

MENDIVE



REVISTA DE EDUCACIÓN

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Strategy for educative labor with the student of Work and Research Practice

Estrategia para la labor educativa con los estudiantes de la Práctica Laboral Investigativa

Estratégia para o trabalho educativo com os alunos da Prática de Trabalho Investigativo

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ABSTRACT

The school and in this sense the university plays a role in coordinating the educational

efforts that must be made by the different social factors, this action must be aimed at all factors working to achieve a coherent social behavior between thinking, feeling and the doing, essential aspects in the formation of the student. Education demands the direction of the activity, it is a process organized and directed consciously. The objective is to implement an educational strategy as a system of diverse influences from an integrative approach, for the achievement of the integral development of the students through one of the substantive processes: the university extension. Pedagogical research was developed with research methods of the theoretical level and the empirical level. The result provided an educational strategy with a system of diverse influences planned, organized, and systematic and controlled by tutors, career coordinators, teachers that allowed the integral development of the students, who carry out the Investigative Labor Practice in the center. The improvement of student performance is observed, expressing the effectiveness of educational work because of the generalization of the strategy. Its practical value and its effective generalization were demonstrated in the group of students during the 2015-2016 academic year; it constitutes a valuable experience for the preparation of the students of the pedagogical careers during the Labor and Investigative Practice in the different municipalities of the province.

Key words: Work and Research Practice; pedagogic carriers; university extension.

RESUMEN

La escuela, y en este sentido la universidad, desempeña un papel en la coordinación de los esfuerzos educativos que deben realizar los diferentes factores sociales. Este accionar debe estar dirigido a que todos los factores trabajen por lograr una conducta social coherente entre

el pensar, el sentir y el hacer, aspectos esenciales en la formación del educando. La educación exige la dirección de la actividad, es un proceso organizado y dirigido conscientemente. El objetivo es implementar una estrategia educativa como sistema de influencias diversas desde un enfoque integrador, para el logro del desarrollo integral de los estudiantes a través de uno de los procesos sustantivos: la extensión universitaria. Se desarrolló una investigación pedagógica con métodos de investigación del nivel teórico y del nivel empírico. El resultado aportó una estrategia educativa con un sistema de influencias diversas planificadas, organizadas, sistemáticas y controladas por tutores, coordinadores de carreras y profesores, que permitió el desarrollo integral de los estudiantes, quienes realizan la Práctica Laboral Investigativa en el centro. Se constata la mejora del desempeño de los estudiantes, expresión de la efectividad de la labor educativa como resultado de la generalización de la estrategia. Se demostró su valor práctico y su generalización efectiva en el grupo de estudiantes durante el curso 2015-2016; constituye una experiencia valiosa para la preparación de los estudiantes de las carreras pedagógicas durante la Práctica Laboral e Investigativa en los diferentes municipios de la provincia.

Palabras clave: Práctica Laboral Investigativa; carreras pedagógicas; extensión universitaria.

RESUMO

A escola e neste sentido a universidade tem um papel na coordenação dos esforços educativos que devem ser feitos pelos diferentes fatores sociais, esta ação deve ser dirigida a todos os fatores que trabalham para alcançar um comportamento social coerente entre pensar, sentir e fazer, aspectos essenciais na formação do aluno. A educação requer

a direção da atividade; é um processo organizado e conscientemente dirigido. O objetivo é implementar uma estratégia educacional como um sistema de diversas influências a partir de uma abordagem integrativa, para alcançar o desenvolvimento integral dos estudantes através de um dos processos substantivos: a extensão universitária. Foi desenvolvida uma pesquisa pedagógica com métodos de pesquisa a nível teórico e empírico. O resultado proporcionou uma estratégia educacional com um sistema de diversas influências planejadas, organizadas, sistemáticas e controladas por tutores, coordenadores de carreira, professores que permitiram o desenvolvimento integral dos alunos, que realizam a Prática de Trabalho Investigativo no centro. Verifica-se a melhoria do desempenho dos alunos, uma expressão da eficácia do trabalho educativo como resultado da generalização da estratégia. Foram demonstrados o seu valor prático e a sua efetiva generalização no grupo de alunos durante o ano letivo 2015-2016; constitui uma valiosa experiência para a preparação dos alunos das carreiras pedagógicas durante a Prática Laboral e Investigativa nos diferentes municípios da província.

Palavras-chave: Prática laboral e de Pesquisa; carreiras pedagógicas; extensão universitária.

INTRODUCTION

The school, and in this sense the university, plays a role in coordinating the educational efforts that must be made by the different social factors. This action should be aimed at all factors working to achieve a coherent social behavior between thinking, feeling and doing,

essential aspects in the formation of the student. Education demands the direction of the activity, it is a process organized and directed consciously.

At present, educational needs are presented as a social problem, due to the lack of cohesion between the different influences that the student receives. In educational institutions, direct and organized relationships are established between the participants in the education process; they have the social responsibility of centralizing and dividing the intentional educational influences that characterize their professional and specialized functions, within the formation of personality. They constitute educational communities responsible for providing systematic education, where educational influences assume an orderly nature, aimed at preparing the subject for the fulfillment of their social functions (Blanco, 2003).

When several influences are exercised, not linked by a common educational direction, the objective pursued is not achieved. In that sense, it is stated that the success of education is the only activity of all organizations and individuals, aimed at an end (Makarenko, 1979). The lack of this unit breaks the educational work of different people and organizations (Boldiriev, 1982).

The educational work in Cuban universities, from an integral approach, is developed with a system of several influences within the university community. This work "truly constitutes the first priority in the work of formation, in correspondence with its character of the main master strategy of Higher Education" (Horruitinier, 2011, p. 61). According to him, the educational work is defined as the system of educational influences planned, organized, and systematic and controlled by all subjects, or

methodological and social structures and political and educational organizations of the higher education to achieve comprehensive development of the students, through the development of all their substantive processes and dimensions of the training process (Horruitinier, 2011).

Lazo, Márquez and Ordaz, (2019) on educational work point out:

The educational work in the university context is today a key element in the integral formation of the future professional; this requires systematic education work that is carried out in all scenarios in this context, for which it is necessary to focus the actions according to the particularities of each training process, from scientifically grounded proposals (p. 463)

The new conception of educational and political-ideological work in the university requires the attention of all those involved in the student's training. In fact, Cuban higher education focuses on this set of educational influences based on the identification of three groups of actions or main dimensions, namely: curricular, university extension and political partner. The university extension constitutes one of the core processes of higher education in Cuba and is focused on socio-humanist training, the reaffirmation of cultural identity, the formation of values, the professional preparation of students and the improvement of the quality of life of the members of the university community and of the population in general.

In close connection with the previous approach, the declaration made by

UNESCO in 1982 is assumed, within the framework of the "World Conference on Cultural Policies" in Mexico; notes:

Culture can now be considered as the set of distinctive, spiritual and material, intellectual and emotional features that characterize a society or a social group. It encompasses, in addition to arts and letters, ways of life, fundamental rights to human beings, value systems, traditions and beliefs and that culture gives man the ability to reflect on himself. It is who makes us specifically human beings, rational, critical and ethically committed. (UNESCO, 2019)

Extension work is carried out through community projects and actions in order to solve social problems; the delivery of courses to students and professionals, related to science, technology, art, sports, economic, political, social and cultural development strategies of the country; of the work of promotion of the University Honorary Chairs, diffusers of the life and work of important personalities, countries or subjects of socio-cultural interest ; of the work of cultural and sports university installations .

Ricol (2016) on the work of university extension, state "...It is a process that integrates research and teaching without losing its main essence, which supports and promotes the management of them. Therefore, its essence is inclusive, the figures must be deepened for improvement and visualization in the light of the globalization of the processes that

influence the development of the current university" (p. 261) .

Different contributions of pedagogical research are established in the literature: methodologies, models and strategies, as reported by De Armas, Lorences & Perdomo (2003). Based on the analysis of the approaches to these methods, their definition and the authors who have contributed strategies for the educational work of university students (Guibert & Sánchez, 2016; Pérez, Tejeda & Díaz, 2017; Lazo Fernández, García & García, 2017, it was decided to assume the educational type strategy to improve the management of the systematic and continuous preparation of teachers in training.

As part of this new integrated approach, there is not an educational strategy from the specific university extension for students of Investigative Labor practice, where from diagnosis actions be required to be implemented in the Municipal university Center (CUM) of Cabaiguán and thereby improve the overall comprehensive culture of students from the educational work.

Based on the above, an educational strategy that integrates the three essential components was conceived: educational work, vocational training from the curricular level and university extension (students of pedagogical careers, teachers, tutors, career coordinators, teaching Aids, self-preparation and educational scenarios). This strategy is aimed at the educational work carried out by teachers, career coordinators and tutors with teachers in training of the different pedagogical careers, to enhance their performance during the Investigative Labor Practice in the corresponding educational institutions, whose general features are as follows:

- Conception with a systemic approach in which the relations of coordination among those involved predominate, although relations of subordination and dependence are still present.

- A structuring based on phases or stages related to orientation, execution and control actions, regardless of the different nomenclature used for their denomination.

- The fact of responding to a contradiction between the current and the desired state of a specific object located in space and time, which is solved through the programmed use of certain resources and aids.

- A dialectical character that is given by the search for the qualitative change that will occur in the object (real state to the desired state), by the constant adaptations and readjustments that its actions can undergo and by the articulation between the objectives (goals pursued) and the methodology (instrumented ways to achieve them), among others.

- The adoption of a specific typology that is delimited from what the object of transformation becomes.

-Its unrepeatability. The strategies are casuistic and valid in their entirety only at a specific time and context, so their universe of application is smaller than that of other scientific results.

Correspondingly, it is necessary to systematically refine the definitions of the functions of each of the subjects involved in this activity, as well as the forms of organization, planning and control of the actions of the educational work to be carried out with these students.

In this sense, it is determined as an objective to implement an educational strategy as a system of diverse influences from an integrative approach, for the achievement of the integral development of the students through one of the substantive processes: the university extension.

MATERIALS AND METHODS

The investigation began at the Municipal University Center in the context of the integration process, 2014-2015 academic years, by complementing the existing subsidiaries in the municipality of Cabaiguán.

The investigation is of a pedagogical cut, starting from the research methods of the theoretical empirical levels.: the method of analysis and synthesis for the analysis of the problems in the educational work of students who joined the CUM during his tenure in Investigative Practice Labor where the regularities that characterize their ethical professional skills were determined - and the deficiencies that demonstrate the need for an action oriented to strengthen the educational work, with the application of the instruments and later, those that connotation, relevance and importance for the projection of the work were synthesized . Induction- deduction, with the purpose of establishing generalizations in relation to the scientific results of the research, based on the particular analysis of the criteria of dissimilar authors and scientific theory.

The historical and logical method, since it is essential to start from the background of the educational work with the students of the blended modality and the experience of the former pedagogical

subsidiary, until reaching the current needs, framed in the process of integration of the university subsidiaries.

The modeling, because it was necessary to model the plan of actions to be developed in educational work, in the search for the existing relationships between the needs of the students, the possibilities and potentials available for the design of the proposal, according to the pedagogical model and the personnel involved in the educational work. In addition, the systemic method ensured the conception in the form of a system of the strategy that is proposed so that the preparation is conceived as a gradual, systematic process, with the implication of the different factors (teachers, tutors and managers) in this process.

The empirical methods: the revision of documents, important and essential resolutions in the educational work from the university extension, among them: Director Program for the reinforcement of the fundamental values in the current Cuban society, Central Committee of the Communist Party of Cuba (2007), Guidelines of the Economic and Social Policy of the Party and the Revolution (PCC, 2012; PCC, 2016), Regulations of the MES, Regulations for Teaching and Methodological Work in Higher Education (MES, 2007) (Ministry of Higher Education, 2018), the integral approach to ideological educational and political work in universities; values shared by the university community, strategy of educational work at the University of Sancti Spiritus "José Martí Pérez" strategy of educative work of groups of years that teachers in training belong, the professional model in each career, and strategy for the educational work of the CUM, (Municipal University Center, 2016).

Likewise, specialized literature on the subject addressed in pedagogical practice

was analyzed, in order to support the educational strategy. The observation made it possible to verify in practice the existing problems regarding the performance of the teachers in training in the indicators that measure their performance during the Investigative Labor Practice in the context of the educational institution, the CUM and the community. The survey made it possible to verify the improvements in the performance of teachers in training during the implementation of the educational strategy. The population coincides with the sample when the intentional non-probabilistic sampling was applied and consisted of the 29 students enrolled in the Investigative Labor Practice. Observation and survey to measure satisfaction with the strategy implemented was applied in the sample.

The strategy establishes the intelligent direction, from a broad and global perspective, of the actions aimed at solving the problems detected in a certain segment of human activity. The educational strategy designed in the frameworks of this work was organized as follows:

1. Introduction. Foundation The context and location of the problem to be solved, ideas and starting points that support the strategy are established.
2. Diagnosis. It indicates the real state of the object and shows the problem around which the strategy revolves and develops.
3. Statement of the general objective.
4. Strategic planning. Short and medium term goals or objectives are defined that allow the transformation of the object from its real state to the desired state. Stage planning of the actions, resources, means

and methods that correspond to these objectives.

5. Instrumentation. Explain how it will be applied, under what conditions, during what time, responsible, participants.

6. Evaluation. Definition of achievements, obstacles that have been overcome, assessment of the approach achieved to the desired state.

RESULTS

As a result of the document review, the regulations for educational work were specified; In addition, the need to contextualize the university extension strategy in correspondence with the educational needs of the students of the Investigative Labor Practice was determined, and thus respond to the program of formation of values, the guidelines of the Party and the regulations of the MES. The strategy was implemented with the 29 students of the Pedagogical faculty, who carried out the pre-professional practice in the educational institutions of the municipality: the Primary Schools, Urban Basic Secondary School, Pre- University and CDO, where the students develop the skills of the component Labor, research and extension.

Once a month the students carried out the assets of the FEU Brigade where the integrality and participation of these students in extracurricular and extension activities is analyzed. In this regard, during 2014 - 2015 only an strategy of university extension without an specific one for these students to respond to their interests, demands and educational needs was available. The educational work carried out in this initial stage, as a coherent process, does not achieve the

integral training to which it aspires, especially with regard to the formation of values, mainly in the responsibility value, evidenced from the non-fulfillment of students with some tasks and activities conceived in the educational strategy, which means that the number of students evaluated as integral does not reach the established indicator. Although labor practice did not constitute a deficiency in this initial stage, it is necessary to prepare teachers in training and thus take advantage of the potential of the CUM.

From the observation of the behavior of students in different areas during extension activities, both in educational institutions and in the university, it was confirmed the need to encourage participation more streamlined and diversified which demonstrate their potential as future educators the new generations in a complex context, with diverse influences, which increasingly requires social and cultural participation in accordance with the values of the Revolution.

Based on the diagnosis made, an educational strategy is designed and developed that links the university extension and the professional training process, specifically with the discipline of Comprehensive Labor Practices carried out by the students of the pedagogical careers. The strategy is based on:

Basic areas:

- Curricular area: built - in design careers and disciplines, which reflect specific activities to raise the general - integral culture of the professors training. The pedagogical group must manage the extension work from the different organizational forms of the teaching - educational process.

- Extracurricular area: corresponds to cultural, sports and community work, also incorporated into the design of careers, which is linked to the academic, labor and research training of the future professional. It favors the socio-cultural-professional-community development of the student and the territory. For this dimension to be effective, it cannot lose consistency with the previous one.
- The cultural and integral formation of the p professors in training.
- The Cultural-professional training professors training in work practice, from the appropriation of modes of action in the development of their work in their labor practices.

Then, the goals are displayed and the actions to be developed by the CUM to design their projects, in correspondence with the diagnosis of student teachers, professors, workers and the community where they develop such projects. Table 1.

Basic directions:

Table 1- Educational strategy

Goals	Actions
<ul style="list-style-type: none"> • Strengthen the extension dimension of the comprehensive approach to educational and political-ideological work 	<p>Determination of extension projection in years 4 to 5 to the teaching careers for the evaluation of teachers in training (PF), in correspondence with the educational objectives for the investigative Labor Practice(PLI), taking into account the comprehensive approach to the group's educational strategy counts . Proposal of activities:</p> <ul style="list-style-type: none"> • Morning meetings and commemorative events of the different dates and events at the CUM, educational institutions and the community. • Meetings with politicians, scholar's fighters and leaders of different topics of interest to the political training of teachers in formation. • Talks on topics related to the different historical dates, with emphasis on homeland history. (It is specified in the plans of the Honorary Chairs and in the educational projects). • Development of activities in greeting to the 162 anniversary of the birth of José Martí • Visits to historical places: <ul style="list-style-type: none"> • Silverio Blanco Tombstone • Ethnographic Museum • Monument to José Martí, in Cabaiguán. • Monument to Faustino Pérez, in Cabaiguán. • Faustino Pérez Chair. • Presentation of papers dealing with the formation of the values that should be

	<p>promoted in the PF training process, with emphasis on responsibility.</p> <ul style="list-style-type: none"> • Allegorical exposures to the different ephemeris. • Disclosure by the radio station The voice of Cabaiguán , of the various actions carried out by the F EU of the CUM of Cabaiguán. • Launching and dissemination of bulletins: <i>The light of truth and Knowledge</i> and <i>The utility of virtue</i> in the space of the FEU Brigade and in the institutions of the territory for the sake of local development.
<ul style="list-style-type: none"> • Expand the alternatives for the cultural improvement of university professionals and the general population. 	<p>1. Execution of extracurricular actions, so that they correspond to the diagnosis of the brigades and of each student in particular for their cultural and professional improvement. The topics covered are the following:</p> <ul style="list-style-type: none"> • Actualization of the economic model • Violence. Family abuse • local historical design • Reading promotion • Local history • Prevention and abuse of drugs and smoking • Environmental education • Local history • Sport • Ideological subversion • Cultural consumption • Promotion of the incorporation of the university community and of the population in general in the projects oriented to its general cultural improvement such as courses and workshops of artistic appreciation, of Cuban and universal history and culture, community courtyards; focused on groups of children, adolescents, youth and older adults. • Stimulation of student participation and prominence in the development of activities aimed at the cultural improvement of the population.
<ul style="list-style-type: none"> • Promote the results of science and technological innovation. 	<ul style="list-style-type: none"> • Development of an event in the course of each of the Honorable Chairs, where their scientific results will be presented.

	<ul style="list-style-type: none"> • Participation, level of UNISS in the Meeting of University Extension, to promote the results of the CUM. • A workshop of University Extension to share the results of the extension project of the CUM. • Development of the actions of the extension project on human development. • Career coordinators insert teachers in training in the CUM extension project. • Recognition of the scientific personalities of the intra and extra university community in the different events. The special space will be dedicated to the Day of Cuban Science.
<ul style="list-style-type: none"> • Extracurricular activities to promote the integral cultural development of teachers in formation. 	<ul style="list-style-type: none"> • Realization of the activities contained in the record of the different Honorary Professorships, achieving the participation of teachers in formation (PF) of the CUM. • Making a diagnosis of skills oriented to the development of hobbies in the PF, from conceptualizing the amateur as one who systematically is able to appreciate, enjoy and promote cultural, artistic and literary work, physical culture and sports and the healthy and cultured use of free time, which is guaranteed from the educational project. • The Amateur Artists Movement achieves results through systematic work, its advice and its system of events and festivals, in correspondence with the group's diagnosis. • Student and cloister participation is achieved in scientific promotion actions, through forums, scientific conferences, exhibitions, conferences and others.
<ul style="list-style-type: none"> • Promote the creation and the development of university cultural institutions. 	<ul style="list-style-type: none"> • Cultural spaces are developed to be recognized by the university community as cultural institutions, within them the Honorary Chairs. • The qualitative level of existing cultural institutions and the level of requirement for their legalization are increased.
<ul style="list-style-type: none"> • Extensionists promote the realization of projects aimed at the development community cultural 	<ul style="list-style-type: none"> • The CUM organizes its extension work from the human development extension project. • Planning and implementation of community projects, where teachers is strengthened in formation and teachers who have a leading role.

<p>with the incorporation of teachers, professors in formation and workers.</p>	<ul style="list-style-type: none"> • Perform actions that strengthen community management sustainably and in line with the objectives of the Strategy of Municipal social and economical development (EDESME) Comprehensive programs of Municipal Development (PIDM), promotion of scientific culture and integration with University Management of Knowledge and Innovation (GUCID).
<ul style="list-style-type: none"> • Develop an internal and external communication system that encourages dialogue, enhances participation and enables the dissemination and dissemination of university and social culture and work, through effective integration with the means of massive diffusion of the territory and the nation (flat press , radio and television) 	<ul style="list-style-type: none"> • Dissemination of the results of the work of University Extension in the local, territorial communication means, as well as those of the rest of the UNISS. • The use of ICT materializes according to the dissemination of activities carried out in the CUM and in the community. • Promotion of improvement in communication and dissemination to raise results to higher levels.
<ul style="list-style-type: none"> • Stimulate research in the field of university extension, as well as the introduction and generalization of its results. 	<ul style="list-style-type: none"> • Stimulation of participation in events of diverse nature associated with the development of the extension process in order to socialize the results in this substantive process. • Methodological work, self-improvement and improvement enhance the management of the extension process with teachers in training. • The effectiveness of the research project guarantees the impact of extension work.

This strategy was oriented to promote a comprehensive general culture from the political and ideological educational work, as part of the university extension process. This need imposed on the CUM

cloister in Cabaiguán the search for theoretical aspects to direct teamwork with teachers, tutors and other social actors in the community involved in the care of teachers in training, together with

the Teaching vice-rectory, the teaching departments and career heads of the headquarters. The introduction of the strategy in educational practice has shown

the behavior of its different stages, its redesign and generalization, which is summarized as shown in table 2.

Table 2- Rhythm of introduction of the educational strategy in educational practice

Stages of the strategy	Execution time	Date of implementation
Introduction	It is done in a month or so.	It begins in the 2014-2015 academic year. The theoretical study is taken up from the educational strategy for students of the blended modality.
General objective and strategic planning approach	In the previous month we worked as a team to determine these aspects.	From the 2014-2015 academic year, this process is organized and designed.
Instrumentation	In the mentioned stage the stage is organized and the actors involved are determined.	In the 2014-2015 academic year
Evaluation	In a systematic way, in work sessions, its practical validation measures the level of student satisfaction during the 2014-2015 academic years.	From 2014-2015 the strategy is evaluated until today.
Redesign of the methodological strategy	From the course 2015-2016 and redesigns the strategy with the incorporation of new students PLI (about a month).	From the 2015-2016 academic year.
Generalization	Throughout the 2015-2016 academic year.	In the 2015-2016 academic year.
Evaluation	It is systematically evaluated.	From 2014-2015 to the present.

Its value and practical realization are shown because of its application and is evident in indicators of impact of the strategy educational and qualitative assessment of Professors in formation with Labor Practice investigative and educational work. The implementation of the strategy was concretized through the

execution of activities, taking care that these students carry out once a month the brigade meeting of the University Student Federation (FEU), a space that allows analyzing their concerns from the organization, the integral analysis of each student and the completion of extension activities. These activities carried out and

organized by the cloister, in coordination with teachers in training, have succeeded in improving their comprehensive training, further reaffirms the developer character of the teaching learning process and independence to the various tasks assigned.

The main impacts, as a result of the implementation of the strategy, according to survey and review of documents correspond to the following:

- 100 % student participation in planned activities according to individual and collective commitment.
- Increase in participation in events: 100 % in the basic workshop on Patriotic Military and Internationalist Education, a student in the provincial of EPMI; nine students in the Student Scientific Workshop, four at the faculty level and one at the national level; six in the Martian Workshop and two in the municipal Forum and seven in the Municipal Prevention Workshop at the municipal level.
- 97 % of students were evaluated as integral.
- The level of leadership shown by the Professors in Formation, from the development of university extension activities conducted by them in educational institutions in which they are inserted.
- The incorporation of 89% of teachers in training in impact tasks.
- The results of integrative exercises in response to monitoring and to the attention received from the Investigative Labor Practice.
- 100 % of satisfaction of the Professors in Formation with Investigative Labor Practice, with the attention of tutors and career coordinators.

The social and environmental benefits of the educational strategy are summarized in the following:

1. The implementation of the educational strategy and its system of actions improves the work environment, communication, preparation and self-preparation of the faculty staff in the CUM, the quality and productivity of work , by making effective the improvement of the university extension process .
2. The organization is perfected in the direction and execution of the university extension process and the educational work of the students of the PLI, through predetermined guidelines, which involve all the factors, forms and components of said process in a new context of university integration.
3. It is guaranteed that the student of the pedagogical careers receives a comprehensive and systematic preparation during their professional training in the PLI, by taking advantage of the opportunities of the university extension process in a creative and renewed way.
4. The educational work of the students of the pedagogical careers during the PLI is perfected, which constitutes an experience of great social value because this process occurs in all the CUM of the country. The logical implementation in its organization, instrumentation and evaluation is achieved, which allows achieving satisfactory levels in the systematic preparation of students for this purpose.
5. The indicators of the educational work in the CUM of Cabaiguán are improved, manifested in the attitude of the students towards the study, the work, the manifestation of political and patriotic attitudes, attitude towards cultural and

sports activities, before the care of the property social and environmental and their satisfaction with the PLI, educational work and its comprehensive preparation.

6. It fulfills the role of the university in its social environment and improves its image, expressed in the satisfaction of employers, institutions, family members and students, found in the improvement of the process in general.

7. The educational work with the students of the PLI constitutes an essential element in their preparation as future professionals, who showed responsibility and commitment in the transmission of knowledge and values to the students and the family in the educational institutions where they work.

DISCUSSION

Guibert & Sanchez (2016), Perez Tejeda & Diaz (2017), Lazo Garcia & Garcia (2017) were consulted, who demonstrate the validity of educational strategies in a given to strengthen the work with college students context. The educational strategy implemented with the students of the PLI during the integration to the university subsidiaries of the municipality of Cabaiguán in the 2014-2015 school year allowed the solution of the existing problem, when the students of the PLI of the central headquarters were incorporated, which They were not part of the institution, who have specific needs to complement from the extension work and its link with the educational component during their job training, an aspect not specified in the university extension strategy of the University Branch in previous stages.

The aforementioned constitutes the novelty in the conception of the strategy addressed, since it is possible to improve the correspondence between the desired state of the indicators in the educational work and the real state that existed from the diagnosis made to these students, when joining the teaching institutions of the municipality. The educational strategy demonstrated its benefits during its evaluation process in the student performance indicators; It was reached consensus to continue its implementation and evaluation in the completed new school year, demonstrating in educational practice transforming the performance of Professors in Formation and thus the feasibility of the strategy, which denotes the practical value of same.

The transformation of the students is significant, evidenced in the best performance of the new teachers in the coordination of the labor practice; greater dedication to the study, reflected in the results of the integrative exercises and in the teaching they teach; better planning, implementation and evaluation of educational work; the satisfaction of the teachers in training with the attention of tutors and coordinators of the labor practice and with the educational activities that were developed. Through the exchange of managers with teachers in training, satisfaction was noted with the preparation and attention required in terms of work practice, who expressed the value of it for their training. To others, they expressed the quality of the educational activities that are developed.

Students play an important role in the municipality and in the educational work carried out in the institutions, with a close relationship with the tutor, career coordinators and teachers of the CUM. The Professors in Formation, besides demonstrating the values that have strengthened them in different spaces

Intra University who work, should work with their students in each school forming and strengthening professional ethics that must characterize future educators.

The analysis of integrality has constituted a space for criticism and self-criticism and for strengthening values such as honesty, justice, responsibility, solidarity. In addition, it has contributed to improving the evaluation from an educational point of view, since it has allowed self-evaluation and co evaluation; that is, it has recognized that the participants give their opinions on their individual and collective results, on the quality of the process and have developed spirituality in ethical values, personal reaffirmation and group reaffirmation of feelings of empathy, tolerance, friendship. Behavioral changes have been observed, it has been possible to strengthen patriotic, citizen, and ecological values; as well as the development of skills and presence of leaders.

Each activity carried out, especially current issues and those related to the ephemeris, have a defined objective: to transfer their experience and acquired knowledge to educational institutions. It has taken into account that Professors in Formation are motivated in seeking information, appreciate the importance of acquiring new knowledge, not only as future professionals, but by connotation in the personal order. It has been achieved that the students fulfill with responsibility the student worker guard, the update of the mural of the CUM and that of the educational institution in which they are inserted, participation in the events, the realization of a workshop on cultural consumption in the youth of today and a festival of science and culture, where at their initiative they made a video about curiosities of the Anglo-Saxon culture and about the means of teaching for classes of children with special educational needs.

The educational strategy proposed as innovation was generalized in the group of students of the PLI during the 2015-2016 course at the CUM of Cabaiguán. Specifically, it allowed to integrate teachers with more professional experience of educational institutions, teachers of the CUM and institutions of the territory, in carrying out various activities for the preparation of students in curricular and extracurricular, with efficient use of different educational spaces, mainly with the university extension.

Regarding the theoretical aspects addressed, it is assumed that education demands the direction of the activity as a consciously organized and directed process. To the university will correspond the role of coordinating educational efforts that the different social factors for achieving social behavior consistent between thinking, feeling and doing in the formation of the learner should be made. Training for professionals should guarantee its independence and creativity, endows the ethical values, according to the scientific and technological development experienced in the world, to be able to solve the problems of the territory they face in their professional work.

The educational strategy links the university extension and the process of professional training with the labor and research component in the training of professionals in pedagogical careers, through the discipline of Comprehensive Labor Practice. The implementation of the educational strategy is carried out by promoting a system of diverse influences with the integration of the factors, different political and socio cultural activities, verified in the different actions that involved the active participation of the students. They allowed them to enrich their political - ideological preparation, the

socialization of the different means of education, the participation in cultural, morning festivals in educational institutions with the participation of the community, the commemoration of significant dates in historical places of the town, spaces used during the teaching practice with a marked extension character for the integral development of the students.

The improvement of the student performance indicators, expression of the effectiveness of the educational work, because of the implementation of the strategy is confirmed. Thus, the practical value of its effective generalization is demonstrated in the group of students during the 2015-2016 courses PLI, which is a valuable experience for the preparation of professors in Formation performing work practice Investigative of the pedagogical careers in the different municipalities of the province.

It better achieved the level of acceptance by students from different university extension activities, as regards motivation and interest in the training received. The satisfaction of the group of teachers of educational institutions with the development achieved by students in their training as young professionals is significant, due to the involvement in the different tasks and roles to be shown during their execution.

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Authors declare not to have any conflict of interest.

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