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Information and Communication Technologies for the teaching and learning of Agrarian Law

Las Tecnologías de la Información y las Comunicaciones para la enseñanza y el aprendizaje del Derecho Agrario

Tecnologias de Informação e Comunicação para o ensino e aprendizagem do Direito Agrário

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ABSTRACT

Cuban universities and the University of Sancti Spíritus "José Martí Pérez" in particular, go through a process of updating and improving the teaching-learning process. The professors in that own university of Sancti Spíritus, have observed gaps in the students who do not use the technologies to acquire updated information

in the Agrarian Law subject. It is content to be investigated in this scenario, the organization and articulation between the teaching methods and means as components of that process for teaching - learning in the Agrarian Law subject, to achieve that purpose it was set as an objective to propose the Information Technology and Communications as a didactic strategy that allows improving the teaching-learning process in the Agrarian Law subject in the Law Degree. In this research, the following qualitative methods were used in the form of participatory and quantitative observations from documentary processing and survey. The method used the census criterion. The following results were obtained, a didactic strategy that, with the use of Information Technology and Communications, which allowed to improve the teaching-learning process in the Agrarian Law subject at the University of Sancti Spíritus "José Martí Pérez". In the article, the following conclusions were reached: The organized use of Information Technology and Communications, conceives an instruction less dependent on traditional teaching methods such as face-to-face class and where learning is more creative, collaborative and knowledge management prevails by part of the student.

Keywords: learning-agrarian law-teaching; skill-task.

RESUMEN

Las universidades cubanas y la Universidad de Sancti Spíritus "José Martí Pérez", en particular, pasan por un proceso de actualización y perfeccionamiento del Proceso de Enseñanza-Aprendizaje. Los profesores, en esa propia universidad espiritana, han observado brechas en los estudiantes que no emplean las tecnologías para adquirir información actualizada en la asignatura Derecho Agrario. Es contenido a investigar en este escenario la organización y articulación entre los métodos y medios de enseñanza como componentes de ese

proceso para la enseñanza-aprendizaje en la asignatura Derecho Agrario; para lograr ese propósito se trazó como objetivo proponer las Tecnologías de la Información y las Comunicaciones como estrategia didáctica que permita mejorar del Proceso de Enseñanza-Aprendizaje en la asignatura Derecho Agrario en la Licenciatura en Derecho. En esta investigación fueron utilizados los siguientes métodos: el cualitativo, en forma de observaciones participativas y el cuantitativo, a partir de procesamiento documental y encuesta. El método utilizado es el criterio censal. Fueron obtenidos los siguientes resultados, una estrategia didáctica que, con el empleo de las Tecnologías de la Información y las Comunicaciones, permitió mejorar el Proceso de Enseñanza-Aprendizaje en la asignatura Derecho Agrario en la Universidad de Sancti Spíritus "José Martí Pérez". En el artículo se arribó a las siguientes conclusiones: el empleo organizado de las Tecnologías de la Información y las Comunicaciones concibe una instrucción menos dependiente de los métodos tradicionales de enseñanza como la clase presencial y donde el aprendizaje sea más creativo, colaborativo y prime la gestión del conocimiento por parte del estudiante.

Palabras clave: aprendizaje-derecho agrario-enseñanza; habilidad-tarea.

RESUMO

As universidades cubanas e a Universidade de Sancti Spíritus "José Martí Pérez", em particular, passam por um processo de atualização e aperfeiçoamento do Processo de Ensino-Aprendizagem. Os professores, daquela própria universidade do Espírito, têm observado lacunas nos alunos que não utilizam as tecnologias para adquirir informações atualizadas na disciplina de Direito Agrário. Compete-se investigar neste cenário a organização e articulação entre métodos e meios de ensino como componentes deste processo de ensino-aprendizagem na disciplina de Direito Agrário; Para tanto, o objetivo foi propor as

Tecnologias da Informação e da Comunicação como estratégia didática que permite aprimorar o Processo de Ensino-Aprendizagem na disciplina de Direito Agrário na Licenciatura em Direito. Nesta pesquisa foram utilizados os seguintes métodos: o qualitativo, na forma de observações participativas, e o quantitativo, baseado em processamento documental e survey. O método utilizado é o critério do censo. Foram obtidos os seguintes resultados, uma estratégia didática que, com a utilização das Tecnologias de Informação e Comunicação, permitiu melhorar o Processo de Ensino-Aprendizagem na disciplina de Direito Agrário na Universidade de Sancti Spíritus "José Martí Pérez". O artigo chegou às seguintes conclusões: o uso organizado das Tecnologias da Informação e da Comunicação concebe uma formação menos dependente dos métodos tradicionais de ensino como as aulas presenciais e onde a aprendizagem é mais criativa, colaborativa e prevalece a gestão. estudante.

Palavras-chave: ensino-aprendizagem-direito agrário; habilidade-tarefa.

INTRODUCTION

Currently, the University of Sancti Spíritus "José Martí Pérez" is undergoing a process of updating and improving its Teaching-Learning Process in the Agrarian Law subject. To achieve this objective, the professors at that university have observed that fourth-year students of the Law Degree present difficulties in the articulation of Information and Communication Technologies (ICT) based on the solution of tasks oriented in class, disarticulation of group work at the time of the execution of the solution of oriented tasks and it is not frequent the use of ICT as a means and didactic tool in the Teaching-Learning Process in the Agrarian Law subject; But, in

the search for experience on this practice, different actions have been found to ensure that teachers transform their practice and use ICT in this process.

According to Hernández, Valdés and Vázquez (2020): "This emerging information society, driven by a vertiginous scientific advance in a neoliberal-globalizing socio-economic framework and supported by the widespread use of powerful and versatile Information and Communication Technologies (ICT) entails changes that reach all areas of human activity "(p. 529).

One of these human activities is education, the usefulness of ICT in the Teaching-Learning Process in the Agrarian Law subject has been widely studied by different authors, both foreign and Cuban: Law *et al.* (2018) and Gual, Fernández and Castilla (2021). They recommend the need for their use under adequate didactic planning, in such a way that they become useful and practical resources to achieve the quality of the process.

As expressed by Law *et al.* (2018), the incorporation of ICT to the Teaching-Learning Process in the Agrarian Law subject is a dynamic and complex process for the different educational actors, such as universities, teachers and students.

Gellibert, Zapata and Díaz (2021) also define them:

ICTs are valuable tools in teaching, technological mediation is carried out on virtual platforms, institutional web pages, learning management systems (LMS for its acronym in English: Learning Management System) through virtual forums, email, collaborative work in online tools,

videoconferences, among others (p. 4).

Refers Abreu *et al.* (2018) that:

The Teaching-Learning Process (PEA) is conceived as the space in which the main protagonist is the student and the teacher fulfills a role of facilitator of the learning processes. It is the students who build knowledge by reading, by contributing their experiences and reflecting on them, by exchanging their points of view with their classmates and the teacher (p. 611).

Regarding the Teaching-Learning Process, the concept of Valdivia, Montes de Oca and Amayuela (2019) is assumed, who state that it is a system where teaching and learning are given in unity and it is evidenced as instructive, educational and the developer; It is the union of the cognitive and the affective, for the formation of students who are preparing to learn these contents.

Ortiz, Acosta and Noguera researchers (2020) refer that the Teaching-Learning Process is the fundamental link in the training of students in the acquisition of content, and in this case in particular those related to Agrarian Law, where through From the interaction of the subjects involved in a space for the construction of meanings, such as through ICT, they develop the training activity (teaching task) and with it their transforming capacity (result of the teaching task).

It is in this sense that, for the Teaching-Learning Process in the Agrarian Law subject, it is essential to carry out a renewed didactic strategy that allows the use of teaching methods and means, as well as modern technologies based on the fulfillment of the

proposed objective, in this In this case, the use of ICT and, within them, the blog becomes essential to support student activity.

According to Gual, Fernández and Castilla (2021):

Within the "edublogs" we can find the classroom blog, managed by teachers or students and which covers the topic developed in a specific classroom. Beyond the classroom, on a higher plane, we have the center blogs. These educational blogs can present different topics, but all of them encompass the entire educational center, they can be digital magazines, school library blogs where bibliographic news, critical or opinion articles are published, etc. (p. 130).

During the research carried out at the University of Sancti Spíritus "José Martí Pérez" in the 2017-2018 academic years, a didactic strategy was presented with the aim that students acquire theoretical and practical skills on Agrarian Law, which would allow them to develop learning and meet your study objectives. This strategy was constituted by teaching tasks, with the directed and planned use of the blog.

For the author of this article, the didactic strategy will be understood, according to Varela *et al.* (2017) as "a strategy, it is a set of systematically planned actions over time that are carried out to achieve a certain goal or mission" (p. 270).

Pérez and Acosta (2020) refer that "ability is the domain of a complex system of actions necessary for the convenient regulation of activity. Knowledge alone is not the most important thing, it is even more valuable if

you know how to demonstrate through skills" (p. 495).

Valdivia, Montes de Oca and Amayuela (2019) state that the teaching task is the fundamental cell of the Teaching-Learning Process; in addition, they refer that: "didactic situations or contextualized tasks are those activities that are conceived to be carried out by the student and that allow integrating and establishing relationships between the contents of the subject with the processes and phenomena of life or with problems professional activity" (p. 194).

In this sense, through the teaching task it is intended to link the content of Agrarian Law with the exercise of the profession, where the student must: advise and rule on legal matters in different fields of action of Agrarian Law, represent legal entities of the agricultural sector in founding acts, conciliations, arbitrations, conventions, negotiations and legal acts in general and teaching using the essential rudiments of pedagogy, based on the Martian maxim of the duty to educate when you have been educated.

The objective of this research was aimed at proposing ICT as a didactic strategy that allows improving the Teaching-Learning Process in the Agrarian Law subject in students of the Law Degree.

MATERIALS AND METHODS

This research was carried out at the University of Sancti Spíritus "José Martí Pérez", in fourth-year students of the second semester of the Law Degree in the 2017-2018 academic years.

The techniques used to collect the data during the investigation are as follows:

- Bibliographic compilation and documentary processing of information in books, magazines, newspapers, internet and others related, especially with the Teaching-Learning Process in the Agrarian Law subject.
- The survey: in this case, a survey was conducted with the seven students to establish academic performance with the use of the blog.

Instruments

- Bibliographic and summary cards: they were used to synthesize the content and record the data of the bibliographic material consulted (books, theses and web pages).
- Questionnaire: a questionnaire of 10 closed questions was applied to seven students and four teachers.

Population

The seven fourth-year students of the second semester of the Law Degree at the University of Sancti Spiritus "José Martí Pérez", in the 2017-2018 academic year.

Census criteria: seven students.

Procedure

- Documentary analysis:

- Decree Law No. 349 dated October 17, 2017 On Legal Advice and Resolution 41 dated March 3, 2018 of the Minister of Justice containing the Regulations for the exercise of Legal Advice activity.

- The professional training model of the Law Degree; the study plan as a state document that establishes the general direction and the main content of the professional's preparation; the plan of the teaching process of the Law Degree; the educational strategy of the Law Degree and

the objectives of the fourth academic year; the methodological work plan of the group and the evaluation report of its results in the academic period 2017-2018; the minutes of the methodological activities carried out, which include the topics discussed and the agreements adopted and their compliance; the methodological guidelines that were developed for the Civil and Family disciplines and the Agrarian Law subject as a result of the methodological preparation; the Civil and Family discipline program; the methodological orientations of the group of the Agrarian Law subject, as a result of the methodological preparation; the record of the Agrarian Law subject and the records of the controls of the Agrarian Law subject classes.

- The observation guide was applied to the seven students; this entire process was documented in cards.
- A survey was applied to the seven students and four teachers, referring to the use of teaching tasks through ICT as a didactic strategy in the Teaching-Learning Process in the Agrarian Law subject.
- The data was processed and analyzed. For the analysis and data management, the descriptive technique of central tendency was used, this in order to diagnose the most representative values of the data collected in the observation and the survey.
- Observation scores were analyzed to establish whether there are differences in academic performance among seven students who use the blog.

The method is related to the census criterion; It proceeds when the universe of the sample corresponds to the seven students at the "José Martí Pérez" University of Sancti Spiritus.

RESULTS

Presentation of the didactic strategy

The development of the didactic strategy was developed through a teaching task that took into account the following structure: title, objective, orientations, evaluation and bibliography. With this, uniformity was sought in the presentation and then execution by the students, considering the previously mentioned didactic requirements.

In addition, in carrying out the task, the ICT didactic strategy were used, which allow education through virtual platforms, allowing the creation of different communication environments and, above all, the possibility of virtual learning environments, useful in a setting where the approach between teachers and students becomes complex.

The organization of the didactic strategy is fundamental to achieve its success, the way to develop it is by visiting the entities of the agricultural sector; In addition, teachers, for the application of the strategy, must take into consideration that it is organized in moments and each of these intertwine forming a cycle. Next, the moments of the didactic strategy:

- Teaching homework scheduling: what are the homework goals?
- Objectivation: what are the main peculiarities of the task?
 - These moments coincide with the planning of the task by the teachers.
- Analysis of the task: what level of knowledge about the subject do the students have to develop the task?
- Choice of learning methods and techniques: how will teachers use the task in

the Teaching-Learning Process in the subject Agrarian Law through ICT?

- These moments coincide with the orientation of the task by the teachers.
 - Self-review: what is the best way for students to achieve their desired academic performance through ICT?
 - Organization of the phases: when do the teachers, through ICT, know that the proposed objective was fulfilled?
- These moments coincide with the completion of the task by the students.
 - Self-evaluation: check if the didactic strategy fulfilled the objective proposed by the teachers.
 - Application of the teaching task as a didactic strategy through the use of ICT.
- These moments coincide with the planning of the task by the teachers.

Presentation of the teaching task

For the preparation of the teaching task, the following structure was taken into account: title, objective, orientations, evaluation and bibliography. With this, uniformity was sought in the presentation and then execution by the students of the same, considering the previously mentioned didactic requirements.

Teaching task No. 1. The Agrarian Organization in Cuba

Placement in the program: introductory class.

Objective: to identify the legal regulations that has regulated land tenure and agricultural activity in Cuba.

Description of the exercise

The students, through a real situation given in the municipality of Sancti Spíritus, which was modified so as not to reveal identities, will be able to identify the elements that comprise the legislation and the institutions that the State uses to develop agricultural activity; this exercise will be discussed through the virtual environments of the blog.

Assumption of fact 1

The deceased Luis Marino Cueto, a Cuban citizen, divorced since 1999, was a member of the CCS "Heriberto Orellana" of the municipality of Sancti Spíritus and legal owner of one hundred percent of the "Las Marianas" Production Unit, of a superficial extension of a cavalry of land, equivalent to 13.42 Ha. Upon Marino Cueto's death, on January 15, 2016, he left as an inheritance the aforementioned Production Unit and a house located on the farm where his sons Carlos and Miguel, both surnames, Marino Cueto resided., 42 years old, who accompanied him since he was a child in the work of the land; Carlos's wife, a teacher by profession who has remained on an internationalist mission since the beginning of the marriage, and Leonardo, Luis Marino Cueto's brother, who has been with him for approximately four years in the work of the land.

On February 10, 2016, Citizen Carlos addresses you, municipal official of the Municipal Delegation of Agriculture in Sancti Spíritus and requests to begin the process of awarding the inheritance.

Questions

1. What are, in your consideration, the subjects and sources of Agrarian Law that

intervene in the narrated event? Explain your answer.

2. What are the documents that Carlos Marino Cueto must present to the municipal official of the Municipal Delegation of Agriculture to start the inheritance process? Justify your answer according to law.

3. From the aforementioned fact, who can inherit the assets left by Luis Marino Cueto. Justify your answer according to law.

4. The farmer Leonardo was notified of Resolution 34 of 2016 of the Provincial Delegate of MINAG on June 2 and he is not satisfied with the decision taken by the competent authority regarding the award of the inheritance and wishes to establish a claim in order to be awarded the living place.

a) Mention the term established by current legislation to establish Appeal. Justify your answer according to law.

b) State the possible decision that the acting official may take on the Appeal, according to the narrated fact. Justify your answer according to law.

Assumption of fact 2

The deceased Luis Marino Cueto, a Cuban citizen, divorced since 1999, was a member of the CCS "Heriberto Orellana" of the municipality of Sancti Spíritus and legal owner of one hundred percent of the "Las Marianas" Production Unit, of a superficial extension of a cavalry of land equivalent to 13.42 Ha. Upon Marino Cueto's death, on January 15, 2016, he left as an inheritance the aforementioned Production Unit and a house located on the farm where Leonardo, brother of Luis Marino Cueto, lived. He had been accompanying for approximately four years in the work of the land and Laura Elena, an engineer by profession, Leonardo's wife.

On February 10, 2019, Citizen Leonardo addresses you, municipal official of the Municipal Delegation of Agriculture in Sancti Spíritus and requests to begin the process of awarding the inheritance and that the right to inherit the farm

Questions

1. What are, in your consideration, the subjects and sources of Agrarian Law that intervene in the narrated event? Explain your answer.

2. What decision must the provincial agriculture official make before this request for the award of inheritance? Justify your answer according to law.

3. If there is disagreement with the decision on the award of the inheritance, what will be the procedure to be followed by Leonardo. Justify your answer in accordance with Law.

4. You, an official of the Municipal Delegation of Agriculture, in an inspection carried out at the "Las Marianas" Production Unit, where the farmer Leonardo works the land, you detected the farm planted with various crops when its fundamental line of production is that of major cattle. Also there was major livestock of his property grazing on the road.

a) Mention the infractions detected in the Production Unit and impose the corresponding violation. Justify your answer according to law.

b) State the term that Leonardo has to establish an appeal. Justify your answer according to law.

Assumption of fact 3

You, as an official of the Municipal Delegation of MINAG in Sancti Spíritus, appear at the Agricultural Production Unit named "La

Ramona", jointly owned by Pedro and Ernesto, the latter being your Administrator. During the visit, he detected that bananas were grown when their main production line was coffee, cattle were grazing on the road and there were people outside the Production Unit working on a portion of the land.

Questions

1. Mention the subjects and sources of the Agrarian Law that intervenes in the narrated event.

2. Indicate the violations detected in the Production Unit and impose the administrative measure. Justify your decision legally.

3. Mention the name of the offender and state what time you have to establish an appeal. Justify your decision legally.

Assumption of fact 4

You, an official of the Municipal Delegation of MINAG in Sancti Spíritus, appear to carry out an inspection at the "Las Caobas" Production Unit, where there is a usufruct in the name of Amed Solano, of 13.42 hectares with a fundamental line of various crops. In the inspection it detects that: there is no production in the line in which the usufruct was conceived, the citizen Ramón García works the land without legal authorization and there are larger cattle belonging to the usufructuary grazing in an adjoining state area without authorization to do so.

Questions

1. Mention the subjects and sources of Agrarian Law that intervene in the narrated event.

2. Mention the infractions of the rule detected during the visit and impose the

corresponding measure. Legally Justify your answer.

3. State the violations of the norm that motivate the termination of the usufruct contract, according to the narrated fact. Legally Justify your answer.

4. The usufructuary does not agree with the Resolution that provides for the termination of the usufruct and wishes to establish an appeal. Mention the term to file the appeal and before what authority. Legally Justify your answer.

Evaluation: to fulfill the teaching task, the students of the Law Degree will appear at the Provincial Delegation of Agriculture of Sancti Spíritus, where books, official gazettes, educational videos and multimedia related to Agrarian Law will be deposited, explaining that the Questions will be evaluated with a score between two and five, the students will send the answers to the blog where the results will be reviewed by the teacher and shared with the other students. The purpose of the teacher with the task is, through the use of blogs, to relate the content of the subject with a practical situation that it can create in work practice.

Bibliography to use:

- Decree-Law Number 125 of the Council of State: "Regime of possession, ownership and inheritance of land and agricultural goods", of January 30, 1991.

- Resolution Number 24 of the Minister of Agriculture: "Regulation of the regime of possession, ownership and inheritance of land and agricultural goods", of March 19, 1991.

- Resolution No. 170/2017 of the Ministry of Agriculture: "Regulation of Agrarian Administrative Procedures", published in GOC-2017-427-020.

Table 1 describes the result of the academic performance achieved by the seven students who participated in the research, observing how the elaboration of the teaching task through the use of the blog as a didactic strategy in the Teaching-Learning Process in the Agrarian Law subject, favorably influenced the results achieved during the research.

As a result of the survey carried out on the seven students, it was found, as specified in table 1, that of the seven students, representing 100% of the enrollment, six, representing 85.71%, achieved superior academic performance during the Teaching-Learning Process, demonstrating the acquisition of skills that allowed, during its completion, to meet the proposed curricular objectives. From the analysis of the research, it was found that the planned use of ICTs through a didactic strategy has favorably contributed to the achievement of superior academic performance by students.

Table 1- Result of academic performance achieved by students.

Students	Achieved superior performance	%	They did not achieve superior performance	%
7	6	85.71	1	14.28

Table 2- Questionnaire made to students and teachers

No	Questionnaire of 10 closed questions	Blog use criteria			
		5	4	3	2
1	Do you consider that the orientation of the task through the blog contributed correctly to developing the Teaching-Learning Process in the Agrarian Law subject?	8	2	1	0
2	Do you consider the bibliographic material consulted sufficient to develop the teaching task?	7	3	1	0
3	Do you consider that you had access to all the legislation to be used in the teaching task?	8	3	0	0
4	Do you consider that the legislation consulted is duly updated?	9	2	0	0
5	Do you consider that the materials were chosen correctly to solve each question that was presented	8	3	0	0

	in the teaching task through the blog?				
6	Do you consider that the consultation time is sufficient to solve each problem that arose for the performance of the teaching task?	7	2	1	0
7	Do you consider that the solutions that were provided to the concerns presented through the blog met the expectations?	9	2	0	0
8	Do you consider that the teaching task through the blog is enough to strengthen academic performance?	10	1	0	0
9	Do you consider that your academic performance has been strengthened after doing the teaching task through the blog?	9	2	0	0
10	Do you consider that the systematic development of the teaching task through the blog contributes to strengthening academic performance?	8	1	2	0

Table 2 describes the result of the questionnaire given to the students and teachers of the University of Sancti Spíritus "José Martí Pérez", where of the 11 respondents, who represent 100%, between 90.90% and 72.72% of the who answered the questionnaire, considered the maximum score on the importance of the orientation of the task through the blog, for the development of the Teaching-Learning Process in the subject Agrarian Law, according to the questions of questionnaires numbers 1, 5, 7, 8, 9 and 10.

In addition, it was considered by the researchers in the timely analysis of the results that only 18.18% of the respondents were not satisfied with the systematic development of the teaching task through the blog, due to not having the necessary technological resources to develop it, a fact that Not because they are inferior to those obtained with the maximum score, they should be neglected, but teachers should look for the necessary alternatives to ensure that 100% of the students achieve the fulfillment of the task.

DISCUSSION

Basing in the University of Sancti Spíritus "José Martí Pérez" the use of blogs through a teaching task as a didactic strategy in the Teaching-Learning Process in the Agrarian Law subject is essential for improvement, since it would not only be optimizing technical and economic resources, but, in addition, it would be developing the students in a comprehensive way, who would update the contents learned in undergraduate and strengthen their skills as future professionals, being in harmony with the demands of the contemporary world.

In addition to the above, the didactic relevance and quality of the teaching tasks and technological activities is aimed at creating the necessary conditions for students to be able to take the theory learned in class to their daily practical work, processes that allow the construction of the knowledge in an efficient and effective way within the framework of legal advice, in media environments typical of current times.

This article agrees with Portillo-Torres (2017), who raises the need to combine the knowledge acquired in the form of theory with the daily practice of the profession to achieve the desired skills; But this proposal surpasses these postulates, in as much as it is considered that these combinations of theory and practice must have a mandatory accompaniment with the new Information and Communication Technologies and these objectives are only met with a good didactic strategy.

It coincides with the researchers Valdivia Cachón, Montes de Oca Recio and Amayuela Mora (2019), who raised the need to plan the teaching tasks related to the events that occur in the professional practice of the jurist. This criterion was considered in this article to carry out the proposed strategy.

Likewise, the postulates of the researchers Gual, Fernández and Castilla (2021) are assumed, who refer that the blog constitutes a useful instrument for the Teaching-Learning Process in the Agrarian Law subject, in the Law Degree. Furthermore, according to the authors themselves: "All this facilitates a training process where a more orienting teaching is truly conceived, less dependent on traditional teaching methods such as the meeting class, currently conceived, less face-to-face, and where learning is more searching of findings, more creative, collaborative and the management of knowledge by the student prevails (p. 143).

It coincides with the researcher Covarrubias (2021) in that "Without a doubt, the interference of ICT in educational processes came to leave special relevance, since in every corner of the world the aim was to improve the quality of the teaching-learning process, such that its application in the pedagogical field sought to optimize the results of an entire school system and at the same time, bring knowledge to particularly excluded populations (p. 151).

The appropriate use of ICT as a didactic strategy for the Teaching-Learning Process in the Agrarian Law subject is a means of considerable value, since not only would they be optimizing technical and economic resources, but also, they would be developing comprehensively to students as future professionals of law and of Agrarian Law in particular, according to the demands of the contemporary world, allowing them to carry out their daily practical work, processes that allow the construction of knowledge in an efficient and effective way within the framework of media environments typical of current times.

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Conflict of interest:

Author declares not to have any conflicts of interest.

Authors' Contribution:

The author has participated in the writing of the work and analysis of the documents.



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