

The instructor professor's formative necessities in the Municipal University Center Yateras

Las necesidades formativas del profesor instructor en el Centro Universitario Municipal Yateras

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ABSTRACT

The lack of an appropriate pedagogic preparation to guide and to guide the process of the professionals' formation is the problem approached in the investigation from the Municipal University Center of Yateras, a questionnaire of seven variables is designed for the identification of the formative necessities of the educational ones linked to the center. In the investigation methods of the theoretical and empiric level were used. With the application of the questionnaire the necessary information was acquired to drive the teaching and educational process in function of achieving the instructor professor's integral formation.

Key words: Formative necessities; Instructor professor; Variables; Professional competitions

RESUMEN

La carencia de una preparación pedagógica adecuada para orientar y guiar el proceso de formación de los profesionales, es el problema abordado en la investigación desde el Centro Universitario Municipal Yateras, para lo cual se diseña un cuestionario de siete variables para la identificación de las necesidades formativas de los docentes vinculados al centro. En la investigación se utilizaron métodos del nivel teórico y empírico. Con la aplicación del cuestionario se adquirió la información necesaria para conducir el proceso docente-educativo en función de lograr la formación integral del profesor instructor.

Palabras clave: Necesidades formativas; Profesor instructor; Variables; Competencias profesionales

INTRODUCTION

That education in today's world to be increasingly efficient is one of the great challenges of the contemporary era. Bringing a quality education to all individuals constitutes one of humanity's most beautiful dreams and a condition for overcoming the rest of the evils. That is why it is necessary for the achievement of this quality in teaching to start from the constant scientific methodological preparation of the professor.

Meanwhile, contemporary Cuban education has its share of responsibility in this regard. This should be characterized, both in the curricular structuring and in the methodological development of the pedagogical task, by the integration of the contents (knowledge, skills, attitudes and values) and by experiences that facilitate a more reflective and critical understanding of reality.

The quality of education is today a requirement that is achieved if a permanent process of pedagogical professionalization of professors is developed, which begins from their training. The goal is to train a professor who, based on the results of the research, trusts his own ideas, more than those of others. This is important both for those who train as a professor and for their future students who will allow the former to accept the divergences and creations of the latter.

Higher Education has countless newly graduated professors with an instructor category incorporated for years who are not yet able to face such challenges, they have knowledge of the sciences and disciplines that relate to their professional profile, but lack preparation pedagogical to guide and guide the training process of professionals. However, they have to face teaching with these insufficiencies, which become the first years of their performance, a source of uncertainty, insecurity and lack of motivation.

At the Yateras Municipal University Center (CUM), the opening of seven new careers has demanded the start of the categorization process, and this in turn the incorporation of new professors, and although there are provisions on attention to the professional development of the recently graduated professor in practice, the

actions that are developed to provide them with the pedagogical professional orientation that they need are not very comprehensive, and are not designed based on the detection of the training needs that said professor demands.

The foregoing reflections support the importance of studying the subject regarding the identification of the professor training needs of the instructor professor, and in particular the issue related to the process of building instruments for the detection of professor training needs. In the research, the authors aspire to analyze the most appropriate methodological procedure to follow in the design of a questionnaire to identify the needs of professor training applied to the instructor professor.

DEVELOPMENT

Theoretical foundations related to professional teaching competences, and professor training needs of the Instructor professor.

The term competencies begin to be used in business spaces as a result of the need to predict the execution and result of work activity. Its meaning transcends the economic-labor sphere and is currently one of the most controversial concepts in the university sphere.

The interest in competences in the university context responds mainly to the fact that these have allowed vocational training to be brought closer to the world of work (González and González, 2008). The training of competences allows the training process to be brought closer to the needs of professional performance, since they have to be determined by the university and the work entities targeted by its graduates (Alonso, 2010; Fernández et al., 2006).

In order for an university professor to effectively develop teaching competencies, he or she must plan the teaching-learning process, select content, offer information and explanations, use new technologies, design methodology and organize activities, communicate with students, tutor, evaluate, reflect and researching teaching, identifying with the institution and working as a team, must develop scientific, methodological, communicative, investigative, personal and social competences, which condition a successful performance of teaching (Zabalza, 2003).

The author (Saravia, 2011) in some of his investigations has classified teaching professional competences as an important aspect for the professor's work within the educational process, where all of them form a set of internal qualities that will allow professor to sustain and apply a scientific discourse, where lifelong learning processes are conceived in a personal and group sense.

Taking into account the concepts previously analyzed, the authors of this research assume the definition of (Bozu, 2010) that characterizes them as: **“the set of knowledge, skills, abilities, attitudes and values necessary to develop quality teaching, encompass everything that he must know, know how to do and know how to be the university professor in order to successfully face the development of teaching and learning ”**. While the authors of the work consider that the successful result based on the development of professional competencies starts first from the constant interest that each professor shows in their daily actions from the beginning of their professional work.

The research assumes the classification of competencies proposed by (Pla, 2005), because it agrees with the demands placed on the teaching performance of the university professor. This author classifies teaching professional competences in cognitive, methodological, communicative, investigative guidelines, and ideopolitical. The latter, to the authors' consideration of the research is essential for the initial and comprehensive training of professors with instructor status.

1. Cognitive competence: include mastery of current resolutions and instructions that Higher Education regulates, mastery of the content of each discipline, study programs and guides, the ability to inquire, register, study culture, obtain information from various updated sources, their processing and use in the educational field.

2. Methodological competence: they include the appropriate application of the resolution that governs scientific methodological work, the creative design of the teaching-learning process, the didactic insertion of the content of culture into the educational process, the professor's management to plan, execute and evaluate the educational process, as well as the design of educational strategies, subject curricula, study programs, teaching materials, study guides.

3. Communicative competence: refers to the capacity that the professor must achieve to enter into relationship with the student, and other individuals in a sociocultural environment, it is also related to the development of aptitudes and abilities to understand and interpret, as well as to transmit information. It includes an adequate management of the teaching-learning process, together with the action to develop the orientation, control and evaluation of it.

4. Guiding competence: they include the orientation of the student's citizen education, based on the professor's personal example and the relationships he establishes in different contexts in a cultured environment, as well as tutoring actions to stimulate the student's comprehensive development in different training scenarios.

5. Investigative competence: they include the improvement of the teaching-educational process through research, it is a priority in higher education to contribute with its results to the sustainable development of the current economy and Cuban society, the actions of the professor As a researcher, innovator and renovator, the systematic reflection on his educational practices, the observation, characterization and systematic diagnosis of the teaching-educational process, the continuous identification of pedagogical problems, and their immediate solutions.

6. Ideopolitical competence: it refers to the formation of a comprehensive general culture, with an emphasis on its political-ideological preparation and preparation for the defense of the Cuban nation. It constitutes a direction in the initial professor training that encompasses: political, moral, philosophical and ethical education, taking into account the development of values as a component of personality. It establishes the way by which the university fulfills the mission of forming the new man, in charge of building the alternative project of our socialist society.

It coincides with (Feixas, 2002, p.34) when he states that "the new professor is a young person, recently graduated from university and with little professional experience, but with no more than five years of university teaching experience, who agrees to a teaching position as helper, intern, associate".

Therefore, in this article it is considered that in order for this newly graduated instructor professor to become a competent professional, he must first appropriate

pedagogical profiles, skills and abilities that guarantee his professional training, in addition to achieving quality teaching, accepting managerial responsibilities, It is necessary that the student have the first five years of teaching performance.

Daily practice has shown that in the first years of their job performance, the professor needs professional pedagogical guidance, which is nothing more than help and encouragement for the development of professional teaching skills, which presupposes the satisfaction of training needs, through the development of systematic, differentiated and reflective training actions that facilitate mentors or experts to stimulate their professional teaching development (Concepción, 2014). The starting point of these orientation actions should first of all determine the professor training needs of the instructor professor.

Training needs as a concept have been referenced by several authors. The authors of the research assume the one exposed by (Estepa, 2005, p.31) who defines it as: "... the lack of something that is considered inevitable or desirable. The evaluation in this sense, is a process of gathering and analyzing information whose result is the identification of deficiencies in individuals, groups or institutions, aimed at change and improvement".

The instructor professor at the current Cuban university

The newly graduated professor with his category of Instructor begins the period of initiation in teaching, this period is classified as suspense and optimism at the same time, coincides with the so-called stage of professor induction, where the educational entity proposes a systematic program of support for professors, to introduce them to the profession and help them to tackle problems, so that they reinforce their autonomy, facilitate their development and perceive the importance of their inclusion in the teaching-educational process.

The professor who begins his work stage for the first time perceives his first year of work as a stressful experience, interacts with external factors compared to his student stage. It is a reality that on many occasions since its inception they offer to take on tasks, academic responsibilities, high teaching loads and they are frustrated by the number of tasks you have to complete and the lack of time, but

you also develop your own professional identity to face with teaching situations successful.

In this sense, teaching is not individualized work, but socialized. The beginning professor must feel the need and importance of teamwork, as a way to help and socialize knowledge.

In this regard Zeichery Gore (1990, cited in Bozu, 2008) establish three stages in the process of socialization or induction of the new professor:

1. Primary socialization: covers those years spent in the university classroom, in which a vision and beliefs of what university teaching was, how it should be and develop were formed.

2. Secondary socialization: enters into real contact with the entity, with the student and members of the teaching department. Joining the institution will mark your future professional development.

3. Tertiary socialization: referred to the development of the new professor within the classroom and his relations with the university community. If your development in the classroom is not satisfactory, your growth as a professional will be hindered.

Taking into consideration the aforementioned, it is up to the tutor to design educational strategies that allow this instructor professor to convert the workplace into a comfortable climate, enjoyable where communication prevails, where you can feed back, interact and socialize with the rest. of his classmates. The permanence of the recently graduated instructor professor will depend on multiple factors, but among them are: the satisfaction of psychological needs, the quality and type of education received, initial commitment to teaching, professional and social integration, and the quality of attention to the training needs of the professor. The professional orientation that you receive from your tutor will be systematic, and will be closely related to the functions of the education professional: teaching-methodological function, guiding function and research and improvement function.

Elaboration of the questionnaire of professor training needs in function of the instructor professor of the CUM Yateras

The professor training needs can not only be seen in the initial stage of each course, but as a permanent, continuous and systematic process that prioritizes the

development of the individual based on their professional and human performance, able to interact and feedback with other subjects in a sociocultural environment.

The work in each university space should focus in that direction, in order to respond to the mission pursued by the CUM Yateras aimed at training and overcoming integral revolutionary professionals in the territory, committed to the sustainable development of the municipality. It must be achieved that this instructor professor becomes an integral professional characterized by his humanistic sense, ideological political firmness, capable of complying with the training of other professionals both undergraduate and postgraduate.

As of the 2016-2017 academic year, it resumes with undergraduate training, with six careers required by the municipality, and two study modalities Course by Meeting (CPE) and Distance: Primary Education (4 years and 5 years), Accounting and Finance, Forest Engineering, Agricultural Engineering, Law, and Sociocultural Management. In the 2018-2019 academic year, the Physical Culture career begins. A total of 15 full-time professors are teaching, of these 5 are Instructors, three new entrants, 6 Assistants and 4 Auxiliary. The Part-time professors add 15, of this totality with Auxiliary category 1, Assistants 1, and the rest reached the category of Instructor in this course, 3 of them with pedagogical profiles.

Taking into account the structure of the CUM faculty mentioned above, it is evident that 88% of the part-time professors who carry out the process are instructors who have inadequacies in: the correct planning of classes, knowledge of resolutions and instructions that govern Higher Education, little capacity for permanent listening, ignorance to initiate investigative processes, and therefore require appropriating the particularities that the entity demands in order to optimize the teaching-educational process.

The questionnaire with its respective items for the identification of the training needs of the instructor professor that would adjust to the characteristics of the CUM Yateras context. The structuring of the professor's competence profile set out in the Professor's Professional Performance Model (Pla, 2005) was taken into account, which develops the university professor's professional teaching skills in:

cognitive, methodological, communicative, guiding and investigative, [ideopolitical] that add up to a total of seven.

Indications to complete the designed questionnaire:

To answer the questionnaire, you will read carefully each of the items, and choose the answer option that best reflects your opinion. In the questionnaire you will find two different ways of answering the items: 1. When you must complete a piece of information writing what is asked of you after the points and followed. 2. When you must express to what extent you agree that you have training needs in each of the indicators of the university professor's teaching performance, identifying with the number of the scale that best expresses your opinion. Note that each number on the scale has a different meaning:

5: Indicates that you strongly agree, that is, that you feel that you have a great need for training as a professor in this regard. 4: Indicates that you agree, that is, that you feel that you have some need for training as a professor in this regard. 3: Indicates that you neither agree nor disagree, that is, that you do not know if you need training as a professor in this regard. 2: Indicates that you disagree, that is, that you feel that you do not need training. as a professor in this regard. 1: Indicates that you strongly disagree, that is, you feel that you have no need for training as a professor in this regard.

Authors encourage you to reflect, before selecting the option on the scale that best corresponds to your opinion on the content of each item, so that the results reflect your real needs for professor training.

No.	Variable 1: Personal and professional data			
1	Gender:	Female __	Male __	Age __
2	University title: _____			
3	Teaching Category:	Trained __	Instructor __	Assistant __ Auxiliary __ Titular __
4	Academic or scientific degree:	None __ Master __ Doctor __		Years of work at CUM Yateras: __
5	Experience in exercise of university teaching	A year or less __		Two years __
		Three years __		Four years __
		Five years __		More tan five years __
6	Faculty do you belong: _____			
7	Number of careers in which he teaches: _____			
8	Number of years of the careers in which he teaches: _____			

9	Academic responsibilities you perform:	Head of Department ____	Tutor professor ____
		Career coordinator ____	None ____

Do you have training needs in each of the following performance indicators for university professors? (Write in one of the boxes the number of the scale that best reflects your opinion, note the meaning of each number on the scale: 5 strongly agree, 4 agree, 3 neither agree nor disagree, 2 in disagree and 1 strongly disagree.

Variable 2: Cognitive		Escale				
		5	4	3	2	1
1	Knowledge on how to develop the teaching-educational process in Higher Education.					
2	Knowledge of the contents of the discipline to which the subjects it teaches belong.					
3	Knowledge of the content of the subjects it teaches.					
4	Adequate selection of the most important aspects of the content of the subjects.					
5	Mastery of the most up-to-date scientific knowledge about the subjects it teaches.					
6	Knowledge on how to link the content of the subjects taught with the needs of the student's professional profile.					
7	Knowledge on how to link the content of the subjects taught with curricular strategies.					
8	Mastery of the educational and instructive potential of the content of the subjects it teaches.					
9	Mastery of how to relate the content of the subjects you teach with meaningful learning.					
10	Define the right time for the use of information technology in the content it teaches.					
Variable 3: Methodological		Escala				
		5	4	3	2	1
1	Knowledge of the Resolution that governs the methodological work in Higher Education.					
2	Mastery of the traits that identify the types of classes used in Higher Education.					
3	Adequate planning of the class system from the initial diagnosis of the students.					
4	Adequate planning of the meeting class taking into account its characteristics, and that of the students.					
5	Adequate selection of the instructional and educational objectives of the subject, the subject and the type of class.					
6	Ways and right time to motivate the class based on student learning.					

7	Use of more effective teaching aids in the planned class system.					
8	Knowledge on how to design teaching materials in digital support or flat support in support of the teaching-educational process.					
9	Knowledge of how to plan, guide and adequately control independent work in planned classes.					
10	Application and appropriate selection in each class of the different types of evaluation.					
Variable 4: Communicative		Escala				
		5	4	3	2	1
1	Knowledge of scientific research related to pedagogical communication.					
2	Mastery of the functions and demands of pedagogical communication in the teaching-educational process.					
3	Appropriate application of pedagogical communication in the class taught.					
4	Correct use of communication styles.					
5	Use of verbal and extra verbal communication within the educational process.					
6	Adaptation to the diversity of the classrooms: each one in particular at different times and spaces, and between them.					
7	Creation of conditions prone to persuasion, daily, spontaneous, frank, open and creative communication.					
8	Ability to communicate and teach how to do it.					
9	Adaptation to the differences that appear between the students, and the treatment that occurs of these.					
10	Adequate relationship with the group of students and professors regardless of diversity.					
Variable 5: Guiding		Escala				
		5	4	3	2	1
1	Knowledge on how to carry out the psychopedagogical diagnosis of the group where he teaches.					
2	Adequate selection of methods and techniques in the psycho-pedagogical characterization process of the group where he teaches.					
3	Knowledge of the main functions of the professor-tutor.					
4	Knowledge on how to guide the student based on the professional profile of the career he studies.					
5	Knowledge on how to guide the student towards group work in the teaching-learning process.					
6	Use of more successful procedures to provide solutions to personal, family and school problems.					
7	Planning of activities where the relationship of school, family and community is linked.					
8	Design of educational strategies that stimulate the permanence of the student in the career he studies.					
9	Experience to identify changes that occur in the integral development of the group and in the student, who teaches it.					

10	Socialization of the information received with other professors in the group based on the integral development of the student.					
Variable 6: Investigative		Escala				
		5	4	3	2	1
1	Use of updated bibliography on research methodology.					
2	Knowledge on how to identify scientific problems that arise in teaching.					
3	Knowledge of the methodology to start an educational investigation.					
4	Knowledge of how to develop a research project that contributes to solving problems in the teaching-learning process.					
5	Domain of search engines on the Internet for the consultation of materials and scientific research on different topics.					
6	Knowledge of the characteristics that define master's degrees and doctorates based on achieving scientific status.					
7	Knowledge for the proper selection of methods at the theoretical, empirical, statistical and mathematical level in the field of research.					
8	Presentation of the results of scientific research carried out in events, workshops and articles in indexed magazines.					
9	Application of the results of scientific research carried out in the teaching-learning process.					
10	Socialization of scientific research carried out with professors with more experience in the field for the exchange of opinions.					
Variable 7: Ideo-political		Escala				
		5	4	3	2	1
1	Knowledge of the Main Master Strategy of your entity.					
2	Aspects to take into account to carry out the characterization of its students in the ideo-political.					
3	Knowledge of what aspects political-ideological work comprises within the teaching-learning process.					
4	Mastery and updating of national and international events.					
5	Use of the regulated time for self-preparation depending on the planning of the classes you teach.					
6	Knowledge about the right moment to evaluate the political-ideological work in the subjects it teaches.					
7	Link of the content of the subjects that it teaches with the political-ideological work.					
8	Ability to listen, accept and exchange different points of view of the student and their coworkers regarding political issues.					
9	Mastery and application of argumentation skills for persuasive and educational work.					
10	Knowledge on how to implement the strengthening of the axiological aspect through the class.					

CONCLUSIONS

The work with the instructor professor from the beginning of his professional work should be directed towards the educational, the persuasive, and the systematic in order to achieve success in the teaching-learning process. The training of professional competences in these must first start from the diagnosis of their training needs, from an integrative and contextualized perspective that considers the opinion of the tutor, the managers and the students themselves. For the analysis of the design of the training needs questionnaire based on the instructor professor of the CUM Yateras, seven variables were taken into account that included the most significant aspects, and with its result it was possible for the professor to fulfill in his daily actions the functions of the education professional: teaching-methodological, guidance, research and improvement, and quality teaching will be achieved.

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