.

Second stage. Planning

To help respond to teachers' shortcomings, the instrumentation of their improvement has been considered necessary.

The actions of this stage are:

Selection of the organizational forms of improvement that will be used.

- Design of overcoming actions based on the problems identified in the diagnosis.
- Establishment of the execution schedule.

In the development of this stage, the organized and efficient planning of the actions that will later be executed must be guaranteed, as well as the organizational ways of overcoming, the objectives, contents, methods, means to be used in each of them, forms of organization and the evaluation.

They are assumed as fundamental organizational forms for the development of the actions of the strategy and the achievement of its purposes: the **overcoming course**, the **workshops** and the **self-improvement**. The following is a synthesis of each of these actions, where the fundamental elements that typify them are presented.

It should be noted that in the execution of the overcoming strategy, the organization of each of the actions must be taken into account in order to form a work schedule, which is conceived for a school year. Compliance will guarantee the essential objective that is aimed at teacher preparation.

a. Overcoming course

This course is developed in response to the needs of the teachers and which were revealed in the study, where the limitations to undertake educational attention to schoolchildren with academic talent became apparent.

Teachers of the Higher Pedagogical School of Luena Moxico will teach the overcoming course. They will support the overcoming actions that will be developed with primary school teachers who have in their classrooms schoolchildren with academic talent.

The program of the course of overcoming has been conceived to be developed in person distributed in 12 sessions of four hours; in addition, it can be developed intensively for a week, in one of the pedagogical breaks of the teachers.

Overcoming Course

Title: Educational attention to schoolchildren with academic talent in primary education.

Foundation

The need to guarantee the performance of teachers is immersed in a process of improvement of Angolan basic education, with emphasis on primary education, where the intervention strategies for the educational attention of diversity are being resumed with great force.

Educational attention is one of the ways of conceiving the curriculum taking into account the educational needs and potential of schoolchildren with academic talent in primary education, in order to meet their educational needs.

This course allows teachers of primary education to be overcome in theoretical and methodological aspects related to educational attention to schoolchildren with academic talent in primary school.

Course objective: Update the knowledge of primary school teachers in relation to the theoretical, methodological and attitudinal aspects that support the educational attention of schoolchildren with academic talent.

Content distribution by subject

Topic 1. Presentation of the Overcoming Strategy.

Specific objective: To base the pedagogical strategy for the educational attention of schoolchildren with academic talent in primary education.

Contents to try:

- Documents on education in the Republic of Angola: LBSE, and the Regulation of primary schools, which are an important part of the Education Reform.
- Pedagogical strategy of educational attention. Its specificity in the context of the educational attention of schoolchildren with academic talent.

Item 2. Conceptual delimitations necessary for educational attention.

Specific objective: Analyze the conceptual aspects that underpin the educational attention process.

Contents to try:

- Conceptual definition of educational attention, academic talent.
- Principles that support educational attention.
- General organization of the educational attention process.

Unit 3. Educational attention to schoolchildren with academic talent: most effective ways and methods for their implementation in primary education.

Specific objective: Analyze the methodological aspects that support the educational attention process.

Contents to try:

- Methods and procedures to take into account for the evaluation of the level of curricular competence of teacher development in their duties.

- Actions for the planning of the compensatory corrective activity in the class.
- The realization of curricular adaptations. Actions to be deployed in the didactic and methodological order.
- Methods and actions to take into account for the evaluation and monitoring of the educational attention provided to the scholar with academic talent.

General guidelines for the development of the overcoming course

In the development of different teaching activities, the theoretical-practical approach must prevail, with workshops that allow reflection and debate, as well as group work. It is advisable to conduct case studies, scientific debates, treatment of controversial situations, where teachers can make critical judgments and reach conclusions.

b. Workshops

The employment of the workshops is assumed, since they constitute an organizational form that makes it possible to integrate theoretical and practical knowledge, exchange, professional interaction about what is analyzed, the presentation of proposals that support the work of teachers, confrontation of ideas, judgments and opinions, the exercise of criticism, as well as the dissemination of acquired knowledge.

For the organization of the workshops, the general knowledge that teachers have on the subject under analysis in the field of primary education and the educational reality of the classroom they attend was taken into account.

The following topics will be addressed in the workshops:

1. Educational attention to schoolchildren with academic talent in primary education.
2. The didactic organization of the educational attention process of schoolchildren with academic talent in primary education.
3. Actions that contemplate educational attention in primary education.
4. Good practices of educational attention to schoolchildren with academic talent in primary education.

The workshops have been designed to be used to overcome teachers within the work sessions, giving solution to the needs they present in their educational practice, contributing to the development of their skills.

c. Self- improvement

The self-improvement that is proposed has a flexible character, constitutes a basic aspect in the development of the strategy, guarantees the quality in the completion of the overcoming course, as well as in the rest of the planned forms of organization; In addition, it serves as support in the actions carried out, allowing to enrich knowledge and improve the professional performance of teachers.

Being consistent with the organization of the process for the development of self-improvement, a program was designed for this purpose, which is structured in: introduction, thematic plan and guidelines for the development of the program.

The general objective of self-improvement is to stimulate the

independent study of teachers, promoting the acquisition, expansion and continuous improvement of the knowledge that supports the educational attention of schoolchildren with academic talent in primary education.

Thematic plan

1. Educational attention to schoolchildren with academic talent.
2. The didactic organization of the educational attention process of schoolchildren with academic talent.
3. Actions that contemplate educational attention in primary education.
4. Good practices of educational attention in primary education.

Guidelines for program development

The planning and control of teachers' self-improvement will be the responsibility of the managers. The planning will take into account the level of development achieved by teachers and the shortcomings that still present in the development of the educational process to contribute to educational attention.

As a necessary component in the planning of the overcoming strategy and as a way to fulfill the objective proposed in this stage of work, it is necessary to prepare the actions in the short, medium and long term, which allow to overcome in different periods of time for primary school teachers for educational attention to schoolchildren with academic talent.

Third stage Execution

Its objective is to execute the different planned actions to promote the change in

the exercise of the professors profession and to fulfill the mission and objectives.

In the process of executing the overcoming strategy, a set of aspects must be taken into account, which must guarantee the success of such an important stage:

- **Disposition and commitment of all the participants:** it guarantees the success of the actions that will be developed as part of the implementation, so creativity in the use of means, techniques and procedures is necessary, based on the exhaustive knowledge of the limitations and potential of the teachers that are overcome.

- **Interaction between the participants:** it is necessary to start with respect for the individualities among the participants, their level of knowledge, interests, attitudes, moods and assessments.

- **The role of teachers:** it is considered essential for the appropriation of the content of the improvement.

- **Hygienic conditions for its application:** part of the success of its application is in the respect and fulfillment of the established schedule for carrying out the activities.

- **Material assurance:** must be guaranteed: bibliography for debates, psychopedagogical characterization, and consultation material for teachers.

Fourth Stage Monitoring and impact evaluation

This stage is important in the fulfillment of the strategy of improvement from its two edges: as a process and as a result, taking

into account the evaluation of the monitoring of the strategy and its impact on the exercise of the profession.

The evaluation of the impact of the strategy is a continuous and systematic process, which begins from its design and application, which encourages constant feedback throughout its application, while constituting a time for the closure of the different actions that are developed.

The above corresponds to the different aspects that include the strategy of improvement aimed at teachers of the school # 338 Comandante Tchifuchi to favor the educational attention of schoolchildren with academic talent.

It is necessary to emphasize that the stages of the strategy are interrelated favoring the fulfillment of the mission, conferring new values to the improvement of the teachers by guiding the logic and integrality of its components in the achievement of its objective, making evident its participatory character when promoting the realization of assessments, debates, decision making and the redesign of the intervention.

The actions carried out are part of the guidelines of the work of the Ministry of Education of the Republic of Angola contemplated in the Teacher Training Teacher Plan and that must be taken into account in the development of the overcoming activities, thus guaranteeing their sustainability, while it can be continually improved, enriching the theoretical positions, the generalization of the results to other contexts of action: school, family, among others.

The success of the overcoming strategy depends on the systematicity and dedication with which the different

designed actions are executed, the active participation of the professors and managers involved in their development and creativity in the design of the activities that favor the overcoming of the teacher. Depending on the educational attention of schoolchildren with academic talent in primary education.

It is then up to offer, the results of the assessment and the exploration of the level of teacher satisfaction with the improvement received.

The theoretical validity of the overcoming strategy was carried out through the criteria of 31 experts, who issued their criteria about each of the fundamental components evaluated. The group was made up of 11 Dr. C. and 12 MSc, five full professors, 14 Cuban university professors and 11 professors from the high school of Luena-Moxico. Everyone has more than 15 years of teaching experience.

The level of concordance in the assessments of the high level of significance of the theoretical aspects that underpin the strategy is highlighted; as regards the aspects and actions developed as part of the design of the overcoming strategy, the valuations move between very adequate and quite adequate; As to whether the practical implementation of the strategy contributes to the process of overcoming teachers, 100 % of the experts state that it is very appropriate; Experts consider that the proposed improvement strategy is novel and manages to combine the theoretical and methodological aspects coherently. Experts suggest assessing the possibility of reworking the schematic vision of the strategy.

DISCUSSION

Human beings, with the influence of their abilities, generate together with other productive factors the progress of contemporary society, hence the incalculable value of knowledge, so that humanity makes its development sustainable. The study on the overcoming and its connection with the appropriation of knowledge has become a very important fact for the scientific-technological, economic, social and political development of society.

Based on the results presented, as well as the development of other actions related to the subject, its analysis and the valuations of those involved in the process, it is justified the need to delve into the process of overcoming, due to the importance it has in the preparation of teachers, so that they contribute to the educational attention of schoolchildren in different contexts of action.

The process of overcoming professionals has been approached from different sides, being related to the continuous training of teachers, developing actions aimed at proposing models, conceptions, systems, strategies, projects, etc., and refer the role of overcoming in educational renewal

In this study it has been of great value to have been able to consult the results achieved by Cuba in terms of overcoming, where there have been many authors who have dedicated themselves to the subject, some of them are: Añorga (1999); Nuñez & Palacios (2004); Capote (2012); Addine & García (2012); Bernaza & Douglas (2016); Deler, Ruiz & Hernández (2017), among others. They agree on the need to reinforce the teacher's knowledge and stress that they must also be provided

with a set of skills, competencies, skills, abilities and attitudes that allow them to assume the role of teaching-learning process.

Stand authors as in the Angolan context: García & Pedro (2015), Dalama Tchipaco (2014), Pucuta (2015), Almeida (2015), Ndahalaemona (2016), Garcia Guma & Lima (2016), Rufino (2016), Gamboa (2016), Adao Cabunde, A., Valdés & Valdés (2016), Adao Cabunde, P., Valdés & Valdés (2016), Gomes (2017), with publications of articles and the defense of doctoral thesis at the Institute Central of Pedagogical Sciences of Cuba and the University of Pedagogical Sciences «Enrique José Varona», paying attention to different areas of research, some of them related to the overcoming of teachers, quality assessment, teacher training, as well as attention to schoolchildren with special educational needs.

We assume what was expressed by: Almeida (2015) when he pointed out that the professional development of teachers should be understood as: «a process aimed at the acquisition, expansion, improvement, updating and complementation of knowledge, skills and values in their teaching practice, taking into account the specificity of the subjects and their teaching in correspondence with the advances of science, technology and society, whose application improves their professional performance "(p.17).

There is no doubt that the recognition of this statement has guided the search and emergence of new educational practices and pedagogical models that are strongly aimed at promoting the intelligence and talent of schoolchildren.

In that sense, the challenge of offering educational opportunities with equity to the entire population, is to give priority attention to those who have not enjoyed the benefits of education in equal conditions and opportunities, so one of the ways is the preparation and overcoming teachers in an integral way to respond to this problem, hence a strategy of improvement is proposed, which has been analyzed previously.

As a necessary component in the planning of the overcoming strategy and as a way to fulfill the proposed objective, the development of **short, medium and long-term actions** was organized, which allow teachers to attend in different periods of time to attend Educational to schoolchildren with academic talent.

Short-term actions include the exchange with school officials to analyze the main results obtained, highlighting potentialities and problems, as well as socializing the strategic projection of the objectives, actions and organizational forms in order to meet the needs of overcoming. The overcoming course is taught and the action with self-improvement is organized.

They will be considered as medium-term actions, those that are aimed at consolidating the overcoming of teachers in the theoretical, methodological and attitudinal aspects that support educational attention to schoolchildren with academic talent. It includes the development of overcoming workshops, scientific debates among teachers who are in the process of overcoming, consultations based on the needs of teachers and the interests shown for their completion, as well as the development of exchanges of experience to disseminate, acquire and exchange experiences

obtained in educational attention to schoolchildren with academic talent.

Among the long-term actions are those that are aimed at teachers reaching higher levels of knowledge and changes in attitudes in relation to educational attention to schoolchildren with academic talent, encourages the development of actions that allow the organization of work research by teachers, disseminate, acquire and exchange experiences obtained in the process of educational attention to schoolchildren with academic talent, the preparation of papers and participation in events, where they socialize the results obtained as part of the improvement received.

Angolan Education faces a series of challenges in a world that is transformed, so it must review its mission and redefine many of its substantive tasks, especially those that relate to the needs of society in terms of learning and continuous improvement. A key point in its mission is aimed at highlighting the tasks of pedagogical teacher training, which will contribute to its better preparation.

It can be concluded by stating that the systematization carried out to the theoretical and methodological foundations that underpin the teaching-learning process of schoolchildren with academic talent revealed that this should be organized with a developer approach, in harmony with the educational context in which education is developed in Angola and in response to the roles that society demands.

The overcoming strategy constitutes a contextualized response to the inadequacies in the preparation that the teachers of the # 338 Comandante Tchifuchi school have, from the systemic combination of different

actions, forms of organization and material resources for the educational attention of schoolchildren with academic talent in the Angolan context.

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