
MENDIVE



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The evaluation in the conditions of the Technical Professional Education shared polytechnic school labor entity

La evaluación en las condiciones de la Educación Técnica profesional compartida escuela politécnica entidad laboral

Vadim Aguilar Hernández¹, Jorge Luis Ferrer Cosme¹, Jannet Pérez Triguero²

¹ Universidad de Pinar del Río «Hnos Saíz Montes de Oca». Cuba. ORCID: <https://orcid.org/0000-0003-2690-6380>, E-mail: vadim.aguilar@upr.edu.cu

² Centro Provincial de Estudios Laborales. Pinar del Río. Cuba.

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ABSTRACT

Evaluation is a very important category in the Pedagogical Process of Vocational Training because it allows controlling and evaluating the results obtained. That is to say, to determine the degree of fulfillment of the educational objectives and to

analyze the why of the same ones. This concept, in the everyday language of educational institutions, involves knowledge, skills and attitudes. In this sense, the main objective of the research was to characterize the evaluation process during work practices in the conditions of the Professional Technical Education (ETP) shared polytechnic school - work entity, given the insufficiencies existing at present with the inadequate application of the evaluation system by the teachers of the polytechnic school in conjunction with the specialists of the work entities. The explanatory character was assumed and a dialectical approach was adopted, consequently methods such as: document analysis, observation, interview and survey were used. As a result, it was possible to design a methodology for the evaluation in the conditions of the polytechnic school - labor entity.

Keywords: Evaluation; work practice; Polytechnic school; Labor entity.

RESUMEN

La evaluación es una categoría muy importante en el Proceso Pedagógico de Formación Profesional pues permite controlar y valorar los resultados obtenidos. O sea, determinar el grado de cumplimiento de los objetivos educacionales y analizar el porqué de los mismos. Este concepto, en el lenguaje cotidiano de las instituciones educativas, involucra tanto los conocimientos, las habilidades y las actitudes. En tal sentido, la investigación tuvo como principal objetivo caracterizar al proceso de evaluación durante las prácticas laborales en las condiciones de la Educación Técnica Profesional (ETP) compartida escuela politécnica entidad laboral, dada las insuficiencias existentes en la actualidad con la inadecuada aplicación del sistema

de evaluación por parte de los profesores de la escuela politécnica de conjunto con los especialistas de las entidades laborales. Fue asumido el carácter explicativo y asumió un enfoque dialéctico, en consecuencia, se utilizaron métodos como: el análisis de documentos, la observación, la entrevista y la encuesta. Como resultado se logró diseñar una metodología para la evaluación en las condiciones de la escuela politécnica-entidad laboral.

Palabras clave: Evaluación; Práctica laboral; Escuela politécnica; Entidad laboral.

INTRODUCTION

From the most remote times of mankind, man formed a critical concept about the degree of perfection with which his needs were met. When handling his elementary tools, he already judged and compared his results and in this way he came up with a qualitative idea about them. It can be said that, over the centuries, human progress has been driven by these value judgments.

Education is a process of socialization and endoculturation of people through which physical and intellectual abilities, skills, abilities, study techniques and orderly behaviors with a social purpose are developed, in addition it cannot be expected that the ill-formed person be reprocessed considering that personality formation is a prolonged, continuous and cumulative process. Quality education should be provided avoiding mistakes, through continuous improvement of all the elements involved in the process.

The satisfaction of students, parents, employees of the institution, the community and as a final link society is another essential element. Therefore, the process must be aimed at satisfying the needs of each and every one of them, both those who are part of the organization and the external ones, but essentially seeing the student as a center.

Learning is the process by which skills, abilities, knowledge, behaviors or attitudes are acquired or modified as a result of study, experience, instruction, reasoning and observation. This process can be analyzed from different perspectives, so there are different theories about learning. Learning is one of the most important mental functions in humans, animals and artificial systems.

Human learning is related to education and personal development. It must be oriented properly and is favored when the individual is motivated. How to evaluate that learning?

The evaluation is used in different areas; Its origin is framed in particular social and historical processes. Its interpretations become a polysemic term. In the beginning it was identified with control, test, exam, qualification, among others; that is, qualities that have a social character in general. This suggests that social demands decisively influenced their assumption by the pedagogical field.

Its meaning has been associated with both evaluative and qualitative judgments - appreciate, estimate - or related to expressions of a precise quantity, measure-count, as an expression of a quantified measure (Moreno, 2005).

Among the reviewed authors of the national and international scope, are Tyler (1952); Fernández (1967); Fiallo (2009) and Álvarez (2012), among others. Tyler (1952), for example, considers evaluation as a process that allows us to determine to what extent positive changes and transformations are achieved in the student's behavior. Similarly, Fernández (1967) defines it as "a systematic process to determine the extent to which educational objectives have been achieved by students."

For Fiallo (2009), the evaluation consists of a systematic process of collecting data and information incorporated into the general system of educational action, which allows obtaining valid and reliable information to form value judgments about a process situation. These judgments, in turn, will be used in decision-making in order to provide feedback and improve educational activity.

A synthesis of the most relevant elements emanating from the above criteria makes it possible to see a series of evaluation characteristics, including: it constitutes an evaluative process of the state of development of the pedagogical process at a given time; allows permanent reflection; It is investigative in nature that leads to decision-making and reorientation of the process; It has a systemic and totalizing nature.

In the same way it can be seen as the evaluation, at least on the theoretical level. It has gone from a quantitative approach to criteria where its procedural nature is also considered, which allows to verify the effectiveness of the teaching-learning process.

Thus, the evaluation, although it includes control, is not reduced to it as long as the process does not only constitute the summary of training stages. It is not a neutral category, but its party must be achieved; therefore, it contributes significantly to the criteria of axiological development, guiding the actions of students and teachers and facilitating the analysis of progressive changes in the personality of the student throughout a teaching cycle, as well as the effectiveness of the process as a whole.

From the positions studied, the need for comprehensiveness in the assessment is recognized, both for the process and for the student's outcome.

These reflections lead to the conclusion that the improvement of the evaluation process must be systematic, continuous and inclusive, which will enable the permanent assessment, both of the degree of development of the teaching-led teaching-learning process and the degree to which students learn The contents of the teaching.

The studies carried out in the ETP allow us to appreciate two senses of the evaluation: the wide and the narrow. In a narrow way, the evaluation is interpreted as the verification of the degree of compliance or approach to the objective related to the professional model; It is identified with the value judgment that is issued when the evaluation process concludes. (Álvarez, 2012)

In its broad sense it includes the degree of response that the result gives to the process as a whole, that is, in correspondence to the problem, the objective, the content and the method, so the process is evaluated in all its dimensions.

In the broad sense, the process can be evaluated for quality when its degree of efficiency is such that the cooperated and coherent activity of the teacher, the specialist of the labor entity and the students, corresponds to the objectives proposed in the Professional Model (MP) (Álvarez Roche, op. Cit.)

In the scenarios of the labor entities where the students carry out their labor insertion, the application of methods such as observation and interviewing professors and specialists of the labor entities determined a group of insufficiencies related to the elements of the evaluation. Among them are:

- The projection of the evaluation process in the labor entity does not take into account the characteristics of the pedagogical scenario, how the process of assimilation of the contents takes place and the integration of the participants (students, teacher, specialist, labor collective, family, community).
- The evaluation takes place in a process that goes from the teacher to the student and is directed to the results of the activities carried out, which limits its validity.
- In carrying out the evaluation, the teacher and the specialist of the labor entity do not intervene cooperatively, so it is not sufficiently determined how the students set and develop the specific professional contents and their independent cognitive activity is increased.
- The system of relationships and components that regulate the evaluation process, from the teaching of the ETP, as well as the resolutions that regulate it, insufficiently address it when the

teaching-learning process is carried out in the context of the labor entity.

- The data obtained do not fully reveal the level of development achieved by students during the labor insertion in terms of the system of knowledge, skills and habits required by the curriculum.
- As a result of the previous one, the systematic and integral control over the development of the professional training process that takes place during the labor insertion does not permit in turn enable early warning and advice on the failures that occur; This hinders the feedback and permanent improvement of this process throughout its development.

The instruments applied, aimed at the search for updated information regarding the behavior of the evaluation in the labor entity, allowed to find the lack of theoretical elements necessary for those in charge of it to carry it out with the quality demanded by the expected professional to form.

In the guidelines of the National Ministry of Education (MINED), Ministerial Resolution (RM) 120/2009 and its details for the 2018-2019 school year were established, as well as in RM 254/2013 where there are not enough indications for development of the evaluation as a process, nor is there an active participation of those involved (teachers-specialists of the labor entity) in the evaluation process during the labor insertion. (MINED, 2009); (MINED, 2009)

The common element of these resolutions is that they mainly focus on the evaluation of the training that occurs within the polytechnic school, so there are still insufficient proposals that contribute to

the strengthening of this process in the labor entity; particularly during the stage of labor insertion in which the specific professional training of students takes place.

MATERIALS AND METHODS

The research was explanatory and assumed a dialectical approach. It was developed at the Polytechnic Center «May 1st» in Pinar del Río. In addition, we worked with 10 professors who attended the practice in the labor entities, 46 specialists of the labor entities and 70 students who were inserted, in the labor entities.

As part of the search for information, study plans, professional model, ministerial resolutions of the Ministry of Education, Seminars of educators of the ETP, doctoral thesis and reports of the provincial direction of the ETP were consulted. The essential methods used were document analysis, observation, interview and survey.

RESULTS

The main result is given by the leading character that the specialist of the labor entity takes, taking into account the difference that exists in its social order with respect to the teacher; This considers that the training model proposed by RM 253/2013, raises a challenge to this specialist of the labor entity, by placing a greater responsibility on the professional training of the student, using the new pedagogical scenario that constitutes the Labor entity and training from the job.

According to León (2013); Aguilar (2014); Abreu (2015); Hernández, Mena, González, Aragón (2015), Flores; Sources; Mujica (2016); The specialist of the labor entity has always existed, in any of the vocational training channels: schooling or not, and although it has been attributed a great importance, it has generally been more dedicated to instruction than to education, leaving the latter to the teachers who have attended the training students.

José Martí highlights his figure when he recognizes that it is there "(...) a perfect body (...) that (...) takes care of the good teaching and treatment of the apprentices." And (...) is obliged to satisfy, without delay and extensively, how many queries the beginner makes whose progress is being recorded "(Martí, 1976, p. 110).

These new functions impose greater rigor on your selection, so you must meet certain characteristics and according to Abreu (2004) ; Acosta (2012) ; they should not be missing: An excellent technical scientific preparation in the area of knowledge in which he works; elementary didactic preparation so that you can properly develop the practical teaching class; elementary psychopedagogical preparation to work with the diversity of students with which it relates; moral and social attitudes consistent with the Cuban revolutionary process as it becomes a model to be imitated by its students; Solid ideological political preparation; adequate attitude towards personal improvement, among others.

So the specialist of the labor entity is: a worker with mastery of skills in his specialty with an established base of practical knowledge, systematized, to

achieve good professional performance, have a minimum psycho-pedagogical preparation, technical knowledge of labor processes and the use of technology and technical scientific development for student learning.

In any case, for the institutions in question and their managers, the preparation of the specialists of the labor entities with a view to their performance in the new assigned roles, constitutes a challenge to overcome, which can only be taken to de facto roads with a deep awareness of the need for its preparation.

The specialist instructor of the labor entity is the fundamental subject of the training of students in the workplace. It assumes the role of the educator taking responsibility for the students' learning from the job. It is also responsible for monitoring student activities. All this implies that as part of the study carried out the specialist must assume a series of functions, such as:

- Develop and consolidate professional skills and abilities, typical of the year or previous years. Learning by doing.
- Link students with the ethics of the labor sector, their traditions and contribute to consolidate work with values such as: love to work, profession, working class, industriousness, responsibility, discipline and independence.
- Integrate the knowledge acquired into the production process or services, identifying with the characteristics of the sector in which they are formed.
- Consolidate vocational and professional training.
- Raise awareness of producers, with economic and tax culture.

- Develop the instructional and labor component.
- The work program in the labor entity consists of three basic elements:
- A set of activities that the student has to develop, programmable in time and specified in positions, situations and means of work. The development of these activities is eminently formative (they complement the professional knowledge of the student); and a part of them are also evaluators, that is, they contribute to assess their professional development.
- Performance procedures, based on a predetermined document, which adapts to the specific characteristics of the labor entity and the student and gives rise to the set of activities to be carried out by the students previously agreed between the labor entity and the polytechnic school.
- Conditioning aspects, derived from:
 1. The professional preparation of the instructor to develop the teaching-learning process.
 2. The availability of the resources of each labor entity.
 3. The characteristics of the polytechnic school.
 4. The characteristics of each of the students.

Pedagogical recommendations for the specialist instructor in the labor entity

The practices will have good results, both in the field of technical improvement and in the attitudinal, if determined with a well-developed program. Although it is necessary that the specialist of the labor entity be able to convey curiosity and

concerns to students, which serve as a basis for their adaptation to the labor entity and self-learning.

The adaptation of the student to the labor entity, in other words, its integration, will depend on a series of attitudes that should be encouraged throughout the practices:

- Responsibility at work.
- Collaboration Spirit
- Assistance and punctuality.
- Independence.
- Work quality.
- Acceptance of the rules.
- Communication ability
- Curiosity and interest in learning.
- Initiative and decision making.

The specialist instructor of the labor entity can modify these attitudes with:

- Dialogue.
- Reflection.
- Group discussion
- Knowledge.

In the student's self-training process, the possibility of experimenting, correcting errors, finding solutions plays a key role. The specialist of the labor entity must be aware that active learning processes follow a series of **phases**, common to any knowledge process:

1. Observation and collection of information, where the selection and presentation of the information required to develop a certain activity, to comply with safety and hygiene standards, to gather complementary information or help is decisive.

2. Analysis of the information received and **reflection** on its content and use.

3. Execution of the tasks entrusted within a global understanding of the process in which they are immersed.

4. Self - assessment of the degree of preparation (identification of strengths and weaknesses, areas of improvement, causes of eventual poor performance, etc.).

5. Exchange of experience (in the labor entity and the polytechnic school).

The use of the information provided by the evaluation process constitutes the main source from which the polytechnic school and the labor entity are nurtured.

The information emanating from the evaluation process affects the regulation, both of the learning of the specific professional contents by the students, and of the training process in general. The systematic, partial and final control allows validating and correcting the insufficiencies of the activities carried out, individually and as a whole. Likewise, it gives the required information that allows the necessary corrections to be made in a timely manner, as well as to re-plan the tasks and redesign the activities if necessary.

This aspect is appreciable from the reorganization of the process, the use of real means, the rethinking of professional problems, the reorientation of the tutoring using other specialists of the labor group, etc. On the other hand, the data obtained allow reorienting attention to students based on diversity and their educational needs. The relationship between students takes on a different magnitude when it is possible to establish the relationship of those who have reached the highest levels of performance with those still at lower levels. This element raises the social

recognition of the former and makes it possible to pull the development of the latter.

From this point of view, the evaluation becomes a useful instrument for the teacher and for the specialist of the labor entity, while providing information that, by providing feedback, allows them to improve the process, giving them the tactical and strategic capacity to modify inappropriate or inconvenient aspects. It is pertinent that this evaluation includes different instruments and considers both individual and group instances, as well as others.

Another of the essential aspects is related to other alternative forms that complement the information for administrative and educational decision making. In a broader sense of application, the results of the evaluation, indications that allow comparing the attitudinal components generate alternatives for the organization of the teaching-learning process that transcend the work of the teacher and the specialist of the labor entity. This is the case of decision-making on the use of other pedagogical scenarios in the same labor entity or in others with more conditions or with different technological processes for the rotation of students by other jobs, which are typical of managers.

In the same way, the information that comes from the results of the evaluation process facilitates the diagnosis on the preparation that teachers and specialists of the labor entity possess. This allows the heads of departments to reorient the overcoming plans to organize the training of these subjects both in the pedagogical-methodological order and in the scientific-technical order too. The results of the evaluation process also allow the multiplication of the positive experiences

in the rest of the teachers of the department collective and of the specialists of the labor entity in the rest of the workers' collective.

The information collected allows the evaluation itself to be evaluated based on the systematic reflection on what is evaluated, what is selected from the specific professional content to be evaluated; what student learning data is sought, obtained and how it is valued; what relationship is established between the evaluated and the evaluator, how their mutual perceptions influence, what are their intentions, among other aspects. It allows incorporating, as a daily practice, reflection on the functions of learning evaluation.

Therefore, the first need of the teacher and the specialist of the labor entity is to be able to answer questions such as: did my students learn from this evaluation? What do students know about what I want to teach them? What experiences have you had? What are they able to learn? What strategies do they follow? What are your interests? And fundamentally, what is being done well and what is inadequate to guarantee the learning of specific professional content?

In this framework, the evaluation should no longer be static, but that it becomes an integrator where the essential thing is to know how the process is going, so that each student develops and consolidates his knowledge, his know-do, as well as his know-be.

What contents are evaluated in the practices?

The evaluation must be characterized by being systemic, continuous and inclusive; It includes both teachers and

specialists of the labor entity and students and is carried out in the contexts where the activities are carried out. With it, the degree of technical and professional development that the student is obtaining is measured according to the objectives set in a *frequent, partial and final way*, according to the established indicators.

In the practices, individual aspects are evaluated, in addition to completing, deepening and consolidating the learning based on the appropriation of the professional contents necessary for their future socio-labor performance.

The labor entity focuses its evaluation function on the individual aspects (individual evaluation), specifically, on:

- The technical knowledge
- The accomplishment of the tasks entrusted.
- The attitudes.
- The labor insertion of the student in the labor entity itself.

As a complement to the individual evaluation, in which the labor entity (the instructor) and the teacher in charge of the practice (polytechnic school) participate.

Who evaluates?

The main responsible for the evaluation of the student (individual evaluation) are the specialist of the labor entity and the professor of the polytechnic school.

The specialist of the labor entity coordinates the activities of the students in the workplace and issues an assessment report on the professional competence of the student.

The professor of the polytechnic school is responsible for the formal evaluation of the student, based on the report of the specialist of the labor entity and the information of the student.

The individual evaluation of a technical nature. Activities to consider

The evaluation of the student is based on observing how the activities that demonstrate the acquisition of knowledge have been carried out. The activities to take into account in the evaluation are previously identified.

The evaluation procedure is very simple:

- For each activity, a battery of observable and measurable evaluation criteria is defined.
- The specialist of the labor entity verifies if these criteria have been met or not and proceeds to make a brief report in correspondence with a pre-established format

A methodology for evaluation

It is also an individual evaluation - which synthesizes the most relevant aspects of the profession, taking into account the development of knowledge, skills and attitudes.

In this evaluation, three large areas of observation are proposed: knowledge, technical ability and attitudes, which in turn are segmented into four elements, each one being assessed on a scale of 0 to 10.

The **evaluation** is carried out on a *frequent, partial and final basis*. During the internship, evaluation and monitoring should be a habit, both for the teacher and

for the specialist of the labor entity and even for the student himself (self-evaluation).

Frequent or permanent evaluation must be carried out throughout the process. Part of the previous knowledge that the student possesses to determine the development of learning. A summary of the results obtained daily will be made every week.

It is important to organize the activity based on professional problems according to their degree of complexity. In all cases, the teacher and the specialist of the labor entity organize the process and determine what problems students will face in each week of the period of work practice, graduating their degree of complexity, depending on the levels of assimilation and performance that The student must develop.

The **partial or intermediate** evaluation will be carried out in certain phases of the process, with criteria previously determined by the teacher and by the specialist of the labor entity. It can be at the end of units of study, of certain contents, of the solution of certain professional problems, or simply at the end of certain periods of time.

It is always required that both the teacher and the specialist of the labor entity participate in this evaluation. In it previously, the individual results of each student will be analyzed, according to the weekly evaluations received and the integral evolution observed in the student.

The evaluation is analyzed with each student, taking into account the criteria that they have of their own evolution and those that they have of the evolution of their classmates.

In order to round and triangulate the evaluation, it is convenient to listen to the criteria of the family and other workers of the labor entity, taking into account the effect of resonance caused by changes in the behavior and modes of action of the student in other contexts.

The partial or intermediate evaluation allows to determine the values that each dimension of the profile is taking. This makes it possible to determine the balance between the dimensions and where the pedagogical influences must be reinforced, either towards the cognitive, the procedural or the attitudinal. In the same way, the information allows to influence the problems that were generally latent.

In the **final** evaluation, the integrating character of the integral technical and professional development achieved by the student is present more than in the previous ones. Its results are close to the requirements of the established professional model. It must be present the specialist of the labor entity and the teacher. It will be the first result, of a joint analysis on the evolution of the student in the partial and intermediate evaluations and of the information coming from other specialists of the group and the family.

In the second place, the analysis and reflection with the students takes place, while their criteria about their own process and that of their classmates are important. With the results of this analysis, the state in which the professional profile of the graduate is developing is formed.

Throughout the process, the student must know the moment in which they are, their possibilities and difficulties and, above all, be able to evaluate their own learning process, as noted above.

Monitoring and evaluation instruments

The basic instruments available for monitoring and evaluating practices are:

- **The technological letter of the student**, is part of the student's work diary and contemplates the productive tasks and specific activities that the student will perform, the logical order of execution and the allocated time fund. This may be modified in correspondence with the specific conditions of production or services.
- **Student work diary during the realization of the internship**, is the document where the student must write down the productive tasks or practical activities that he performs each day and the technical elements necessary for its execution. This record allows the teacher who attends the group, during their visits, to assess the level of compliance with the activities planned for each student at the stage and take measures to solve the difficulties that may arise.

Evaluation indicators.

The **ability** to assimilate gives an objective view of the **professional potential of the student in its most technical aspect**. It includes:

The level of theoretical knowledge.

Understood as the theoretical level that students have about the professional contents of their specialty, as well as the ability to assimilate and follow instructions (verbal, written and symbolic). This dimension is valued through the use of

knowledge indicators, as well as interpretation, assimilation and follow-up of the instructions of the teacher and the instructor specialist.

Understood as skills to solve problems and face tasks of the profession, mediating a teaching-learning process that leads to a quality product. It is also assessed through the use of established indicators, observing the steps that the student must follow after receiving the work instructions.

Professional attitudes make up the dimension of professionalism closest to the student's relationship with work, their integration into the labor entity and, in general, their behavior towards socio-labor activities.

The professional profile of the graduate

These criteria make up the professional profile of the graduate by constituting the synthesis of the characteristics that a competent mid-level professional must possess in the field of transport. The values obtained in the dimensions that characterize the variable, define the profile at the time of discharge from the process of initial ETP shared polytechnic school-labor entity, allowing a more objective characterization of it.

The analysis and reflection with the students is produced, while their criteria about their own process and that of their classmates are important. With the results of this analysis, a comprehensive profile of the graduate as a mid-level technician is obtained. It will present a balance, balance or similar results in the dimensions: knowledge, skill and attitude, what is known as a *homogeneous or balanced profile*.

The specialists of the labor entity and professors will evaluate if the students have reached performance levels characterized by the creation or mastery of the contents, when facing and solving with new and unforeseen professional situations with quality

On the other hand, when the values obtained in the knowledge, skill and attitude dimensions are different in magnitude, a limited profile is obtained in one of the areas that make up its integral characterization. For example, the profile may be identified with theoretical preparation, predominantly over practice or vice versa or could present a marked tendency towards attitudes.

Another vision of the professional profile of the graduate can be:

- Theoretical-cognitive, when knowledge values exceed the rest.
- Practical, when there is greater weight in the skills.
- Attitudinal, when values, qualities or attitudes prevail.

For the evaluation to have an integral character, it is also necessary to take into account the self-evaluation of teachers and specialists of the labor entity, the control of the activities carried out in the labor insertion, the analysis of the reports of commissions of specialists as regulators of the vocational training, the results of visits and offices. In this direction, the central work carried out by the teaching department as the main body is important.

In addition, empirical methods such as observation, surveys, interviews should be applied to obtain the criteria of the workers, the family and the students

themselves. One of the important ways to verify the effectiveness of the process is the control carried out by the directors of the school and the labor entity, during the development of the labor insertion.

The results achieved in the evaluation of each of the stages and their actions allow the analysis of insufficiencies and errors, while encouraging feedback, giving the possibility of incorporating modifications, new experiences, methods or procedures during the preparation of other activities, as well as during the planning of the new work cycle and the next school year.

Knowing the professional profile of the graduate means a group of important advantages for the future orientation of the student and the possible educational pedagogical delivery of the average technician. Among the advantages it presents for the labor entity are:

- It offers you a starting information for the location of the new professional in a job.
- The profile reflects the strengths and weaknesses of the graduate, as potential to develop or elements that will have an impact on the near future
- You can organize the labor training process with greater efficiency.
- You can make short, medium and long term perspective projections on the future of your special technical reserve.

Obtaining the graduate profile highlights the importance of the correct evaluation of the process of appropriation of professional content, to know the professional orientation, and to achieve the ultimate goal of them: an efficient performance during their working life.

DISCUSSION

The (ETP) has the challenge of training the competent worker that requires Cuban socioeconomic development (Ferrer, 2016). In this regard Abreu (2004) considers that the ETP must guarantee the formation of a "modern, competent and integral worker" in a process, characterized, among other aspects, "by scientificness, relevance, integrity, facilitation, participation, flexibility, versatility, diversification and anticipation »

In the modeling of this professional in Cuba, during the last 10 years, profound transformations have been introduced, in order to fill the inadequacies of the polytechnic schools to fulfill, under the current conditions, with the established mandate. Various authors in recent years such as Abreu (2004) ; Acosta (2012) ; Aguilar (2014) ; Aragon (2015) ; Mena (2015) , have supported the use of labor contexts to develop the ETP process. All agree on the need to achieve integrated pedagogical processes that contribute positively to the formation and development of the professional future.

To this end, a new model of vocational training has emerged: *the ETP shared polytechnic school labor entity*, Mena, León Coro (2014), Machado, Acosta, Aguilar, Ferrer, 2009, 2019). In this, among several aspects, participation in the pedagogical process is assumed, almost equally, of the polytechnic school and labor entities. In this way, the training-general, basic and basic professional- is preferably carried out in the school during the first two years and the specific professional in the labor entity, during the last two years, with the joint

participation of teachers and specialists of the labor entity

Achieving a competent professional requires the graduate to master the professional content of his specialty. The evaluation during the labor insertion must be systematic, continuous, inclusive, to be able to build a professional profile of the graduate in correspondence with the Professional Model.

The results achieved in the evaluation of each of the stages and their actions allow the analysis of insufficiencies and errors, while encouraging feedback, giving the possibility of incorporating modifications, new experiences, methods or procedures during the preparation of other activities, as well as during the planning of the new work cycle and the next school year.

This aspiration presupposes the development of a teaching-learning process where each component plays its role, demonstrated by authors such as: Abreu and Soler (2015). However, the achievement of the coherent interrelation of the components of the process is not possible without the tools that allow the teacher to collect process and interpret data, to make possible the issuance of a value judgment and the decision making regarding the orientation of the pedagogical and learning actions of the students. As recognized by the mentioned authors, the evaluation guarantees the foregoing. In the case of the ETP, more specifically in the insertion in the labor entities the evaluation assumes particular characteristics, among other aspects due to the conditions in which the teaching-learning process takes place and the preparation of those responsible for directing it.

The evaluation plays an important role in the development of the personality of future mid-level professionals. When it does not meet «with the continuous and integrative nature», both the student and the teacher, they remain without reference points for the continuous improvement of the results in the professional training.

Consequently, an evaluation is required that provides the necessary information to take the necessary actions. Educational evaluation is a complex process, both structurally and functionally. To ensure that the evaluation process exerts the appropriate role in the integral formation of the student's personality, in the cognitive and affective plane, also requires being structured with an integral character that will measure the extent in its formation and development, in a way gradual and comprehensive.

The bibliographic sources consulted allow deeping into the different theoretical methodological approaches on the preparation of the specialists of the labor entities taking into account the evaluation system.

The evaluation system helps to increase the preparation of students by providing working methods and procedures supported by the Materialist Dialectic and the Historical Cultural Approach, contributing to raising the quality of graduates for the beginning of their working life.

The evaluation system strengthens the student's training in terms of knowledge, technical ability and attitudes influencing the modes of professional performance that correspond to the profile of the graduate who aspires to train.

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