

Review article

Methodological work in the mixed center as a path to educational improvement



El trabajo metodológico en el centro mixto como vía para el perfeccionamiento educacional

Trabalho metodológico no centro misto como caminho para a melhoria educacional

Miguel Ángel Quintana Leal¹  0000-0002-3309-6307  leo.barca@gmail.com

Caridad Amado Paula Acosta²  0000-0002-0564-808X  camado.paula@upr.edu.cu

Yelena Abreu Alvarado²  0000-0002-6084-1077  yelena.abreu@upr.edu.cu

¹ Mixed Center "Elena Valdés". Sandino, Pinar del Río, Cuba.

² University of Pinar del Río "Hermanos Saíz Montes de Oca". Cuba.

Received: 21/02/2025

Accepted: 9/02/2026

ABSTRACT

The need to find solutions to current problems related to the performance of teachers empowered to implement the secondary education model is the fundamental reason for this research, since the expected results in methodological work at the lower and upper secondary levels have not yet been achieved. The objective is to examine the progress of methodological management in the mixed-gender school, with the aim of enhancing the teaching-learning process. This is based on an analysis of the main shortcomings in teacher preparation for managing methodological work. The research was conducted on a dialectical-materialist basis. Empirical and theoretical methods were used, and an in-depth literature review was carried out, drawing on a wide range of documents and authors

who have addressed the topic. The result is a historical study of methodological management in the mixed-gender school.

Keywords: methodological work; basic secondary education; upper secondary education; mixed center.

RESUMEN

La necesidad de buscar soluciones a las problemáticas actuales relacionadas con el desempeño de los profesores facultados para materializar el modelo de la educación media es la razón fundamental de la presente investigación, ya que aún no se alcanzan los resultados esperados en el trabajo metodológico en la educación media básica y media superior. Como objetivo se propone realizar un acercamiento al avance de la dirección del trabajo metodológico en el centro mixto, en aras de potenciar el proceso de enseñanza-aprendizaje en la escuela. Se establece a partir del análisis de las principales insuficiencias, que se manifiestan en la preparación de los profesores para la dirección del trabajo metodológico. La investigación se realizó sobre una base Dialéctico Materialista. Se utilizaron métodos del nivel empírico y teórico; se realizó una profunda revisión bibliográfica de una extensa fuente de documentos y de autores conformada por estudiosos que han abordado el tema. Como resultado, se brinda el estudio histórico sobre la dirección del trabajo metodológico en el centro mixto.

Palabras clave: trabajo metodológico; educación media básica; educación media superior; centro mixto.

RESUMO

A necessidade de encontrar soluções para os problemas atuais relacionados ao desempenho dos professores capacitados para implementar o modelo de ensino secundário é a razão fundamental desta pesquisa, visto que os resultados esperados no trabalho metodológico no ensino fundamental e médio ainda não foram alcançados. O objetivo é examinar o progresso da gestão do trabalho metodológico em escolas mistas, a fim de aprimorar o processo de ensino-aprendizagem. Isso se baseia em uma análise das principais deficiências manifestadas na preparação dos professores para a gestão do trabalho metodológico. A pesquisa foi conduzida com base em uma abordagem dialético-

materialista. Foram utilizados métodos empíricos e teóricos; uma revisão bibliográfica aprofundada foi realizada, abrangendo uma ampla gama de documentos e autores que abordaram o tema. O resultado é um estudo histórico da gestão do trabalho metodológico em escolas mistas.

Palavras-chave: trabalho metodológico; ensino fundamental; ensino médio; escola mista.

INTRODUCTION

In Cuba, raising the quality and rigor of the teaching-learning process is considered a priority of the educational system. As a consequence, the current transformations that the Cuban school is undergoing are being developed within the framework of the Third Improvement, in which it is necessary to improve the teaching-learning process, in such a way that adequate fulfillment of the formative objectives is achieved at each educational level.

The Ministry of Education, in its efforts to implement the 2030 Agenda, is undertaking significant actions that encompass all levels of the education system. One of these, currently being implemented and developed, is the Third Improvement of the National Education System, which aims to raise the quality and rigor of the teaching-learning process at all educational levels. As a result, the Cuban school system is undergoing transformations within the framework of this Third Improvement, which necessitates the enhancement of the teaching-learning process to ensure the proper fulfillment of educational objectives at each level.

According to Ramírez et al. (2022), this is a directed, multifactorial, multidimensional, gradual and systemic process, which implies a transcendental modification in the conceptions, attitudes and educational practice; in this way, the center manages to develop its capacity to respond to its social mandate.

As part of the improvement process, seminars are being developed for methodologists and inspectors from provincial and national education directorates, with the aim of improving their preparation to lead the teaching-learning process.

The preparation of municipal structures of general education to lead these transformations, highlight Liben and Benavides (2025), attributes a significant reform and the improvement of their modes of action during the performance of their functions from the professional pedagogical activity, as bearers

of methods and styles that collaborate with the transformations, which can be transferred to the management councils and pedagogical collectives, being associated in their procedure both individually and collectively.

Related to the definitions of Methodological Work (TM in Spanish) in the Cuban educational context, there are those provided by authors such as Soto (2011), Pérez (2019) and Juanes Caballero (2021); these agree that Methodological Work integrates the permanent training of the teacher and constitutes the most effective way for their preparation, by improving the direction of the teaching-learning process for which they are responsible, from the projected actions, to obtain educational improvement and the appropriation of the learning contents in an independent and transformative way by the student.

These investigations demonstrate the importance of student-teacher and student-student relationships, where planned and systemic actions play a significant role in the integral development of the student.

In the Cuban experience, several authors (Subirats & Brullet, 1998; Maturell & Valiente, 2018; Barceló et al., 2018) agree that different variants of mixed centers can be found, based on the combinations of the educations that make up the national education system, from centers where Technical and Professional Education (ETP in Spanish) predominates with basic secondary and pre-university classrooms, to basic secondary schools with primary education classrooms and ETP.

Multiple investigations related to the mixed center in Cuba ratify what was expressed by Subirats and Brullet (1988), when considering this as a frequent definition that constitutes an education linked to two or more different groups (social class and ethnicity; or two specific human collectives: men and women).

Among the most important characteristics of this type of school in Cuba is that it has a unique management structure; according to Barceló et al. (2018), all educational levels have the responsibility of forming the system of influences of the educational community.

Other authors (Marichal et al., 2012; Barceló et al., 2018) recognize that the mixed center provides support to solve many of the difficulties of the school, through integration and the coordination relationship between teachers, subjects and processes involved in learning.

A look at the national and international context corroborates the idea put forward by various researchers regarding the main problems faced by educational institutions; however, the analysis of these works, as well as the authors' experience, has allowed us to identify a set of problems in the process of managing the methodological work program in the mixed-gender center, as well as in its methodological and theoretical approach. This justifies the need for new perspectives that offer answers from research in the field of Pedagogy and Didactics, to address conceptions that are currently used, such as:

- Insufficient coordination between the diagnosis and treatment of the needs of the staff in terms of their performance at different levels, with emphasis on the teaching department.
- The existence of curricular designs that do not contribute to the need to support the comprehensive education of students, from the determination of invariants that ensure quality performance.
- The methodological work does not always allow the necessary assurance of the activities of the institutional curriculum, which generates non-compliance with actions that make the integral training of the student impossible.
- The methodological work does not always take advantage of the strengths of school networking, in order to provide the adolescent with ways to contextualize the teaching-learning process PEA (in Spanish).
- The full range of difficulties projected from the organization of school activities is not always shown in the teacher evaluation, which prevents the correct fulfillment and development of the activities of the institutional curriculum.

From another perspective, limitations are evident in the management of this process by school administrators. Therefore, it is considered necessary to examine the progress of the methodological work TM management in the mixed-gender school, so that it contributes to improving the quality of the teaching and learning process at the school.

The shortcomings in the methodological work (TM) of mixed centers have a possible solution through a procedure that integrates methodological management, based on considering the coinciding aspects of the educational levels present, mainly objectives, contents, organizational forms, characteristics of the students and the community, to lead the training processes that enable attention to the particularities of each educational level.

DEVELOPMENT

From the theoretical contributions and perspective of Maturell et al. (2021), elements are shown in the redesign of study plans and programs, curricular transformations and the work of the centers and their educational characteristics, as well as the execution of new forms of work.

In the new context of the Third Improvement, Corrales (2020) argues, a revealing transformation in the preparation of methodologists is necessary, since the aim is to train a professional who responds to the current characteristics of the labor sector; this must be achieved in a scenario that increasingly resembles the environment in which they will work in the future.

As a result of the systematic work carried out to contribute to intellectual cognitive activity, this is transferred from the informative to the productive plane, since it encourages students to possess a dialectical-materialist and creative thinking, which allows them to develop independent work and solve learning problems.

Under the teacher's guidance, students are encouraged to take an active role in directing and managing their own activities, as well as engaging in productive learning tasks that demand intellectual stimulation, both individually and in groups. Addressing individual differences and providing the necessary and appropriate levels of support is also essential to meeting each student's developmental needs.

To determine the behavior of the TM, the contributions of Medina et al. (2019) were specified, who point out that, from the beginning of the Revolution, an organization was undertaken aimed at preparing teachers intensively, as a centralized model prevailed at that time, encompassing everything from the national level to the municipalities.

Between 1970 and 1979, the nationally centralized training model continued. Training courses were initiated for inspectors, methodologists, school principals, and teachers in general, with the aim of strengthening their cultural, scientific, pedagogical, methodological, and political-ideological preparation.

From 1980 to 1989 a qualitatively superior stage began, in which the preparation of school-level staff was enhanced for the performance of theoretical and practical activities, with the aim of raising the preparation of teachers; this stage was characterized by a disciplinary conception of the objectives.

The planning and implementation of the TM largely falls to the departmental team, technical body, or main link within the center, working directly with the professors and specialists from the workplaces. Subject-specific groups operate within this departmental team.

In this line of thought, the way in which the methodological assistance visit was approved was unquestionable, as a form of TM in which there were underlying elements of demonstration that replaced control, as occurred more regularly in the previous period.

From the year 2000 onwards, major transformations took place with the incorporation of the Revolution's Programs and the generalization, throughout the country, of the new school models.

Consequently, the changes introduced revealed the leading role of the school in the preparation of teachers, by focusing on improvement actions developed from within the institution itself, with its pedagogical collective, and on the relationships established with university campuses, conceived as micro-universities.

In this context, the skill and investigative capacity of educational institutions was recognized from their pedagogical practice, based on a developmental conception of the teaching process, with an integrative and multidisciplinary approach.

In the 2013-2014 academic year, the debate on strengthening education was reorganized, a process that culminated in 2014. These actions focused on the following areas: school organization; the teaching of Cuban history; the link between school, family, and community; and the professional development of teaching staff.

Multiple courses and seminars were developed for provincial and regional advisors, who in turn replicated these activities with teachers. It is worth highlighting the importance given to teaching science subjects, which fostered preparatory activities related to conducting school experiments and using teaching resources in general.

The authors consider that the most relevant aspect is that the TM constitutes the integrating axis of continuing education and the main way to plan the preparation of teachers, through the didactic management of subjects; in this way, it contributes to the development of knowledge, skills, values and attitudes, in order to enhance the comprehensive general culture of adolescents.

The contributions of Díaz et al. (2022) are noteworthy, as they define the TM process as a self-contained didactic management process, unfolding as a series of stages aimed at achieving the educational objectives of the teaching-learning process PEA. Through its actions, this process addresses the social problem of training skilled individuals with a high level of scientific and technical knowledge and a strong ethical conscience.

For his part, Juanes Caballero (2021) emphasizes the scientific character of the TM and affirms that, more than a limited methodological work, it constitutes a process of a didactic nature.

Juanes Caballero (2021) also recognizes the relationship between the TM and institutional work methods, as each center is organized based on the construction of an Institutional and Group Educational Project. This makes it possible to raise levels of collaboration and promote more democratic leadership styles, as well as a curricular conception characterized by contextualization, flexibility, participation, and the comprehensiveness of its proposals. Furthermore, it aims to identify and share the resources of the school network.

This extends the concept of the PEA developmental process and strengthens the TM as a tool to prepare teachers for the development of this process.

Regarding working methods, the need to make management styles and curricula more flexible and contextualized was evident, so that they respond to the needs of each community, in accordance with its possibilities and resources, and so that educational stakeholders are given greater responsibility. Likewise, the need to eliminate the overload of study plans and programs was confirmed, as they often contain unnecessarily repeated content due to a lack of cross-curricular analysis, as well as to update and reduce the number of textbooks and workbooks used by students.

It is in the school where the processes are directed, including the TM; for this reason, methodological direction must be understood as a social process oriented to guide its realization, energizing the centralization-decentralization relationship to promote educational transformations in accordance with the particularities of each center.

It is evident that limitations persist in the TM of mixed education centers, which has generated the need to achieve greater effectiveness in its specificity, from the content of the management process and the institutional educational work, considering the psychological particularities of the students,

the coherent and integrated projection and execution of the educational content and the role of the interaction between the institutional and extracurricular elements.

Furthermore, the use of rigor and persuasion as fundamental educational methods is relevant, as is the priority of educational work for the development of the school, the pedagogical collective and the educational community, in order to guarantee the comprehensive general education of the students.

Therefore, and according to Álvarez and Sierra (2017), every correctly executed process must be managed to contribute to efficient results.

Based on this criterion, it is reiterated that the TM is, by its essence, a management process; in the mixed center it constitutes the main way for the preparation of teachers and for the realization of the system of influences that allows fulfilling the main directions of the educational process and the priorities of each teaching.

CONCLUSIONS

The TM in the mixed center constitutes an effective way for the preparation of teachers, since it is made up of a set of interrelated activities, from a static and dynamic approach, whose operation is directed to the achievement of certain objectives that enable the solution of problems.

It is the work that, supported by Didactics, is carried out by the teachers involved in the PEA to achieve better results and satisfy the objectives formulated in the programs or study plans.

Educational work is a complex activity and its effectiveness requires a better articulation that integrates, in the mixed center, the objectives and contents of the educational levels present, on the basis of the relationships of coordination, subordination and coexistence.

REFERENCES

Álvarez de Zayas, C., & Sierra Lombardía, V. (2017). *Metodología de la investigación científica: Solución de problemas profesionales* (9na ed.). Grupo Editorial Kipus.

<https://editorialkipus.com/libros/metodologia-de-la-investigacion-cientifica>

Barceló Riverón, R., Doimeadios Martínez, R., & Ceballo-Bauta, K. (2018). Principales antecedentes de la gestión de la labor educativa en centros mixtos. *Maestro y Sociedad*, 15(4).

<https://maestrosociedad.uo.edu/cu/index.php/MyS/article/view/4728>

Corrales Campos, M. (2020). Estrategia para la preparación metodológica de los profesores insertados a tiempo completo en la empresa. *Serie Científica De La Universidad De Las Ciencias Informáticas*, 13(7), 197-204.

<https://publicaciones.uci.cu/index.php/serie/article/view/748>

Díaz Álvarez, M., Farradas López, O., Fundora Simón, R. A., & García González, M. (2022). Una aproximación a la evolución del trabajo metodológico en la Educación Superior cubana. *Revista Cubana de Educación Superior*, 41(1).

http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0257-43142022000100023&lng=es&tlng=es

Juanes Caballero, I. (2021). La consulta como método de investigación en el III Perfeccionamiento del Sistema Nacional de Educación. *Ciencias Pedagógicas*, 14(2), 187-197.

<https://www.cienciaspedagogicas.rimed.cu/index.php/ICCP/article/view/318>

Liben Santiesteban, F., & Benavides Perera, Z. (2025). La preparación del Metodólogo de la Educación Preuniversitaria en el contexto del III Perfeccionamiento Educacional. *Horizonte Pedagógico*, 14. <https://www.horizontepedagogico.cu/index.php/hop/article/view/445>

Marichal Guevara, O. C., Zamora Reyes, J. R., & Madrigal Pérez, R. (2012). La preparación de los profesores colaboradores de las asignaturas priorizadas una necesidad en los Centros Mixtos enfocada desde la dirección docente-metodológica en el colectivo de asignatura. *Enlace*, XVIII(106).

https://www.researchgate.net/publication/331454149_La_preparacion_de_los_profesores_colaboradores_de_las_asignaturas_priorizadas_una_necesidad_en_los_Centros_Mixtos_enfocada_desde_la_direccion_docente-metodologica_en_el_colectivo_de_asignatura

Maturell Aguilera, A. M., & Valiente Sandó, P. (2018). El mejoramiento del desempeño profesional de los directivos de centros mixtos: Un modelo de su dirección. *Didáctica y Educación*, 9(2).

<https://revistas.ult.edu.cu/index.php/didascalia/article/view/765>

- Maturell Aguilera, A., del Toro Prada, J. J., & Valiente Sandó, P. (2021). Las nuevas formas de trabajo del tercer perfeccionamiento educacional cubano: Un procedimiento para su implementación. *Revista científico - educacional de la provincia Granma*, 17(3), 366-386. <https://revistas.udg.co.cu/index.php/roca/article/view/2634>
- Medina León, A., Nogueira Rivera, D., Hernández-Nariño, A., & Comas Rodríguez, R. (2019). Procedimiento para la gestión por procesos: Métodos y herramientas de apoyo. *Ingeniare. Revista chilena de ingeniería*, 27(2), 328-342. <https://doi.org/10.4067/S0718-33052019000200328>
- Pérez Clemente, Y. (2019). Modelo de trabajo metodológico en la Educación Media en Cuba. *Roca: Revista Científico - Educaciones de la provincia de Granma*, 15(4), 58-69. <https://revistas.udg.co.cu/index.php/roca/article/view/1056>
- Ramírez Román, R., Otero Góngora, Y., & Velázquez Fombellida, N. (2022). Antecedentes históricos de la gestión de los procesos clave de los centros mixtos en Cuba. *Luz*, 21(3), 144-152. <https://luz.uho.edu.cu/index.php/luz/article/view/1196>
- Soto Rodríguez, A. J. (2011). El trabajo metodológico una herramienta valiosa para el proceso docente-educativo-deportivo. *Olimpia*, 8(29), 73-82. <https://dialnet.unirioja.es/servlet/articulo?codigo=6210620>
- Subirats Martori, M., & Brullet Tenas, C. (1988). *Rosa y azul: La transmisión de los géneros en la escuela mixta*. Ministerio de Cultura, Instituto de la Mujer. <https://dialnet.unirioja.es/servlet/libro?codigo=68914>

Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License