

MENDIVE

REVISTA DE EDUCACIÓN

Translated from the original in Spanish

The agricultural vocational training work in primary teachers

El trabajo de formación vocacional agropecuaria en los maestros primarios

O trabalho de formação vocacional agropecuária nos docentes de Ensino Elementar

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ABSTRACT

The preparation of teachers in the field of agricultural vocational training is a situation that has not yet been satisfactorily resolved in the Cuban educational system, it constitutes a complex challenge to assume at the

present time, due to the difficulties that persist, which places the teachers faced with the responsibility of redoubling efforts to carry out in-depth analyzes and changes, on the eve of offering a correct response to reverse the situation. The present article aims to present a pedagogical conception that contributes to the preparation of primary teachers for the work of agricultural vocational training. In its development, theoretical level methods such as historical-logical, modeling and systemic-structural-functional were used; At the empirical level, observation and interview were used, in addition to those corresponding to descriptive and inferential statistics that allowed the collection, interpretation and processing of information related to the subject. This pedagogical conception raises three guiding ideas with a systemic, organized and preparation-oriented nature, in each of them the cognitive, procedural-methodological and affective-motivational aspects are made explicit and they materialize in workshops, scientific debates and exchanges of experiences.

Keywords: pedagogical conception; primary teachers; agricultural vocational training.

RESUMEN

La preparación de los maestros en el tema de la formación vocacional agropecuaria es una situación aún no resuelta de manera satisfactoria en el sistema educativo cubano. Constituye un complejo reto a asumir en los momentos actuales, por las dificultades que subsisten; lo cual sitúa a los maestros ante la responsabilidad de redoblar esfuerzos para realizar profundos análisis y cambios, en vísperas de ofrecer una respuesta acertada que revierta la situación. El presente artículo tiene como objetivo presentar una concepción pedagógica que contribuya a la preparación de los maestros primarios para el trabajo de formación vocacional agropecuaria. En su desarrollo se utilizaron métodos del nivel teórico como

el histórico-lógico, la modelación y el sistémico-estructural-funcional; del nivel empírico se usaron la observación y la entrevista, además de los correspondientes a la estadística descriptiva e inferencial que permitieron recopilar, interpretar y procesar la información relacionada con la temática. Esta concepción pedagógica plantea tres ideas rectoras con carácter sistémico, organizadas y orientadas a la preparación; en cada una de ellas se explicita lo cognitivo, procedimental-metodológico y afectivo-motivacional y se materializan en los talleres, debates científicos e intercambios de experiencias.

Palabras clave: concepción pedagógica; maestros primarios; formación vocacional agropecuaria.

RESUMO

A capacitação dos docentes no tema de formação vocacional agropecuária é uma situação ainda não resolvida de jeito satisfatório no sistema educativo cubano. Constitui um alvo complexo de admitir nas circunstâncias atuais, pelas dificuldades que ainda estão perduráveis; o que posiciona aos docentes perante à responsabilidade de duplicar esforços para fazer afundados análises e trocas, com o propósito de oferecer uma resposta certa que reverta a situação. O presente artigo tem o fim de apresentar uma concepção pedagógica que forneça a preparação dos docentes de Ensino Elementar para o trabalho de formação vocacional agropecuária. No seu desenvolvimento empregaram-se métodos do nível teórico como histórico-lógico, modelação e o sistémico-estrutural-funcional. No nível empírico aplicaram-se entre os métodos, a modelação, a entrevista, além dos correspondentes da estatística descritiva e inferencial que permitiram extrair, interpretar e processar a informação relacionada com a temática. Esta concepção pedagógica define três ideias regentes com carácter sistémico, organizadas e orientadas até a

preparação. Cada uma delas assinala sobre o cognitivo, procedimental-metodológico e afetivo-motivacional e materializam-se nas jornadas, debates científicos e intercâmbios de experiências.

Palavras chave: concepção pedagógica; docentes elementares; formação vocacional agropecuária.

INTRODUCTION

New and complex challenges of today's world and the rapid development of science and technology in the Cuban educational system, demanding primary teachers a continuous preparation depending on the formation of the new generations, based on a comprehensive general culture. In correspondence to this approach, Castro (1979) stated: "... the success of our Revolution, the security of our future, the success of our socialism will depend, to a large extent, on what educators are capable of doing" (p. 2).

This sentence shows that the permanent preparation of primary teachers should reflect skills, abilities, attitudes and qualities that enable them to exercise function previously mentioned to give a response to the phenomena of educational contemporaneity, knowing the reason of current educational problems and possible solutions.

In this sense, the model of the current Cuban elementary school raises also as need: included within the teacher preparation, strengthening Vocational Formation (FV), recognizing this as one of the limitations to solve, so particular to agriculture. It is important to consider the processes that generate the necessary transformations in the preparation of primary teachers to achieve the required quality, a statement

reaffirmed by Rico *et al.* (2008) when referring to the essential nuclei of the aforementioned model, pointing out that, (...) "they are essential in primary school, among others, the preparation and permanent improvement of teachers" (p. 2). Ideas analyzed and assumed in the contextualization of the subject studied.

For this reason, in the Guidelines of the Economic and Social Policy of the Party and the Revolution approved in the VI Congress of the Communist Party of Cuba (2011), the role that teachers have to develop and the need to achieve knowledge is emphasized objective of their potentialities and limitations present in their preparation, so that they can carry out preventive work oriented towards positive results.

In recent years, in correspondence with the accelerated development of society, its demands and requirements on the Cuban school, specifically Primary Education, the interest of Cuban authors and researchers regarding the need to improve the preparation of teachers has been growing the interest of Cuban authors and researchers about the necessity to improve the preparation of primary teachers to efficiently achieve, in all areas of knowledge, an educational process characterized by the protagonist participation of all factors; In this context, the contributions of: Addine, González and Recarey (2002); Ricardo (2014) and Deler are remarkable (2017). Each of them contextualizes the term preparation according to the interests of those who study it, there is a coincidence that it is a process and at the same time a result of the appropriation of knowledge, skills and attitudes necessary to perfect the work performed by teachers.

Other research has a direct impact on the need for permanent training of teachers in the treatment of VF in different areas of knowledge, authors such as Salas (2009) can be cited; Innocent (2013); Del Pino and

Matos (2016) and Dueñas (2018), among others.

Although these studies and proposals for solutions constitute valuable contributions to the preparation of primary teachers to be able to fulfill their main social task, it is considered that in the integral formation of the personality of the students, there has not been sufficiently deepened in the preparation of the primary teachers for the work Farmer Vocational Formation (FVA), as an activity that requires consistency in: educational processes that occur inside and outside the school, in transit through the system work by management and technical bodies and for the actions planned in the annual plan, in such a way that it is specified and contributes to the determination of the future work or professional future of the students, according to their needs, motivations and interests, and that they show diligence and a producer mentality based on the welfare of the whole society. Therefore, it was considered to give greater weight to this aspect, contextualizing it specifically in the municipality of Los Palacios.

The preparation of teachers in the subject of VF is one of the objectives of the educational system; aimed at students and their future incorporation into the complex world of production and services, so that they are capable of making a conscious professional selection, based on real interests and possibilities in accordance with the country's needs, clarified in the Communist Party's guidelines of Cuba (PCC, 2016) number 124, referring, among other aspects, to guarantee jointly with the entities of production and services, political organizations, students and mass organizations and with the participation of the family, vocational training from elementary school (p.22).

The foregoing demands the search for new positions of specific and concrete

theoretical bases, from the methodological and practical aspects, based on the improvement of the methodological preparation of primary teachers that allow them to solve, in this sense, the existing insufficiencies.

To deepen the subject, an exploratory study of the educational reality is carried out, where the empirical verification and systematization of scientific methods were taken into account that allowed identifying strengths and weaknesses in the preparation that primary teachers have for the work of FVA, proving these shortcomings in the review of lesson plans and individual plans of teachers, in the control of results from observations to classes and other educational activities, as well as in exchanges with teachers, directors and students.

Among the strengths:

- To maintain as an essential nuclei, the need to permanently prepare and improve primary teachers of the current Cuban primary school model.
- Existence of project and thesis research results on an international, national and local scale that have contributed to the improvement of teacher preparation and that constitute reference points for this research.
- Existence of a strategy, current ministerial resolutions, as well as national preparation seminars for each school year that contemplate the VF in different activities and areas of knowledge.
- To have palaces of pioneers having the program to work with the different professions.

And weaknesses were verified in the theoretical, methodological and practical preparation for the FVA work, verified in the domain and application of:

- Essential theoretical contents of FVA in relation to those of the subject programs and complementary activities.
- Requirements of the professional performance of the teacher to achieve the FVA.
- In the use of necessary didactic-methodological procedures to relate the contents of the subjects with the FVA (ways, forms, procedures and methods).
- In the systemic and coordinated implementation of teaching and complementary activities of FVA.
- In the satisfaction and motivation for the work of the FVA.

The present article aims to present a pedagogical conception of the process of preparing primary teachers for the work of FVA in the municipality of Los Palacios.

MATERIAL AND METHODS

The investigation began in the 2014-2015 school year; It is taken as population 95 primary teachers, nine primary schools of the town of Los Palacios, province of Pinar de Rio.

Criteria for sample selection

In the selection of the sample, non-probabilistic sampling was used with an intentional character, for which 32 primary teachers from the municipality of Los Palacios were selected, from the schools with the highest enrollment, Graduates in Education, with more than 5 years of experience in the grade, experience in the work of FV, who direct circles of interest and those who have developed complementary programs.

For the development of the tasks, the following research methods were used, which start from assuming the dialectical-materialist method as a

general method, insofar as they allowed: the study of the object as a process, the determination of its components and the main dialectical relationships between them, as well as its contradictions and the foundation and integration of the other methods used. Thus, *methods of theoretical level that* facilitate the understanding of the facts and phenomena associated with the object of study were used. The historical-logical method was used to explain the history of the development of the process under study and the revelation of its essence, needs and regularities in its historical evolution. The modeling method allowed a mental representation of the proposed pedagogical conception and its theoretical-methodological content, in order to contribute to the integration of educational processes and FVA as part of the contextualization of the guiding ideas in the educational reality. .

Empirical level methods

It was possible to obtain interesting information about the characteristics of the object, to produce different data that facilitate a better understanding of the object.

The observation was applied in the visit to the methodological preparation activities carried out in primary schools, as well as to classes and other activities, which allowed defining the main limitations and potentialities of the object of study and the justification of the scientific problem.

Interviews with teachers, in order to obtain information on the level of theoretical, methodological and practical preparation for the work of FVA were done.

The methodological triangulation technique was applied to integrate the results obtained in the different instruments applied in the research.

RESULTS

From the methodological point of view, through the application of the observation guide to methodological preparation activities and observation guide to classes and complementary activities, as well as the application of an interview questionnaire to primary teachers of the municipality of Los Palacios, it was possible to verify the current state of the scientific problem regarding the preparation of primary teachers for the work of FVA.

24 observations were made on methodological preparation activities received by the teachers; these evidenced and reaffirmed theoretical, methodological and practical ignorance on issues related to FVA's work. Despite the fact that the topics covered contribute to the preparation of the teachers, none of the six indicators determined to evaluate the 24 activities were evaluated in the category of A; Eight activities that represent 33.3 %, their indicators were evaluated in the PA category and 16 that represent 66.6 %, their indicators were evaluated from IA, results that show that none of the methodological preparation topics explicitly pay tribute to the preparation for the FVA work, results coinciding with the deficiencies of topics indicated in the review of the methodological work plan of the schools, in which the topics related to the FVA work do not constitute a priority, contradictory to the socioeconomic context of Los Palacios territory, totally agricultural.

Table 1 - Quantitative results of the observation of methodological preparation activities

Indicators	Adequate		Little Adequate		Inadequate	
	QTY	%	QTY	%	QTY	%
1.1. Se profundiza en los contenidos teóricos esenciales de FVA, en relación con los de los programas de asignaturas	-	-	8	33,3	16	66,6
1.2. Se profundiza en los tipos y contenidos teóricos esenciales de FVA de las actividades complementarias	-	-	8	33,3	16	66,6
1.3. Se profundiza en los conocimientos y en la aplicación de los métodos educativos de formación de la personalidad para el trabajo de FVA	-	-	13	54,1	11	45,8
1.4. Se profundiza en el conocimiento de las exigencias del desempeño profesional para lograr la FVA	-	-	10	41,6	14	58,3
2.1. Se trabaja la selección y determinación de vías para el trabajo con la FVA en las actividades docentes y complementarias	-	-	8	33,3	16	66,6
2.2. Se trabaja la selección y determinación de formas para el trabajo con la FVA en las actividades docentes y complementarias	-	-	12	50	12	50
2.3. Se trabaja en la selección y determinación de procedimientos para el trabajo con la FVA en las actividades docentes y complementarias	-	-	8	33,3	16	66,6
2.4. Se logra el aprovechamiento de las potencialidades de los contenidos esenciales de los programas de asignatura para el trabajo de FVA	-	-	8	33,3	16	66,6
2.5. Se trabaja la aplicación del trabajo con la FVA en las actividades docentes y complementarias	-	-	8	33,3	16	66,6
3.1. Se logra la motivación en la realización de actividades docentes y complementarias para el trabajo de FVA	-	-	10	41,6	14	58,3
3.2. Se logra la participación protagónica en la realización de actividades docentes y complementarias para el trabajo de FVA	-	-	10	41,6	14	58,3
3.3. Se logra la comunicación asertiva en la realización de actividades docentes y complementarias para el trabajo de FVA	-	-	10	41,6	14	58,3
Totales	-	-	113	39,2	175	60,8

Note: There were evaluated 12 indicators; to evaluate the scale was considered: Adequate (A), Little Adequate (PA), and Inadequate (IA).

These results coincide with the elements provided by the observation made to 25 classes and 13 complementary activities, representative in all grades, but with an emphasis on third cycle; 13 aspects were observed in correspondence with the indicators; According to the scale used, 21.0 of these indicators were evaluated as PA and 78.9% as IA. The greatest limitations are fundamentally centered on inadequacies in the knowledge of the essential theoretical contents of FVA in relation to those of the subject programs; in the diagnosis, identification, selection and direction of didactic and methodological aspects for the work of FVA, as well as in the lack of motivation and communication to improve collaboration, and active participation in educational activities and their interrelation with other agencies and educational agents.

Table 2 - Quantitative results of the observation of classes and complementary activities

IND.	TO		PA		AI	
	QTY	%	QTY	%	QTY	%
1.1. Knowledge of the essential theoretical contents of FVA is demonstrated in relation to those of the subject programs	-	-	8	21.0	30	78.9
1.2. Knowledge that demonstrates about the type and essential theoretical contents of FVA of the complementary activities	-	-	8	21.0	30	78.9
1.3. Demonstrating knowledge of educational methods of personality formation for FVA work	-	-	8	21.0	30	78.9
1.4. Knowledge of the demands of professional performance is demonstrated to achieve FVA	-	-	8	21.0	30	78.9
2.1. HPP is demonstrated in the selection of pathways for FVA work	-	-	10	26.3	28	73.6
2.2. HPP is demonstrated in the selection of the forms for the work of FVA	-	-	10	26.3	28	73.6
2.3. HPP is demonstrated in the choice of procedures for FVA work	-	-	10	26.3	28	73.6
2.4. HPP is demonstrated in the determination of the potentialities of the essential contents of the subject programs for the work of FVA	-	-	10	26.3	28	73.6
2.5. HPP is demonstrated in the implementation of the work FVA in teaching activities and complementary	-	-	10	26.3	28	73.6
3.1. There is motivation in carrying out teaching and complementary activities for the work of FVA	-	-	8	21.0	30	78.9
3.2. A leading participation in the preparation of educational and	-	-	8	21.0	30	78.9

complementary activities for the work of FVA is demonstrated						
3.3. Assertive communication is demonstrated in the preparation of teaching and complementary activities for the work of FVA	-	-	8	21.0	30	78.9
3.4. Satisfaction is demonstrated with the preparation received for the execution of teaching and complementary activities for the work of FVA	-	-	8	21.0	30	78.9
Totals	-	-	114	23.0	380	76.9

Note: table displays the number of primary teachers interviewed and percent of responses accepted. Nine indicators evaluated.

Once the results of the instruments applied in the verification of the problem have been analyzed, the methodological triangulation is carried out. The following results were found :

Note: The table shows the number of classes and complementary activities observed and the percentage obtained according to the selected scale.

In the results of the questionnaire applied to the 32 primary teachers, deficiencies were found in: the theoretical-methodological knowledge, so that they achieve an effective work of FVA with the students, in the professional pedagogical skills (HPP) in this case in selecting the fundamental and current ways to contribute to the work of FVA . Only 37.5 % representing masters (12), refers to the class and the circles of interest; none referred to etymologically that the pathways are teaching and complementary activities. In addition, they present limitations in their performance and in the participation in the preparations for the execution of educational and complementary activities for the work of FVA that hinder their theoretical, methodological and practical preparation.

Table 3 - Quantitative results of teacher interviews

IND.	QTY	%
1.1	12	37.5
1.2	12	37.5
1.3	13	40.6
1.4	13	40.6
2.1	12	37.5
2.2	12	37.5
2.3	12	37.5
2.4	12	37.5
2.5	12	37.5
Totals	110	38.2

1. Insufficiencies in the essential theoretical contents of FVA and its relationship with those of the subject programs.

2. Limited knowledge of educational methods that contribute to the formation of personality for FVA work.

3. Limited knowledge in the selection and application of ways forms and procedures for FVA work.

4. Insufficiencies in determining the potential of the essential contents of the subject programs for FVA work.

5. Demotivation of primary teachers to develop teaching and complementary activities that contribute to the FVA.

6. The preparation activities that are directed in schools, for the treatment of AVF, are not always carried out in a systemic and coordinated way.

7. The guiding documents such as: plan of methodological work, curriculum, programs, methodological guidelines, the essential theoretical content, essential and specific educational methods that contributes to the formation of personality, the demands of performance and the professional pedagogical skills for FVA work are not explicit.

To evaluate the variable, its dimensions and indicators, the following scale was taking into account: Adequate (A), Little Adequate (PA), Inadequate (IA).

Table 4 - Results of the cognitive dimension

Sample		Rating scale		%
Teachers	32	adequate	26	81.2
		Little adequate	4	12.5
		Inadequate	2	6.2

Table 5 - Results of the procedural-methodological dimension

Show		Rating scale		%
Teachers	32	adequate	26	81.2
		Little adequate	4	12.5
		Inadequate	2	6.2

Table 6 - Results of the affective-motivational dimension

Show		Rating scale		%
Teachers	32	Suitable	29	90, 6
		Inappropriate	1	3.1
		Inadequate	2	6.2

The regularities derived from the results of the theoretical and empirical study presented above show the need to produce a change in the conception of the preparation of primary teachers for the work of FVA.

The pedagogical conception raises three guiding ideas with a systemic nature, organized and oriented to the preparation of primary teachers for the work of FVA: mastery of the essential theoretical contents of FVA in relation to those of the subject programs, based on the study of programs, methodological guidelines and textbooks; determination and contextualization of the new demands of professional performance and professional pedagogical skills proposed for the achievement of the FVA; interrelation of teaching and complementary activities and other socio-community agents and agencies to achieve FVA according to the moments of the student's development.

The three guiding ideas are considered essential for the adequate preparation of primary teachers for the work of FVA, because they establish the theoretical-methodological guidelines to be taken into account in the preparation process. There is a close relationship between the three ideas, they complement each other, they depend on each other, they are focused from the general (knowledge) to the particular (skills) and the singular (use of different ways and forms to achieve the job of FVA and its concretion in the class, complementary programs and circles of interest where primary teachers, directors and other agents converge). In each idea, the cognitive, procedural-methodological and affective-motivational aspects are made explicit, which in their integration contribute to the preparation of the primary teacher for the FVA work.

The components of the pedagogical conception are given in a systemic way:

- The objective and purpose of the proposal are explained.
- Knowledge, skills, performance demands, educational methods for FVA work are deepened, broadened in different ways or ways.
- A preparation from the cognitive (theoretical), procedural and methodological (and proceed methodological skills) and affective-motivational (attitudes, beliefs, feelings, interests, motivations, the active participation and assertive communication) is treated.
- The actions that are carried out collectively and individually with instructive and educational content.
- The united action of all the agents and agencies is seen.
- Everything that is organized, planned and executed is in correspondence with the moments of the development of the students.

The guiding ideas are materialized in that:

- In the three ideas there are individual and collective, instructive and educational actions.
- There are activities where dialogue, individual, group and collaborative work are used
- Teachers develop investigative actions.
- They are shown in workshops, scientific discussions and exchanges of experiences.
- In the three guiding ideas the basic functions of the teacher are present.

From now on, the guiding ideas determined for a pedagogical conception that contributes to the preparation of primary teachers for the work of FVA are argued.

1. The process of preparation of primary teachers to work FVA has to take into account the domain of essential theoretical contents of FVA in relation to programs of subjects from the study program, methodological guidelines and textbooks

In this idea, the essential contents of the subject programs that are related to those of the FVA are clearly identified, selected and determined, for their insertion in a coherent and explicit way in the knowledge system of the subject programs and methodological orientations; In addition, they determine which ones can be worked on in all grades, adapting them to the objectives and moments of the development of Primary Education students.

From the cognitive point of view, the expansion, acquisition, deepening of the essential contents of the subject programs, and the insertion of the essential contents of the FVA are achieved , taking into account

the objectives, content, methods and teaching aids, forms of organization and evaluation.

From the procedural-methodological point of view, the development of professional pedagogical skills of the primary teacher is achieved; one learns to select the contents of the different subjects by grades.

The affective-motivational is achieved by carrying out dialogue and interactive work that allows primary teachers to express their interests, desires, make their evaluations, issue criteria, judgments and points of view.

2. The process of preparing primary teachers for the work of FVA leads to the determination and contextualization of new demands of professional performance and the pedagogical skills proposed for the achievement of FVA

In this idea, the cognitive is achieved in the systematization and critical study of the consulted literature, the knowledge of the demands of professional performance and professional pedagogical skills for FVA work is deepened and broadened, which allows contextualizing them in the pedagogical phenomenon being investigated.

From the procedural-methodological point of view, the study allows the identification, selection and determination of ways, forms and procedures for the work of FVA, contextualizing the requirements that allow the fulfillment of the object of study of the research and influencing the needs, motivations and interests of learners from an early age, taking into account the moments of development.

The affective-motivational is materialized when the primary teacher is able to value

and self-value his work, he communicates with affection, respect and collaboration.

3. The process of preparing primary teachers for the work of FVA must be based on the interrelation of teaching, complementary activities and other agents and socio-community agencies to achieve FVA according to the moments of the student's development.

In this idea, the integration of educational, complementary and individual and collective interaction activities with other agents and socio-community agencies is materialized, in which the methodological procedure of how the primary teacher is specified, from their planning, organization and execution in their daily practice, in a systemic and coordinated way, can influence the motives, needs and interests of students in agricultural professions or trades, from an early age, based on the knowledge and systematic fulfillment of performance requirements, professional pedagogical skills and educational methods, didactic and methodological aspects proposed to achieve the success of the FVA work.

The cognitive materializes when primary teachers have to master a new way of directing the teaching activity, with emphasis on the class, in which dialogued, inclusive, participatory, humanistic and cooperative work must prevail, as well as in complementary activities of the types (complementary programs, socio-productive projects and circles of interest) and contents of the complementary activities, their objectives and their mission, reflected and approved by the third improvement of the National Education System, with emphasis on Primary Education. In the same way, the mastery of the tools to achieve an accurate diagnosis of the specific socio-community context and its correspondence with the activity to be carried out and the moments of the

development of the Primary Education student.

From the procedural-methodological point of view, primary teachers are able to apply in the educational reality, through the development of teaching and complementary activities, in correspondence with the moments of the student's development, the new demands of professional performance, professional pedagogical skills, ways, forms and procedures; In this way it manages to influence the formation of values, so that students have a mentality of producers based on the well-being of the whole society.

The affective-motivational is demonstrated with the knowledge that the primary teachers possess the mastery of the essential theoretical contents of FVA and those of the subject programs, as well as the methodological procedure. In addition, it manifests itself when primary teachers feel motivated, interested, confident, communicative, cooperative and rich, so they become personally, professionally and socially true counselors and educators towards agricultural professions or trades.

Socio-community agents and agencies intervene in the proposed pedagogical conception. Agents made up of teachers, primary teachers, methodologists, directors, cycle managers, educational assistants who work within a specific educational agency: Municipal University Center (CUM), Municipal Education Office, the School (primary schools) and the community (family and agricultural sector).

The integration of these socio-community agents and agencies occurs in an educational community, when heterogeneous and, at the same time, unified educational influences mediate in favor; in this way, they intervene in the integral formation of the subject as a conscious citizen, responsible for his time, bearer of a

historical legacy and empowerment of the society of the future.

Once determined from the methodological work plan of the school which is the grade, the subject and the complementary activities as part of the institutional curriculum, each of these agents, within the agency to which they belong, fulfill certain responsibilities:

Teacher responsibilities:

1. Study of the essential contents of the FVA and methods to be able to carry out the preparation of the subject.
2. Elaboration of the course preparation taking into account the grade, units, objectives and essential content of the FVA subject programs and essential content.
3. Preparation , individually and collectively, of the class system, evaluation, teaching aids, complementary programs, circles of interest, socio-productive projects, lectures and articles.
4. Preparation of excursion guides and visits to production centers.
5. Elaboration of technological means.

Responsibilities of the agencies:

1. Joint elaboration of topics related to:

- History of agriculture in Cuba.
- Main forms of production of the agricultural sector used in Cuba to meet the food requirements (crops and livestock).
- General characteristics of the main crops that are harvested.
- Economic impact of the crisis in food production (crops and livestock).
- Strengths and practices that enable the country to develop

sustainable agriculture (crops and animal husbandry).

- Currently challenges facing food production (crops and livestock) .
- Main environmental problems related to agriculture.

2. Execution of the programs by primary teachers, educational assistants and community agents with prior preparation and knowledge of the subject.

Philosophical, sociological, psychological, pedagogical, didactic and legal foundations that support the pedagogical conception

The pedagogical conception that is proposed is based on and recognizes the guiding role of dialectical materialism, as a guideline and guide to clarify and understand the nature, essence, relationship and effectiveness between its components and the relationship between the instructive and the educational.

In consequence the dialectical-materialist method is assumed, it is considered necessary to establish theoretical basis for the philosophical, sociological, psychological, pedagogical, educational and legal proposal, with an essential involvement in the preparation of primary teachers for FVA work. These are developed below.

The philosophy of education favors the treatment of the educability of man, of education as a more general category and why? And for what? do we educate ?In accordance with this statement, in the design of the pedagogical conception the dialectical-materialist and historical philosophy has been taken into account, as a general theory of the development of phenomena, offering an essential theoretical basis to understand the process of knowledge in man, revealed in the theory of knowledge expressed by Lenin (1964), in which he conceives the

result of the dialectical interrelation of the subject and the objects of work, as requirements of a preparation for their professional performance, in addition, the communication that must be established in the subjects each other by preparing primary teachers for FVA work.

In this sense, professional performance is addressed, given by the role that practice plays as an evaluative criterion of truth, as well as the relationship between knowledge and assessment, important in the training and permanent and continuous development of primary teachers.

The elements that are approached from these ideas manage to be related to the interpretation that is assumed from the cognitive, affective and motivational aspects, during the preparation of the primary teachers for the FVA work; For this reason, a close link is noticed that favors evaluating a determined result from the perceptible factor that in the mind of the subject becomes the concrete thought, for its later materialization in practice.

The criteria of Chávez and Pérez (2015) are shared when they say that: "the philosophy of education constitutes the essential purpose of Pedagogy, which allows orienting the rest of its foundations, as well as educational action" (p. 12).

The pedagogical conception that is proposed is based on the roots of Cuban philosophical thought, in particular on humanism and the pedagogical and historical political thought of José Julián Martí Pérez and Fidel Alejandro Castro Ruz, who have defended that education has to prepare man for life and as a condition of it for work, which constitutes a way to achieve a broad goal: comprehensive cultural training. It is convenient to highlight the categories of dialectics: essence and phenomenon. The essence is the expression of the main intrinsic or exclusive aspect of the processes, while

the phenomenon is the external and direct manifestation of the essence.

The pedagogical conception that is proposed shows the relationship between both categories, since its essence is the improvement of the preparation of primary teachers for the work of FVA and, in turn, conceives the preparation actions to pedagogically modify their modes of professional performance as the external manifestation of the objective being pursued.

In the social development to which the country aspires, the educational sector is decisive because of its commission in the formation of present and future generations with a higher level of competence and commitment, as one of the fundamental requirements for the solution of the problems that affect the Current Cuban society, engaged in updating its economic model and the implementation of the Guidelines of the Economic and Social Policy of the Party and the Revolution. This correspondence shows the education-society relationship. The criteria in White are shared (2001) when expressing that:

The relationships between education and society must be analyzed on two different levels: first, the influence of society as the objective basis of the individual's education process, in order to achieve their integration into the social context; second, the influence of education on the development process of society (p.7).

Therefore, the influence between education and society can only be understood as a reciprocal interaction, an interdependence that manifests itself in a complex and diverse way. That is why one of the social demands assumed today by the school, together with the other social and community factors, is the responsibility of educating the new generations that is, guaranteeing the training of full men, both professionally and spiritually.

For this, the primary teacher must fulfill basic tasks and functions that ensure the spheres of action in the educational context of primary school.

The basic functions of the primary teacher, according to the author himself "(...) are those activities that include specific actions and operations that are essential for the successful performance of professional functions" (p. 33), among them are: the teaching methodological function, the guiding function, the investigative function. The methodological teacher includes the actions of the teacher related to the planning, execution, control and evaluation of the teaching-learning process.

The counselor expresses the actions aimed at helping self-knowledge and personal growth through the diagnosis of the individual. The research focuses on critical analysis, problematization and reconstruction of educational theory and practice.

In the proposed pedagogical conception, the needs and characteristics of the social context in which primary teachers work are taken into account, as well as the demands of the educational system in Cuban society.

From the psychological point of view, the proposed pedagogical conception is based on the historical-cultural approach of Vygotsky and his followers, in their consideration; the psychic processes of man have a historical-social origin.

From this approach, the dialectical interrelation can be interpreted in other categories such as: activity, communication and motivation, as elements that promote the relationship of the cognitive and the affective, in the preparation of primary teachers for FVA work.

Assuming the Vigotskian approach in this research is pertinent, since it articulates psychological and pedagogical processes that are essential in the proposal; Among them is the cognitive and affective development of the subjects who are preparing for FVA work, elevation to higher levels, professional and human improvement, as well as the acquisition of tools to transform the school and social environment.

Another psychological foundation is the activity theory of Leontiev (1981), as it conceives activity as the foundation of the process of training and human development based on the permanent and continuous preparation that can be carried out from the job or in the context of the territory with its own resources, supported by professional performance as the framework of its development, in order to satisfy social needs and transform the object.

Activity is defined by Leontiev (1981) as "the process originated and directed by a motive, within which a certain need has taken the form of an object. In other words, behind the correlation between activities, the correlation between motives is discovered"(p.84). For the author, the activity has as components: the motive, the objective, the conditions and the relationships represented in actions and operations; this set allows man, in his condition of subject, to be linked with that part of objective reality (object) to satisfy his needs.

In this sense, the teacher's preparation for FVA work is analyzed as the highest expression of professional pedagogical activity, which is configured from relatively independent actions and operations carried out during professional performance.

On the other hand, it is based on the "Theory of planned formation and by stages of the mental actions" by Galperin (1983); He considers action as the main element, due to the functions of

orientation, execution and control that it fulfills. In order to guarantee the success of the process under study in this research, it is essential to carry out actions in an interrelated manner with said functions to achieve the desired ends.

From the pedagogical point of view, the preparation that is designed responds to a set of requirements that contribute to the materialization of the unity between instruction and education, as well as the active, conscious and significant character, in accordance with the characteristics of primary and secondary teachers and their school context.

The foregoing evidences compliance with the principles, laws and categories of Cuban pedagogy, which allows contributing to the preparation of primary teachers for the work of FVA, according to current needs, in their integration with socializing agents and agencies.

It is important to highlight the unity between the educational process that is offered in the school and those that are derived from the other educational agencies of society, at a certain historical moment, as one of the laws of Pedagogy. Likewise, the principle of participation of the entire society in the tasks of education is revealed, which refers that in education, the school, the family and the community must participate.

As part of the foundations teaching of pedagogical approach to the analysis of the essential aspects of the preparation of primary teachers in the work of FVA, it has taken into account the definitions given by researchers in this field, such as: Chavez (2003) which states that it is up to Didactics to illustrate the teacher, how to organize, develop and control in practice the complex process of teaching and learning, in different forms of organization and in different ways, by following a specific purpose and objectives. Hence, authors such as

Addine, González and Recarey (2002) define the teaching-learning process as "educational process where the relationship between education, instruction, teaching and learning, aimed at the development of the personality of the schoolboy for his preparation for life"(p. 6).

For this reason, the primary teacher needs to have total mastery of the main contents and teaching methods, as well as general and specific didactics that serve as a fundamental tool for the successful performance of their profession in the educational system.

Another foundation on which this result is built is the dialectical unity between socialization and individualization. Its involvement in education has been discussed by different authors such as Blanco (2001), Lopez *et al.* (2002). In this regard, it is proposed:

(...) The development of the individual under the influence of education and the environment takes place, due to its social content, as a dialectical unit between the objectification (materialization) and the sub objectification (assimilation) of social content. In this way, individuals become personalities that establish concrete historical relationships through their activities and communication, with each other and with objects and subjects of culture (López, *et al.*, 2002, p.50).

This analysis implies that each primary teacher learns in the process of social construction more than he would learn on his own. Works carried out by Bernaza

(2013) confirm this; this author considers that "(...) the result of the work done in a collaborative group has a higher value than the sum of the individual works of each member of said group would have" (p.3).

Based on the above, work is encouraged in the group of primary teachers, the exchange between them on related topics, the socialization of scientific results, scientific debates, exchanges of experiences as spaces for scientific discussion, in such a way that it affects performance of each primary teacher for FVA work.

From the legal point of view, it is based on the Constitution of the Republic of Cuba, which in Chapter V, on education, Article 39 states: "(...) the State guides, encourages and promotes education, culture and science in all its manifestations. Its educational and cultural policy addresses the following postulates: it bases its educational and cultural policy on advances in science and technology (...)" (Ministry of Justice, 2019); It stipulates that "(...) the creative and investigative activity of science is free. The State encourages and facilitates research and prioritizes aimed at solving the problems concerning the interests of society and to the benefit of the people and recognizes that the State encourages workers to join the scientific work and the development of science", Just to name a few.

In addition, it is based on the Economic and Social Policy of the Party and the Revolution, specifically on Guidelines 145 and 146; In them the permanent preparation and attention of the teaching staff is prioritized, as well as the need to train the teaching staff with quality and rigor, to respond to educational problems, as well as in 124, referring, among other aspects to guarantee as a whole with the entities of production and services, political, student and mass organizations and with the participation of the family, vocational training from primary school.

Moreover, the following normative documents are taken into account: Decree 63 of the Executive Committee of the Council of Ministers, resolutions of the Ministry of Education 170/ 200 0 186/2014, documents governing, from an administrative point of view, the rector role of the school for the execution of professional orientation and vocational training activities, and the hierarchical nature of this important process in current and future generations. The scientific and human character in the preparation of primary teachers for the work of FVA is stated in RM 200/2014 where vital importance is given to the direction and organization of methodological work.

In general, the integration of these fundamentals is assumed as the basis for configuring the pedagogical conception, which justifies the contribution to the change that is granted to the preparation of primary teachers for the work of FVA.

DISCUSSION

This research coincided with the studies carried out by Dueñas (2018), on the pedagogical conception as a scientific result and the foundations and components of a pedagogical conception of the process of preparing primary teachers for the work of FVA in the municipality of Los Palacios were determined.

With the application of the exposed methods and the search of bibliography on the subject, the results obtained show the need to deepen it, due to the importance it has in the preparation of primary teachers for the work of FVA.

According to the studies carried out, the term VF is approached in a united, separated and interrelated way with professional guidance. In the case of Salas (2009) he conceptualizes VF

separately. Matos (2003) values the term professional-vocational guidance. Others, such as Del Pino *et al.*, (2016) unite the terms of VF and professional guidance to refer to a single purpose.

On the other hand, there are research results carried out by Cuban authors, which recognize the need to guarantee the training of the qualified workforce demanded by the agriculture sector, as is the case of Salas (2009) and Dueñas (2018), in which the need to organize the educational process in correspondence with the new demands of the country is confirmed, giving priority attention to agriculture.

For his part, Salas (2009) proposes a system of educational activities with a political-ideological and labor nature, coherent, systemic and systematic to favor VF towards agricultural careers; while Dueñas (2018) presents a pedagogical conception of the FVA process in pre-university students. The aforementioned researchers emphasize the need to integrate the organisms, the family and the community actors in function of the development of the process. It is agreed with Salas (2009) and Dueñas (2018) in that if unity of action is achieved between all factors (school, family and community) it is possible to awaken in students the love towards agricultural careers. For this, it is of utmost importance that primary teachers are prepared in how and in what way the vocation can be educated in the student, in the school and in the family and social influence.

The emergence of Ministerial Resolution 186/2014, related to the incorporation of students to socio-productive projects (complementary activity) with priority on FVA issues, are activities to be carried out within teaching hours, essentially in the afternoon session where they join and participate harmoniously all educational agents.

Even though VF has been worked in a general way and VF in particular from various theoretical positions and that there are various criteria that are essential, in the specific case of the preparation of primary teachers for work in the formation of cognitive interests towards The professions or trades related to agriculture from an early age and in correspondence with the psychological characteristics of the different ages of the primary student have been insufficiently addressed.

In the study carried out, there is no explicit definition of the term preparation of primary teachers for the work of FVA; At the discretion of the authors, it is considered as: permanent process made up of teaching and complementary activities of instructive and educational content related to the profession or agricultural trade, which are, planned, organized, oriented, executed and controlled individually and collectively by the professionals of Primary Education to improve their knowledge, skills and attitudes and influence the motives, needs and interests of students from an early age.

Contribution that turns them personally, professionally and socially into a true guide, advisor, counselor and educator towards the agricultural profession or trade.

The proposed pedagogical conception surpasses the acting one, by offering three guiding ideas that, in their integration, promote the preparation of primary teachers for the work of the FVA.

The distinctive feature of the proposal is that they clarify:

1. The essential theoretical content of the FVA and its relationship with those of the subject programs.
2. The new demands on the professional performance of the primary teacher and

the professional pedagogical skills proposed for the achievement of the FVA.

3. The interrelation of teaching and complementary activities and other socio-community agents and agencies to achieve FVA, according to the moments of the student's development.

4. The use of courses and workshops for the preparation of primary teachers and I work FVA.

5. It can be developed from the workplace, because it is coordinated with the school management and this system of activities is part of the school's work system, and it is contemplated in the annual plan.

As for the novelty, for a better logistical understanding, the authors do so, on the basis of philosophical categories: the general, the particular, and the singular.

General: A trait that typifies is the achievement of the insertion of instructional and educational contents related to agricultural trade or profession in teaching activities and complementary (complementary program, projects, circle of interest).

Especially: The unity of thought and action of agents and socio - community agencies to influence the transformation of the object of study and then in learners.

Singular: It manages to improve, expand so collectively and individually in primary teachers, theoretical, methodological and practical knowledge (content, educational methods, the requirements of performance professional and professional skills teaching for FVA) and attitudes for the work of FVA and influence the motives, needs and interests of the students, in correspondence with the moments of development.

The analysis carried out so far lead to the following approaches:

- The diagnosis allowed revealing as weakness the ignorance in the primary teachers in the theoretical, methodological and practical aspects related to the agricultural profession or trade, to influence from an early age on the needs, motivations and interests of the students. Furthermore, according to the results obtained, the indicators, the dimensions and the variable are placed in the category of "Inadequate". These were considered to form the proposed pedagogical conception.
- The proposed pedagogical conception is based on a theoretical referential system of philosophical, sociological, psychological, pedagogical, didactic and legal foundations, with which the assumed theoretical references that contribute to the preparation of primary teachers for the work of FVA are complemented.
- The study carried out provides a pedagogical conception that is determined by three guiding ideas; In each one, the cognitive, procedural-methodological and affective-motivational aspects are made explicit, which in their integration contribute to the preparation of the primary teacher for the FVA work.
- Based on the consultation of different authors, the preparation of the primary teachers for the FVA work was defined.

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Authors' Contribution:

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Gloria María Jaime Mirabal: general advice on the topic addressed, literature search and review, translation of terms or information obtained, compilation of information resulting from the instruments applied, revision and final version of the article, revision of the applied bibliographic norm.

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