

THE MANAGEMENT OF LABOR TRAINING IN THE SCIENTIFIC ACTIVITY FOR SOCIAL DEVELOPMENT

LA GESTIÓN DE LA FORMACIÓN LABORAL EN LA ACTIVIDAD CIENTÍFICA PARA EL DESARROLLO SOCIAL

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ABSTRACT

It presents an experience that distinguishes the management of labor training in scientific activity, as a university development project, based on an integrative conception that guides professionals towards the provision of a service and / or the obtaining of products of utility and necessity Social transformation in the course of life. It makes it possible to develop the personality qualities of the work, which together allow directionality to the professional's performance to be involved in the solution of the problems present in the socio-labor context.

There are also practical requirements that take into account cultural traditions, from the process of socialization of systematized codes of culture, typical of school-university-business relations and socio-cultural codes coming from the environment through the affective areas , Socio-moral development, intellectual, cognitive and aesthetic taste.

It has a practice accumulated in research for more than 20 years, in undergraduate and postgraduate training where the research results are part of the project associated with the National Program of the Center for Studies for Labor Training. The impacts have a national and provincial scope, are endorsed by the scientific community since its presentation in numerous events, methodological activities, socialization workshops, student scientific work, courses, diplomas, diplomas, postgraduate specialty in Management and Development of Training Laboral, master's thesis, doctorate; As well as publications in indexed journals and the obtaining of different prizes.

Key words: Management of labor training, scientific activity, work qual

RESUMEN

Se presenta una experiencia que distingue la gestión de la formación laboral en la actividad científica, como proyecto de desarrollo universitario, basada en una concepción integradora que orienta a los profesionales hacia la prestación de un servicio y/o a la obtención de productos de utilidad y necesidad social en su transformación a lo largo de la vida. La misma posibilita desarrollar las cualidades laborales de la personalidad las que en su conjunto permiten dar direccionalidad a la actuación del profesional para implicarse en la solución de los problemas presentes en el contexto sociolaboral.

Se ofrecen, además, requerimientos prácticos que toman en consideración las tradiciones culturales, desde el proceso de socialización de los códigos sistematizados de la cultura,

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propios de las relaciones escuela-universidad-empresa y los códigos socioculturales provenientes del entorno a través de las áreas afectiva, del desarrollo socio-moral, de orden intelectual, cognoscitiva y del gusto estético.

Se cuenta con una práctica acumulada en la investigación de más de 20 años, en la formación de pregrado y postgrado donde los resultados investigativos forman parte del proyecto asociado al Programa Nacional del Centro de Estudios para la Formación Laboral. Los impactos tienen un alcance nacional y provincial, se avalan por la comunidad científica desde su presentación en numerosos eventos, actividades metodológicas, talleres de socialización, trabajos científicos estudiantiles, de cursos, diplomas, diplomados, Especialidad de posgrado en Gestión y Desarrollo de la Formación Laboral, tesis de maestrías, doctorados; así como publicaciones en revistas indexadas y la obtención de diferentes premios.

Palabras claves: Gestión de la formación laboral, actividad científica, cualidades laborales

As part of the transformations that take place in Cuban Education, emphasis is placed on the professional training of professionals so that they develop a consistent action in accordance with the transformations given with the world of work, science, technology And art in correspondence with the demands of the current labor context.

Work as a formative source has great pedagogical transcendence in Cuban educational policy Cuban education, especially after 1959, assumed a basic principle for the formation of the new generations: the link between study and work, as a reflection of the Marxist conception of Theory-practice relationship (Guerra and others 2017, p. 3).

As part of the Program for the reinforcement of fundamental values in today's Cuban society, special attention is given to the labor training of students with a view to contributing to the full formation of a conscience of producers in the students, and to prepare them, from their Early age, to live in a workers' society.

Our country is engaged in a process of economic transformation, characterized by the increase of production that reduces imports, increases exports and contributes to guarantee the food of the population; Together with the struggle for economic efficiency, with the consequent saving of material, human, energy and financial resources; In the midst of a colossal crisis of the economy and the resurgence of the blockade and hostility of the United States government against our country. This situation increases the need for the development of a high labor formation in our town, which must have its base in the universities.

In these conditions, labor training has among its main missions to train citizens capable of facing the construction of socialism with a high awareness of producers and / or service providers with love for work, as well as a scientific and creative attitude to life, That can be inserted in the working world with efficiency, rationally using the resources of nature necessary to live and develop, particularly in the production of food, taking into account that agriculture is a matter of national security.

In this sense, the labor training is directed to the development of labor qualities that allow the production of articles and the provision of services of necessity and social utility in their preparation throughout life. This shows that labor training as a social phenomenon finds its explanation in the sociocultural reality and must be developed from the relationship between the supply of education and the professional demand of society in the solution of problems in the labor contexts a From the accelerated development of science and technology from the professional performance.

The vocational training in the improvement of the training of professionals is one of the tasks faced by Cuban universities as one of the ways to respond to the necessary increase in the quality of education. In this endeavor the development of vocational training takes a professional approach.

Since the beginning of the revolutionary stage in Cuba, educational policy has been privileged, since the work of the Revolution in education has many examples that reveal the anticipation of compliance with standards that, from legal, social and pedagogical positions, constitute demands of International organizations such as the UN, UNICEF and UNESCO; As well as numerous investigations and events at the end of the 20th century and the beginning of the 21st century for quality education.

The Cuban educational model promulgates from its educational policy a quality education, quality identified with indicators of relevance, effectiveness, equity and efficiency. The Ministry of Education and the Ministry of Higher Education are in charge of directing this policy so that the vocational training is developed in professionals from assessing a high sense of individual and social responsibility to get it from the training process Their own daily work and the mechanisms that stimulate the intrinsic motivation for the educational work from a formative process with a professional approach that allows him to internalize his way of acting.

At present, vocational training is consolidated in professionals, expressing itself in the form of an integral professional practice, which involves not only observing and executing alternative solutions, but also rebuilding and reformulating knowledge in order to transform existing reality into different contexts of action.

The training of professionals, nowadays, requires that job training be designed in the detection and resolution of professional problems, to transform the reality they find in their contexts of action, which increasingly identifies the integration of functions of the University. An important background is the work carried out by Leyva, A. and the group of researchers from the Center for Studies in Labor Training (CENFOLAB), who from 2000 to the present have contributed concepts, strategies and methodologies around the theoretical-methodological platform Of how to develop Labor Education in Cuban Education as a process of historical social appropriation through the activity of the subject and in the communication with other people. The theory of job training is identified with the personal approach, leadership, democratic participation, process management, management as a system and continuous improvement and information for decision making and relationships with the environment.

The objective of the research is to socialize the pedagogical experiences of the management of labor training in the scientific activity for social development in the training of education professionals, in order to transform the professional and civic action modes in Correspondence with the purpose of Cuban education to contribute to enhance the role of labor and workers in socialist society.

Therefore, professionals are challenged as to the development of job training as a space to offer theoretical explanations to the various situations they face in practice, and return to this with a higher level of theoretical and methodological preparation.

In the training of professionals, at present, it is necessary to achieve job training, to promote their integral training, based on a professional practice designed as a direct intervention for the transformation of reality, where scientific activity is the way to determine And troubleshoot.

The previous ideas highlight that the University has the social order to train the professionals identified with the work of the Revolution and able to educate themselves in the best values of the socialist society and all this has to be expression of their labor formation as process and result of the Development of labor qualities that guide it towards obtaining products and providing services of necessity and social utility throughout life.

The importance of developing vocational training in the training of professionals is that it allows them to complete their procedural and integrative nature, since it includes the evaluation of professional performance in the different contexts of action, while keeping

them in mind guarantees flexibility and Interaction of the students by what is an integral, systematic, gradual and continuous process.

General conception of labor training

As discussed in the field of Pedagogical Sciences, the theory related to Labor Training is analyzed from the preparation of professionals for social life.

The Labor Formation takes into account the advances of Science, technology and art through a correct relationship between the professionalization and the sequence of the work process; which leads to an adequate sequence of learning to develop the personality of learners.

The theory of job training is identified with the personal approach, leadership, democratic participation, process management, management as a system and continuous improvement and information for decision making and relationships with the environment. It is for this reason that the definition given by Leyva, A. and Mendoza, L. (2015), is considered, who consider the labor formation as: "... as the process and result of the development of labor qualities of the personality that guides To the subject to render services or to obtain products of necessity and social utility in its transformation throughout the life.

The pertinence of the above ideas is explained by the fact that work training is a process that takes place in a social framework and takes place according to its own phases and laws. In this process, not only a product is created but the skills of being Human, their character is formed, their ideological principles are forged and their position is transformed with respect to the practical action and the individual qualities are developed starting from the actions undertaken.

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In the training of professionals, at present, it is necessary to achieve job training, to promote their integral training, based on a professional practice designed as a direct intervention for the transformation of reality, where scientific activity is the way to determine And solve problems by recognizing the student as the subject of his professional training.

The development of work training is based on the relationships between social character and individual character because they are the ones that allow to understand, explain and interpret theoretically in all its magnitude the labor formation, from recognizing the need to organize the process Formative, taking into account the correspondence between the extrinsic and intrinsic needs, interests and motivations of the students and the needs, interests and motivations of the contexts of action of these and in this way raise the motivation of the students to develop their potentialities and their preparation To perform the work tasks with quality.

The unity between the social character and the individual character of the labor formation is explained in the active appropriation by the subject of the valid social contents and its objectivation, expressed in the identification of the problems and needs of the social environments and in the adoption of An attitude according to the system of influences that society exerts. In addition to the internalization on the part of the subject of the social contents, from personal characteristics, individual needs and interests, as a very particular and personal process.

The relationship between the social character and the individual character of the vocational training of professionals consists in the harmony, integration and reciprocal correspondence between the individual and social needs and interests expressed through the activities

planned and developed by the university and the interrelation Of the contexts of action from the identification of social needs.

The indicators that allow evaluating the social and the individual are the following

- Conciliation between what society offers and the possibilities of personal satisfaction of students.
- Correspondence between the needs and interests of the contexts of action and the needs and interests of pre-university students.
- Conscious tendency and growing tendency to harmonize individual aspirations with social aspirations.
- Optimum use of individual resources in identifying, analyzing and solving social problems.

Ensuring job training requires solving the problems of socio-labor life by considering the real possibilities of the development of professionals and the different educational agents; The state of previous knowledge, the development of general and specific skills, values, skills and attitudes from the socio-labor insertion that as a continuous process that is organized through the work activities and is evidenced in correspondence with the diversity of socio-labor contexts directed To favor the systematic participation of all the agents involved in the socio-labor life.

The socio-labor insertion is related, fundamentally, to the potential offered by the formative process for the establishment of the directions through which the systematic approach to social and labor life will be carried out. The labor insertion as a process and result from the socio-labor context is understood as a "continuous process in correspondence with the diversity of labor contexts aimed at favoring a competent work performance by performing professional tasks.

The role of work training takes place in the process of appropriation of socio-historical culture in its interaction with training agents, not only becomes a product of the reflection of reality, but a dynamic element by the personal sense that goes Acquiring from the labor behavior in diverse situations of the socio-laboral life.

The consolidation of work qualities leads to the emergence of values as more stable formations in the development of the personality of students and teachers, which are a manifestation of the growing need to be laborious, responsible, organized, Productive in a more conscious way.

The way of incorporating qualities and values into the modes of action of professionals enables respond to the diversity of information coming from the environment in which behaviors are developed that in a dynamic and personalized way, express the way in which the norms have been internalized and The socially established values and the particular way of reacting to the external influence of the social and labor environment, which makes it possible to take an active stance towards the facts, phenomena of nature and society.

- ✓ Qualities that distinguish the development of job training
- ✓ As a result of interactions in the process of job training, the development of the personality traits and their distinctive features must be evidenced. The personological qualities are manifestations of the self-regulation of the students' personality, so they are given a relative stability and distinction to their performance, therefore it is considered relevant to refer to those who must distinguish them having adequate job training. In an action of excellence must reveal qualities that distinguish and make it predictable, among which are:
- ✓ Positive attitude: It expresses itself in the appropriate domain of the cognitive-instrumental and material resources that it has to act in the various labor activities, as well as the knowledge of why it acts, how it acts, with what account to act and its

Social order. All this makes it potentially capable of carrying out the work activities that are put to him, which presupposes:

- ✓ Possess the basic knowledge necessary to develop the work tasks
- ✓ Possess predominantly motives related to the task performed.
- ✓ Be aware of your resources, limitations and potentialities.
- ✓ Show willingness to cooperate with others in order to enrich your personal resources.
- ✓ Show potentialities that allow you to establish an efficient communication with your colleagues and satisfy them.

Independent: It is expressed in the capacity to use cognitive, affective and communicative resources to transfer them to the various situations of social and labor life to solve problems that arise in the work activity, which implies:

- ✓ Possess knowledge to solve the work tasks.
- ✓ Possess motives in relation to the tasks performed.
- ✓ To have knowledge of their limitations and potentialities in the solution of work tasks.
- ✓ Possessing motor skills to carry out work tasks
- ✓ To be able to establish adequate relationships with the different educational agents.

Responsible: It expresses in the commitment, the sense of duty, the efforts that it makes before the fulfillment of the tasks, and the norms of individual and collective behavior, as well as in the assistance to the activities that are carried out in the different contexts Socio-labor, which implies:

- ✓ Apply the acquired knowledge and job skills in the solution of various tasks
- ✓ Comply with norms of behavior related to the care of the means made available to them.
- ✓ Comply with labor protection and hygiene standards
- ✓ Comply with the preservation of the natural resources with which it interacts.

Organized: It is expressed in the capacity to establish the appropriate conditions to develop a work activity, which presupposes:

- ✓ The correct location of instruments in the workplace
- ✓ Compliance with labor protection and hygiene standards.
- ✓ Correct manipulation of instruments and materials during the construction of various articles

Laborious: It expresses itself in its ability to act in a careful, dedicated and dedicated way in the solution of labor tasks which presupposes:

- ✓ Show positive attitude towards work,
- ✓ To show interest, willingness and satisfaction for the activities carried out, which affects the achievement of results for the benefit of society and its own person.

Persevering: It expresses itself in the possibility of sustaining its action before the exigencies of the labor tasks that must solve, which presupposes:

- ✓ Possess basic knowledge and skills to solve work tasks.
- ✓ Possess motivational springs that allow them to get involved in work tasks.
- ✓ To have among the most significant objectives and aspirations the achievement of the solution of the work tasks.
- ✓ To be aware of the resources, as well as the potentialities necessary to face the solution of the problems that arise in the performance of work tasks
- ✓ Consider the cooperation of others as a source of enrichment of their personal resources.

- ✓ The essence of the labor training process must be to achieve a conception of the world on the solid basis of scientific knowledge and its transformation into positive moral conditions and behavioral motives. Knowledge must be supported and assimilated in the practice of the social activity of the student; It must learn to act in accordance with the interests of the group to which it belongs and at the same time to set as goals those objectives that education is proposed in accordance with social needs.
- ✓ All society has as its essential objective, to train and prepare a man for his full incorporation into social life and to fully fulfill his function and tasks for the benefit of it. In this sense, the activity and communication and the role of the subject as an active participant in their own formation are very important.
- ✓ From the consideration of man as a social being, it can be argued that the personality-society interrelation is the fundamental social relation that determines the direction of the personality formation taking into consideration that this relationship has a bilateral character, that in it the Man is not only an object, but also a subject.
- ✓ In the development of the labor formation different educational forces act due to all the factors that intervene in this process: the family, mainly the parents; Social, cultural and economic organizations and institutions; The media and mass media, among others.

The educational work to form labor includes the formation of habits, and the assimilation of norms of conduct, feelings, qualities, aptitudes, moral concepts, values, principles and convictions in the development of the historical social process, actively and creatively.

Educating for life reaffirms the positive qualities of the personality, contributes to reinforce the satisfaction for the duty fulfilled and the flowering of the aspiration to be better every day. The individual approach in the approach of each task helps to form and to develop the necessary traits and qualities of the personality in formation. The level of education achieved by professionals is evident when the latter is able to apply in their daily behavior the knowledge, habits and skills achieved in their training process. It is demonstrated when there is a direct correspondence between their "verbal behavior" and their "real behavior".

Experience to develop job training

The experience to develop vocational training needs didactic recommendations that take into account cultural traditions, from the process of socialization of the systematized codes of culture, typical of school-university-business relations and sociocultural codes from the environment through Of the affective areas, socio-moral development, intellectual, cognitive and aesthetic taste. The didactic recommendations take into account the role of transmission of cultural elements in their modes of action, knowledge, conservation and development of cultural patterns inherent in social objects, individual and collective training on scientific, technological and artistic bases of associated processes To the development of knowledge of an object, of socialization of knowledge and regulator of cognitive - affective processes.

Other essential aspects are given in:

- ✓ Process technology (from polytechnics, scientificity, automation, cybernetics, automated systems of production processes, etc.).
- ✓ The development of conscious processes (mental processes that lead to creativity and develop the acquisition of their knowledge)
- ✓ The objectification of the processes in the obtaining of useful objects in their conservation and development from the technological character.
- ✓ Transfer of scientific-technical and artistic information of social culture.
- ✓ Pedagogical conception of preparing man for life.

Developing job training, considering the elements that make it up, makes it necessary to establish the following methodological requirements: to diagnose the real development and potential of its students, and consequently, to plan an individualized process, to promote social interaction and cooperation between Their students, and consequently, plan a socialized process, possess personality qualities such as: being an example of civic responsibility and social commitment, love of work, industriousness and responsibility.

The actions of a scientific methodological nature are characterized by: the result of their impact on the improvement of the direction of the processes and results of the teaching and learning of the knowledge, skills and values that constitute contents of education, the improvement of the Job training that generally make up the personality of professionals, implementation and improvement of curriculum design, execution and evaluation, and methodological didactic work of teachers, ways of improving the effectiveness, relevance and impact of curricular alternatives Teacher training, diagnosis of the joint dynamics of educational processes and factors: family, social, political, community and general.

The main teaching recommendations are aimed at establishing links that facilitate the regulation of ways of thinking and acting, with reflective and creative thinking that allows, from the educational interactions, to come to value an object to apply it in social practice, so that they can be solved Labor problems in the basic processes that operate in the socio-labor context, as follows:

1. To characterize the formative contexts through which the labor training process is developed, it is necessary to: diagnose the current state of vocational training, determine the main lines of research to develop vocational training, design variants for training labor.

2. To determine the socio-labor contexts for this is necessary: to identify the professional problems that are presented in the socio-labor context where they are formed and to develop, participation of the apprehension of the knowledge, skills and values for the solution of the professional problems of the context Socio-labor, exploration of alternatives and make decisions for the solution of the professional problems according to the needs of the socio-labor context, determination of the creative level the knowledge, skills and values necessary to solve the professional problems that are manifested in the context Socio-labor where they are formed and develop and the determination of appropriate and productive systematic behaviors during their professional action in the solution of the professional problems of the socio-labor context.

3. Valuation of professional integration contextualized to the practical activity. Its development implies valuing the real professional problems and contributing with its solution to the transformation of the economic, social and cultural context of the socio-labor context where they are formed and developed, to manage the information necessary to enrich their theoretical and practical preparation from the problems Professionals that are generated in the socio-labor context where they are formed and develop, integrate their knowledge, apply their skills and value the attitudes that should guide their professional performance in solving the professional problems that arise in the socio-labor context where Develop and demonstrate scientific, technical and technological culture for the solution of the professional problems that are manifested in the socio-labor context where professional performances are formed and developed and sustained by the knowledge, skills, values and work qualities of the Personality, necessary S for a professional action of excellence in the solution of the professional problems that are manifested in the socio-labor context where they are formed and developed.

Introduction, generalization and impact assessment of Labor Training

The investigation was carried out from a process of insertion of the research results that are being introduced at the national level as part of the Improvement of the National System of

Education in Cuba. Its practical realization is implemented in the 14 municipalities of the province of Holguín and in university careers of a pedagogical nature through systematization of scientific activity and pedagogical practice. It emphasizes the application in the undergraduate courses between which they are signified: Degree in Labor Education- Informatics, Mechanics, Electrical, Agricultural Mechanization, English, Spanish- Literature, Pedagogy and Psychology, Psychopedagogy, Marxism and History, Agronomy, Biology and Geography, as well as the results obtained in the Provincial Board of Education, the Borough Board of Education in: Holguín, Báguanos, Rafael Freyre, Calixto García and Urbano Noris.

From the interactive phase and systematization as an experience for the introduction and generalization it was possible to construct-critically reconstruct the knowledge of lived reality, a first attempt was made to theorize the professional practice in different contexts, critical reflection, learning and participation of the members In the context in which it is carried out and that puts elements and perceptions in order, contributes to the continuous improvement of the process, while learning from the changes.

The feasibility of the experience was analyzed to structure and organize this process, through the execution of specific activities of the interactive phase.

The main results of impact are: social relevance by the employers, corresponding to the improvement of the professional activity of professionals in the territory of Holguin, Recognized tradition of the program in undergraduate training as part of the main discipline Integrator in non-pedagogical profile careers and the discipline of Investigative Labor Training in the university's pedagogical careers, recognized tradition of postgraduate professional improvement.

CONCLUSIONS

1. The proposed experience contributes to the enrichment of pedagogical theory related to job training by incorporating the study of work qualities through the relationships that take place between the appropriation of the integrated content and the educational influences mediated by the instructive, educational and Developer.

2. The proposed methodological recommendations offer the main avenues to follow for the development of the labor qualities given their flexible and integrating nature.

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