



Original article

The methodological work in the planning and organization of the teaching schedule. Didactic conception, implementation strategy

El trabajo metodológico en la planificación y organización del horario docente. Concepción didáctica, estrategia de implementación

O trabalho metodológico no planeamento e organização do horário letivo. Conceção didática, estratégia de implementação

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ABSTRACT

In the university, educational work is concretized in the methodological work process, particularly in the planning and organization of graphic and teaching schedules, as these guarantee the efficient integration and systematization of teaching activities. The objective is aimed at socializing a didactic conception of the methodological work process in the planning and organization of graphic and teaching schedules, and the design of a strategy for its implementation at the University of Pinar del Río. Based on the didactic conception, a strategy was designed and applied for the implementation of the methodological work process in the planning and organization of graphic and teaching schedules at the University of Pinar del Río. Theoretical methods such as historical-logical and modeling were used, as well as empirical methods such as document analysis and interviews with teachers, along with participatory action research methodology. The main results were in the strategy based on a group of ideas and supported by the principles of scientific character, the relationship between theory and practice, and the creative, conscious, and active character of the management process through the stages of planning and organization of graphic and teaching schedules. As conclusions, it is evident that it is important to conceive the teaching schedule as a navigation chart for decision-making in professional training

Keywords: strategy; graphics; teaching schedule; methodology; organization; planning.

RESUMEN

En la universidad la labor educativa se concreta en el proceso de trabajo metodológico en particular de la actividad de planificación y organización de gráfico y horario docente en tanto que éstos garantizan la integración y sistematización eficiente de las actividades docentes. El objetivo está dirigido a socializar una concepción didáctica del proceso de trabajo metodológico en la planificación y organización de gráfico y horario docente, y el diseño de una estrategia para su implementación en la Universidad de Pinar del Río. Sobre la base de la concepción didáctica, se diseñó y aplicó la estrategia para la implementación del proceso de trabajo metodológico en la planificación y organización del gráfico y horario docente en la Universidad de Pinar del Río. Se emplearon métodos teóricos como el histórico-lógico y la modelación y empíricos como el análisis de documentos, la entrevista a profesores, junto a la metodología de investigación acción participativa. Los principales resultados estuvieron en la estrategia fundamentada en un grupo de ideas y sustentada en los principios del carácter científico, la relación entre la teoría y la práctica, y el carácter creador, consciente y activo del proceso de gestión por las etapas del proceso de planificación y organización del gráfico y horario docente. Como conclusiones se evidencia la importancia de concebir el gráfico docente como carta de navegación para la toma de decisiones en la formación de profesionales.

Palabras claves: estrategia; gráficos; horario docente; metodología; organización; planificación.

RESUMO

Na universidade, o trabalho educativo se concretiza no processo metodológico de trabalho, particularmente na atividade de planejamento e organização do horário e horário letivo, pois estes garantem a eficiente integração e sistematização das atividades docentes. O objetivo visa socializar uma concepção didática do processo metodológico de trabalho no planejamento e organização do horário e horário de ensino, e no desenho de uma estratégia para sua implementação na Universidade de Pinar del Río. Com base na concepção didática, foi desenhada e aplicada a estratégia para a implementação do processo metodológico de trabalho no planejamento e organização do horário e horário de ensino da Universidade de Pinar del Río. Foram utilizados métodos teóricos como histórico-lógico e modelagem e métodos empíricos como análise documental, entrevistas com professores, juntamente com a metodologia de pesquisa-ação participativa. Os principais resultados situaram-se na estratégia baseada num conjunto de ideias e apoiada nos princípios de carácter científico, na relação entre teoria e prática, e no carácter criativo, consciente e activo do processo de gestão através das etapas do processo de planeamento. e organização do gráfico e cronograma de ensino. Como conclusões, fica evidente a importância de se conceber o gráfico de ensino como uma carta de navegação para a tomada de decisões na formação de profissionais.

Palavras-chave: estratégia; gráficos; cronograma de ensino; metodologia; organização; planejamento.

INTRODUCTION

It is the responsibility of the university to achieve an efficient school organization that allows raising the quality of the educational teaching process, guaranteeing, among other things, compliance with the study plans and programs in correspondence with the careers and the level of assimilation of knowledge, habits and skills; the conception of organizational forms, class, consultation and tutoring; the conception of the investigative component, and the correct application of the current evaluation system, seeking a better preparation of the professional in training.

The management of the educational teaching process at the university must, therefore, apply scientific management methods aimed at the correct planning, organization, regulation and control of all educational work so as to enable its optimal functioning. This imposes the need for full control, by managers, heads of courses, years, disciplines and teachers, of the methodological work process in the planning and organization of the graph and teaching schedule in the courses and years, which regulate educational work. of the University.

The planning of the teaching schedule in university teaching is carried out to organize teaching and the distribution of teachers' schedules in which the Program Director or a staff teacher designated by him, is in charge of the creation, review and/or adjustment of the Program schedule groups in each period. This activity is carried out in accordance with the academic programming and the guidelines for creating the schedule. In this sense, universities face a reflective organizational process to improve the management of their intellectual capital, and with this, give impetus to the innovation of the curriculum, training processes and educational practices based on contemporary society. (Vázquez et al, 2023).

A look at the international context allows us to corroborate the idea raised by different researchers about the main problems that educational institutions face, and that affect the planning and organization of the teaching graph, which in the majority of higher education institutions is affected by the lack of a Strategic Plan and the lack of knowledge of Administrative Management, as well as the fact that its managers do not comply with the policies, purposes, principles, objectives and goals. (Silva and Cabrera, 2023).

For Guzmán, Doimeadios and Cuenca (2023) "The identification of the system of processes that are developed in educational institutions, and the relationships between them, is the starting point in Quality Management. The processes depend on the type of educational institution" (p.72).

That is why, starting from the functions of planning, organization, regulation and control of all the work that covers the management process in this educational work, the methodological work process is deepened in the specificity of the activity of planning and graphic organization. and teaching hours, while these guarantee the efficient integration and systematization of teaching activities, thus contributing to the adequate balance of the student's teaching load and the rational use of human and material resources to achieve the general objectives of the training of the student. professional.

Consequently, the research had as its objective the methodological work process in the planning and organization of the graph and teaching schedule at the University of Pinar del Río, posing as the research problem: How to contribute to perfecting the methodological work process in the planning and organization of graphics and teaching schedule at the University of Pinar del Río, in a way that contributes to the adequate comprehensive preparation of university students?

The problem investigated, therefore, is current and responds to the priorities and demands of the Ministry of Higher Education (MES) and compliance with the resolutions, regulations and procedural systems of teaching planning and organization that contribute to training a more professional comprehensively prepared, capable of transforming the structures of society and social processes. Consequently, the objective of the article was to socialize the didactic conception of the methodological work process in the planning and organization of the teaching schedule and schedule, and a strategy for its implementation at the University of Pinar del Río. The research problem was the existence of insufficiencies and lack of systematicity in the work of managers and teachers, which is manifested by the lack of methodological preparation in this direction of the careers and years, lack of demand and control of the process. educational teacher, and little availability of premises and resources such as laboratories, specialized classrooms and workshops; all of which affects the comprehensive and harmonious training of the professional.

Taking into account that no previous works are recorded in this matter, the present research provides a strategy for the implementation of the didactic conception of the methodological work process in the planning and organization of the graph and teaching schedule at the University of Pinar del Río, the which constitutes a novel proposal to improve the methodological work process within the educational teaching process at the university.

MATERIALS AND METHODS

The research was focused on the methodological work process in the planning and organization of the graph and teaching schedule in the courses and years at the University of Pinar del Río. The diagnosis of the real state was carried out between the months of October and

November of 2022. The research followed a mixed approach and the materialist dialectic was assumed as a general method, which allowed the understanding of the diagnosis of the subjects by considering the socio-specific particularities. -specific histories in which the management process unfolds.

Among the theoretical methods the following were used:

Historical-logical analysis: made it possible to delve deeper into the evolution of the object and its analysis in various international and national contexts.

Empirical methods were also used:

Document analysis: it was used with the objective of verifying the treatment given to the object in the regulatory documents. Among the documents analyzed were: Professional Model, Discipline Programs and Teaching Process Plan; In addition, the Curricular Map of the careers was analyzed. In this way, the projection from pedagogical careers towards the initial training of students aimed at attention to the diversity of learners from the educational process was verified. Subsequently, a sample of teachers and students from the courses under analysis were interviewed.

Interview: two variants were used, interviews with teachers of the courses and managers, which were divided into two large groups: one made up of the 52 members of the Teaching Management Collective and another made up of the 6 Deans of Faculties, who constituted the population. of the study. Through random probabilistic sampling, 8 students were selected, representing 28.6% of the population. Also, of 40 teachers who directly and systematically influence the training process of careers, a sample of 12 teachers, 30% of the population, was randomly selected.

Descriptive statistics was used as a statistical method, which revealed only the

external, quantitative characteristics of the phenomenon investigated and not its essence; allowed the quantification and processing of data for interpretation ; In addition, the data obtained was reflected in tables and graphs. Empirical methods such as observation and interviews were used. In both cases, the entire population was sampled.

The study population was made up of 52 members, enrolled in the day course of both careers.

The starting point was the analysis of the particularities of the career study plans and all the documents that make them up, namely the Professional Model, Discipline Programs and the Teaching Process Plan; In addition, the Curricular Map of the careers was analyzed.

The main findings are summarized below from the results obtained from the application of the aforementioned instruments, based on establishing the regularities that essentially characterized the educational teaching process in this direction, which were synthesized as follows:

- The documents (ministerial resolutions and indications of the MES and the University of Pinar del Río) give guidelines, but do not specifically define elements for the planning and organization of the teaching schedule and schedule, nor do they clarify how, from their methodological conception, it can be planned and organized. the process of methodological work in the planning and organization of graphics and teaching schedules in universities.
- The teaching graphs of the years reflect insufficiencies in planning such as non-compliance with the schedule of the study plans, imbalance in the workload for the teaching periods related to academic, work and research, incorrect use of the MES calendar

and the Indications of the Vice-Rector for Professional Training (VRFP), simplification of the hours of the labor component and socially useful work (TSU), inadequate location of specialized productive activity as continuity of work practice, use of indefinite, diverse symbols sometimes incomprehensible.

- The schedules studied both in the regular daytime course, as well as through meetings and distance learning, reveal non-compliance with the timetable of the study plans per semester, lack of correspondence of the teaching weeks planned per semester with the academic calendar, they do not take into account the number of total hours by subjects, they do not define the organizational forms of the process to be used, the weeks of the introductory courses in the first year are not planned, partial evaluations do not appear in some subjects and in some cases in the last week of the semester, the work practice, and the number of weeks corresponding to Socially Useful Work (TSU) in 1st, 2nd and 3rd years, among others, is not planned.

The educational teaching process (PDE) has a systemic, organized and planned character and is directed by specialized personnel with the purpose of training the professional that society requires. To these ends, an adequate structuring of teaching planning and organization at all levels is required. In this sense, the proposal of a didactic conception of the methodological work in the planning of the teaching schedule and schedule is pertinent.

RE SULTS

In correspondence with the research that was developed, the didactic conception of the process under study was defined as the system of scientific ideas that provide the determination of the didactic foundations of the methodological work process in the planning and organization of the graph and teaching schedule, supported by the principles of scientific nature, the relationship between theory and practice, and the creative, conscious and active nature of the management process, which is structured, in turn, in the stages of general forecasting, specific planning and feedback.

Regarding the graphics and teaching schedules, the methodological work process must be modeled from a didactic conception based on the following three scientific ideas:

- The didactic conception of the planning and organization process of the graph and the teaching schedule is guided by the principles of: the scientific nature, the relationship of theory with the practice of the management process, and the creative, conscious and active nature in planning. and organization of graphics and teaching schedules.
- The methodological work process in the planning and organization of the graph and the teaching schedule is structured in three stages: general forecast, specific planning and feedback.
- The teaching graph as the driving axis of the process is a navigation chart for decision-making in the training of professionals, which finds its most complete expression in the formation of teaching schedules.

Principles on which the didactic conception of the process of planning and organizing the teaching schedule and schedule is based.

From the point of view of Pedagogy, the principles form a system, the basis of which is constituted by the theory and experiences of teaching practice, where the elements that compose it have an inseparable relationship, so the omission or deactivation of one of these elements affects the entire system. Despite constituting a system, these elements must have a certain independence or autonomy so that none of them are contained in another.

In the conception of a process it is essential to establish the general rules that will guide the operation of said process, that is, those principles that constitute the starting point, the fundamental rules that support and guarantee its articulation. These principles that support the training process express the essential and necessary characteristics of said process.

In this sense, the principles reflect the scientific underpinnings of the methodological work process in the planning and organization of the teaching chart and schedule, hence the logic of the didactic conception and the systemic approach to the process in the development of the stages that comprise it.

The principles of Didactics are evident in this scientific research in an essential way. Among them are: the scientific nature of the content (due to the scientific foundation of the planning and organization system of graphics and teaching schedules), the theory-practice relationship (explained through the first law of Didactics), and the creative, conscious nature and active of the learners under the guidance of the teacher (due to the significant learning that the process must imply for the students under the guidance of the teacher as manager of the graphics and teaching schedules). Precisely

these didactic principles demonstrate the importance of Didactics for research .

By assuming the professional training process, it is recognized that the principles of Didactics are also principles for the object of study. Therefore, the following principles are assumed in the current didactic conception:

The scientific character, which is reflected from the logic that points to a problem to be investigated, given in a real diagnosis of the research object to be projected; hence the regularities of the object with a scientific projection. In such a way, that planning managers can appropriate reflective thinking that allows them to master theories, laws, concepts, acting with knowledge of the facts and, in turn, form values, habits of comprehensive general culture, which leads to a successful development of the educational teaching process, following the logic of the comprehensive training of the professional.

Taking into account that the didactic proposal is based on Educational Management or Educational Economics as a science, these theoretical references are unavoidable. It is assumed that the management models adopted by universities; on the one hand, they may be designed for a much simpler and more stable environment, and on the other, that, as a result of the context itself, universities today face more complex situations as a result of the increase in infrastructure costs, the abrupt growth of enrollment, the opening of new profiles and the demand for the most rational use of the resources at their disposal. Therefore, it is evident that the need for effective and efficient performance is placed at the forefront.

As universities face growing and more varied demands from society, governments have become increasingly interested in the internal management of the university and are demanding accountability for allocated funds. All these factors put pressure on university management, requiring that institutional management be rethought and

adapted in terms of functions, structures and processes. Such ideas have been incorporated into international agendas such as the Incheon Declaration (UNESCO, 2016, p.2) which explains the reasons for the need to address total quality in an educational center.

Therefore, the management of internal university processes gains greater importance, to which scientific knowledge must be added to achieve coherent planning and organization.

The relationship between theory and practice in the educational management process is another principle assumed in this research. With it, the conscious appropriation of concepts, theories, laws is achieved, the establishment of links and relationships in the process, all of which will favor the development of contextualized thinking of the managers of teaching schedules and graphics. In such a way that, for learning to acquire meaning and meaning for them, it must be put into practice in specific situations in accordance with the particularities of each career and academic year.

Examples that demonstrate the theory - practice relationship in the formation of graphics and teaching schedules are some such as the forecast of Labor Practice, Specialized Productive Activity, Socially Useful Work (TSU) and tasks of social impact. All of them significantly influence the planning of schedules and graphics, to the extent that they vary depending on the period of the year in which they are developed, also taking into account the study plans and programs, as well as the professional performance of the actors involved. in the process.

Labor Practice appears as the organizational form that aims to promote adequate mastery of the modes of action that characterize professional activity and, at the same time, the development of the values that ensure the training of a comprehensive professional, suitable for his or her work. future performance in

society. It also contributes to the development of work awareness, discipline and responsibility towards work. In this organizational form, the Marxist and Martí principle of combining study with work is fundamentally materialized, and it is there where the relationship between theory and practice is evident. It is integrated as a system with academic and research activities, according to the particularities of each career, to achieve its objectives.

The work practice may have different types according to the objectives to be achieved in each year of the degrees. In the last year of study, work practice can be developed as a preparatory phase to create the conditions inherent in taking the state exam or diploma work. This practice is carried out in all years of the courses in a concentrated and deconcentrated manner, ensuring that it guarantees the objectives established in the study plans and programs, which must be foreseen in the graphics and teaching schedules.

The Specialized Productive Activity (SPA) continues to be a more complete organizational form of the educational teaching process, where the student reaffirms and consolidates theoretical contents brought to work practice. It is there that the knowledge, skills, habits and values established in the modes of action that should characterize a professional future are scientifically materialized. Therefore, the Specialized Productive Activity will be located after the investigative work component, as an extension of the practice, and at the same time, as a form of consolidation and reaffirmation of the given contents, evidencing the close theory-practice relationship, since they are students of terminal years.

Socially Useful Work (TSU) also contributes transcendent elements to the formation of practical skills in students. It will be planned for the first three years of all careers at the university, in the period of two weeks, which can be planned according to the needs of the Faculty and the university in general. In this way, an

awareness of producers will be fostered in students, as well as a positive appreciation and attitude toward work and a vocation for service so that they feel useful in the face of work and work productivity, and develop, in turn, the formation of values, convictions and skills for society.

Social impact tasks, for their part, constitute undoubted elements of students' approach to social practice. They are carried out by those groups whose results of their professional training achieve a high commitment to society and contribute efficiently to achieving different goals. In such cases, among these tasks are the population and housing census, the allocation of household equipment, the preparation of the university budget, the development of community projects, among others, which bring students closer to the exercise of the profession. .

Another principle of the conception is the creative, conscious and active nature of planning and organization, which must be reflected in a reflective and creative way. This principle is linked to the character of individuality and differentiated attention, in which the regularities of each career, academic year and Faculty are specifically seen.

In this sense, teachers, advisors and methodologists of the Vice-Rector's Office and other agents involved in planning play an essential role. Even the students themselves must participate actively and consciously in the process to fulfill the educational project of their brigades. Therefore, the creative nature is evident to the extent that the students themselves propose, while the main academic year teacher is catalytic and innovative, by foreseeing new tasks compared to previous years. Likewise, teaching departments and scientific structures participate, all of which contribute viable suggestions to the process.

The conscious nature is proposed taking into account that planning must be consistent with the needs of the career or

academic year, so that it does not lead to planning in an empirical or repetitive way; while the active character is given by the leading role occupied, not only by the base planners but also by the dynamic function of the advisors and methodologists of the Vice-Rector's Office in the review of the graphs and schedules, all of which is perfected through through the exchange that is achieved in the final feedback phase.

Stages of the planning and organization process of the teaching chart and schedule

In correspondence with the fundamentals assumed previously, the methodological work process in the planning and organization of the graph and teaching schedule is divided into three stages: 1st stage: General forecast; 2nd stage: Specific planning; 3rd stage: Feedback.

The first stage of the process is general forecasting. This corresponds to the analysis of study plans and their possible modifications, according to indications from the Ministry of Higher Education and the university itself. In this sense, at this stage, with respect to teaching schedules, the study plans and their adaptations are analyzed, a selection of the teachers who are going to teach the subjects is made, the subject programs are redesigned as necessary, and the preparation of calendar plans for the subjects (P1).

This stage is the starting point for subsequent stages, as the foundations for planning the teaching chart and schedule are laid. During this period, the main academic year teachers (PPAA) play a fundamental role in the process. Their coordinating function allows them to develop the skills of planning and organizing at the same time, which are transversal to the entire process. Thus, in this first stage, a methodological conception and projection is planned at the level of the structures and levels of methodological work at the university.

This first stage is complemented by the second stage, which corresponds to specific planning. It acquires this name because precisely with it the forecast of the interiorities of each career and the Faculty begins, analyzing the particularities of each curricular framework, which differ from one career to another and, therefore, is particularized according to the modes of professional performance.

This is a basic stage for the methodological work process in the planning and organization of the graph and the teaching schedule. It covers the two semesters of the school year and concludes with the final formation of the graph and the schedule for the first semester of the following school year. During this period, teachers should be able to design the specific graph of their career, after which the graph is formed at the level of the Faculties in a bottom-up approach.

Precisely one of the objectives of this stage is to perfect the process, that is, to iron out rough edges around the planning, so that it is as complete as possible. It is in this phase where the distribution of activities in relation to the school weeks is specified. Consequently, the dynamics of the process are visualized more clearly, due to the interactions between teachers and students, as well as due to the evaluations carried out between the subject and discipline groups.

During this second stage, the value of professional responsibility is developed, as the teacher must not only be consistent with the most comfortable planning for the faculty, but also the most appropriate for the students. Likewise, the participation of students in the planning of the schedule is identified, including in the selection of the most opportune dates for taking exams and the order of their placement.

The third stage of the process is feedback. It corresponds to the final phase of the planning and organization of the process. In it, the final version of the graph is finalized, preceded by the debate and

discussion of the proposal, which concludes with the publication of the results. This stage has an evaluative nature, since it allows giving a measurement criterion on the previously presented graph. Likewise, the relationship between the general graph and the particular schedules must be foreseen, achieving a systemic integration of its contents.

In this last phase of the planning and organization cycle it is extremely important to conceive the process without inaccuracies that could arise in a later period. In this way, advisors and methodologists are subjects who actively intervene in this stage, especially in correcting errors and searching for alternatives to correct them.

The teaching graph as a navigation chart for decision-making in the training of professionals

The educational teaching process, in its organization as a system, requires an adequate distribution of the different subjects: by semesters, weeks, days and teaching hours, always taking into account the demands of the course and the disciplines taught to the students and its importance for training, as well as the characteristics of each group of students, the type of teaching, the form of organization of their teaching activities and the extra-teaching activities that are carried out, since these factors, and others, directly affect the way in which the contents must be distributed throughout the professional's training, key elements to achieve balanced planning in accordance with the principles and standards of hygiene in teaching activity.

There is a close relationship between the graph and the teaching schedule. In fact, the starting point for creating schedules is in the teaching chart. The teaching graph is a navigation chart for decision-making in the professional training process, taking into account that:

- It presents and organizes the indications for the materialization of the professional models and study plans.
- It reflects the adjustments to the study plans based on the methodological work.
- In it, activities are carried out that homogenize actions and orientations at the university level.

The teaching chart therefore constitutes the basis for the development of schedules and the logistical organization (teaching premises) of the professional training process.

Consequently, the issue of planning is addressed, conceiving it as the first administrative function that serves as a basis for many other functions, which determines in advance what objectives must be met and what must be done to achieve them; Therefore, it is a theoretical model to act in the future. Planning begins by establishing the objectives and detailing the plans necessary to achieve them in the best possible way, determining where you intend to go, what should be done in addition to how, when and in what order the actions should happen.

Starting from these elements, teaching planning is considered as the activity responsible for adequately organizing the educational teaching process to fulfill the substantive function of the university, related to the training of the professional that society demands.

After a study carried out, this activity is conceived as a complex process, since many aspects of singular importance regarding the teaching activity must be taken into account, since it is through this where the assimilation of scientific knowledge and the formation of skills is achieved. corresponding, and values of the students, governed by a set of characteristics that give it elements of complexity, among which are:

- The contents previously determined in the degree study plan.
- The curricular structure of the courses by teaching blocks, cycles or levels, depending on the course in question.
- The calendar and indications of the MES and the University of Pinar del Río for the components of the educational teaching process: curricular, work, investigative, productive, extracurricular components.

The organization of teaching activity from a hygienic point of view is closely related to one of the most important principles of the scientific organization of work: the principle of optimization, which requires the selection of an optimal variant of the activity to avoid disorders to students. This organization involves:

- The existence of a normalized teaching load balance (class balance for a group of students in a period).
- The alternation of intellectual activities, rest, sleep, food, recreation, etc. In correspondence with biorhythms and their oscillations throughout the day.
- Balance between the organizational forms of the process (conferences, practical classes, seminars, laboratories, etc.) and the forms of evaluation.
- Balance between academic activities and those of a work and research nature, as well as participation activities in tasks of high social impact.
- Balance between intellectual and physical teaching activities (intellectual-physical change).
- Gradual elevation of intellectual workload during the day, week and period.
- Adequate planning of teaching media and materials, as well as classrooms, specialized classrooms and laboratories.

For the teaching planning of the daytime and meeting courses, as well as for the distribution of the groups of said courses in the available premises, several factors must be taken into account, among which the groups of students stand out (they are defined by their course, career and academic year), teachers (department and subjects taught), subjects (discipline and total hours), schedule (date and time), premises (classrooms, classrooms, etc.). It is carried out following different levels in correspondence with the needs and obligations of students, teachers and leaders, at which time important requirements must be taken into account, essential to increase the possibilities of academic performance, among which we find:

- Determine the level of complexity of the subjects and their fatigability.
- Place the most complex subjects in high capacity hours. Capacity is classified as: low during the first shift, appearance of fatigue in the last shifts and high in the intermediate ones. In the intermediate shifts, it is recommended that they be used for the application of evaluative activities, since they require greater attention from the students.
- Know how work capacity varies during the teaching day and week.
- Schedule for Mondays and Saturdays a low number of teaching hours and/or subjects that do not require special mental tension. On Mondays, due to the more or less prolonged rest during the weekend and on Saturdays, due to the fatigue accumulated during the week.
- Alternate classes that cause high intellectual tension with classes that are low tension or aimed primarily at the muscular system: intellectual - physical change.
- Use of the afternoon hours for practical, self-preparation, extra-teaching activities, since the biological rhythm tends to decrease.

- In this planning process, restrictions on teachers' schedules, restrictions on student schedules, local restrictions and uncompensated dosages are some of the factors that influence the preparation of the teaching calendar and make, together with the previous aspects, it is a highly complex, slow process and prone to failures of all kinds.

Therefore, the teaching graph is assured as the dynamic axis of the process, it is the navigation chart, and in turn, it constitutes the organizational basis for the development of the schedules, which is its purpose. The teaching graph in an academic journey that leaves the teaching schedule organized in its two stages of the course, in such a way that both have a common factor: methodological work. Precisely its tribute to teaching planning will guarantee the efficient integration and systematization of teaching activities, achieving general objectives, and achieving an impact on the training of professionals.

Strategy for the methodological work process in the planning and organization of the graph and teaching schedule at the University of Pinar del Río

The general structure of the strategy for the implementation of the didactic conception assumed the following as foundations:

- The assumption of principles and stages in the methodological work process of planning and organizing graphics and teaching schedules.
- The systemic and integrated nature of the training process modeled for the improvement of educational management at the university.
- The identification of available human resources: students, teachers, as well as methodological resources.

Introduction

The strategy proposed in the research and its specific strategic actions were aimed at perfecting the methodological work process in the planning and organization of the teaching schedule and schedule, to raise the quality and efficiency of the educational teaching process, so that it contributes to the adequate preparation comprehensive of university students.

In this sense, the strategy was proposed:

- Train the pedagogical group of the University.
- Implement an Instruction Manual for planning the teaching schedule and schedule at the University of Pinar del Río.

Diagnostic Application

The objective of the diagnosis was to identify the strengths, weaknesses, threats and opportunities existing at the University of Pinar del Río to apply the proposed strategy. To do this, methods such as observation and interviews were used, aimed at teachers and administrators, which were divided into two large groups: one made up of the 52 members of the Teaching Management Collective and another made up of the 6 Deans of Faculties. In both cases, the entire population was sampled.

As results of the application of empirical methods, the strengths and weaknesses for the implementation of the strategy were specified.

General objective.

The general objective of the strategy consisted of: Implementing at the University of Pinar del Río the proposed strategy with the didactic conception of the methodological work process of graphics and teaching schedules, with a systemic and integrated nature; in a way that

contributes to the improvement of the university management process, thus complying with the specific strategic actions.

Development of specific strategic actions.

The development of specific strategic actions consists of:

1. Training program for the university's teaching management team.
2. Implementation of an Instruction Manual for planning the teaching schedule and schedule at the university.

The training of the teaching management team at the University of Pinar del Río has great curricular significance, based on the impact of these agents on the formation of the micro-curriculum. Its objective is: to train the pedagogical group of teaching management to manage the process of planning and organizing graphics and teaching schedules at the university. To this end, the following operations are established: 1. Design a training program for the pedagogical group (which includes several methodological activities and consultancies), 2. Implement the training program for the pedagogical group and 3. Validate the program taught.

The implementation of an Instruction Manual for the planning and organization of graphics and teaching schedules at the University of Pinar del Río is a novel strategic action, since it has no precedents in educational practice in Pinar del Río and in the universities of the MES. The operations to achieve this objective were: 1. Prepare the Manual, 2. Socialize the Manual through training and 3. Validate the Manual according to the criteria of specialists on the subject.

Strategy evaluation

This evaluation is also based on the state of compliance with the specific objectives of the strategic actions, in correspondence

with the stages of the process: general forecast, specific planning and feedback. Inside, the fulfillment of the objectives is evaluated through the functioning of the faculties, as well as the groups of years, disciplines and careers, which play an essential role in the methodological work.

Application of an initial experience in the implementation of the strategy at the University of Pinar del Río

During this period three methodological activities were developed, one for the Board of Directors of the University of Pinar del Río, another for the Teaching Management Collective and one for the deputy directors of the Municipal University Centers. Likewise, advice was developed from the Vice-Rector's Office for Professional Training to groups and teachers to the extent of the specific needs of each area. In all cases, satisfaction with the advice was evident, which has even been improved within the framework of university integration.

In the operations developed on the training program, we start from the regularities of the diagnosis, designing it for managers and teachers and following the three stages of work: general forecast, specific planning and feedback. The results of this experience are reflected in homogeneous planning for the entire university.

To apply the main results of the research, the participatory action research (PAR) methodology was used, the essence of which lies in the unity between practice and the investigative process, taking into account 2 basic ideas: the group's decision and the commitment to improvement. In this way, the application of the results of the proposal made became effective and was valued as transcendent for the University of Pinar del Río.

DISCUSSION

A look at the main results related in the international context allowed us to assess the pertinence of the result obtained. If the various experiences in Latin America are taken into account, it is evident that income and remuneration obeyed the logic of flexibility and precariousness under which teaching planning and organization are designed; These were reverted to bureaucratic and corporatist schemes, which offer better conditions for the teaching profession. (Villanueva, Vera, and Intriago, 2020). The assessment of the possibilities that the job offers them to perform professionally and manage their personal time, as well as the remuneration they receive for additional hours, influence the ways in which they related to the tasks and construct a meaning about the profession and its meaning. membership in the institution. (Ceballos, 2023)

Regarding teaching planning and organization, it could be stated that the use of both concepts remains ambiguous: design of didactic planning, development of projects, design of learning strategies, use of Information and Communication Technologies (ICT) as teaching and learning tools. , as well as the working and insertion conditions of teachers and their relationship with teaching planning, is a topic that is little covered. (Cervantes, 2016).

Successful planning and organization of the teaching schedule improves the impact on teachers in the classrooms, and also on their perception of how it is influenced by personal and institutional situations (Pérez and Callado, 2016).

From this it is inferred that quality in Education means influencing internal and external users (students, teachers, managers, non-teaching workers, families, universities, companies and the community), which means anticipating their future needs. (Guzmán, Doimeadios and Cuenca, 2023)

For its part, a coincident postulate is the one that understands that the idea that effective management requires attitudes and knowledge in order to achieve certain organizational objectives, framed in the various curricular transformations that are emanated by regulatory entities and the interests and established aspirations. (García, Lugo and Polanco, 2023) which is in line with the foundations of the didactic conception and its scientific ideas, the principles of the scientific character, the relationship between theory and practice, and the creative, conscious and active character of the management process, the stages of general forecasting, specific planning and feedback.

On the other hand, the planning and organization of the process from a methodological point of view contributes to enthusiasm towards certain objectives, that is, the fundamental act that facilitates the success of an organization and its people. (Pacheco et al., 2022). An interesting approach that coincides with the purposes of the research and corroborates its relevance is the one proposed by Vázquez et al. (2022). who express that "the creative and innovative consolidation of education through school management must be supported by aspects such as complex thinking, innovation processes, information and communication technologies, and knowledge management strategies or methods" (p. 18). All of which is in line with what is proposed from the ideas of the strategy, and its system of principles.

As conclusions, the designed strategy was conceived from the initial diagnosis and in transition through several phases that culminate with a final evaluation through specific sequential actions to put into practice the didactic conception of the methodological process of planning and organizing graphics and teaching schedules. The proposed strategy made it possible to identify the strengths, weaknesses, threats and opportunities existing at the University of Pinar del Río and its implementation was based on two specific strategic actions: the training of

the teaching management group and the implementation of a Manual for the preparation of graphics and teaching schedules.

The implementation of the strategy was carried out using the Participatory Action Research Methodology, favorable for the application of an initial experience at the University of Pinar del Río that confirmed the feasibility of the strategy considering it as adequate, relevant and transcendent for the University of Pinar from the river.

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The authors participated in the design, analysis of the documents and writing of the work.

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