

**The formation to distance of the university student and his linkage with
the local development**
**La formación a distancia del estudiante universitario y su vinculación con
el desarrollo local**

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ABSTRACT

The present work offers an experience on the process of formation to the university student's distance. A didactic road based in a becoming logic of a practical contextualization, as from a specific orientation that goes beyond to superior levels prominence and student independence in the process of acquisition of knowledge is offered, to the professors. They express results that demonstrate the level of transformation attained like social impact.

Keywords: Understanding; Didactic orientation inferential; Distance learning.

RESUMEN

El presente trabajo ofrece una experiencia sobre el proceso de formación a distancia del estudiante universitario. Se brinda, a los profesores una vía didáctica basada en una lógica favorecedora de una contextualización práctica, a partir de una orientación específica que trasciende a niveles superiores de protagonismo e independencia estudiantil en el proceso de adquisición de los conocimientos. Se expresan resultados que demuestran el nivel de transformación alcanzado como impacto social.

Palabras clave: Comprensión; Orientación didáctico inferencial; Educación a distancia.

INTRODUCTION

The contemporary world at the end of the 21st century is characterized by complex transformation processes that demand reforms in educational policy in correspondence with the advancement of science, technology and the social conditions of each country. In this context, Cuba finds itself with a project aimed at the formation of a model of man endowed with a general culture, which allows him to understand the developing world and actively join the novel universe of science; a man associated with mastering essential knowledge and professional work methods in accordance with the interests of society.

In this task, the Graduate in Spanish-Literature Education has the responsibility of directing the teaching-learning process aimed at the integral formation of the personality, through linguistic and literary contents, the promotion of reading, writing and educational research in schools and other social institutions. To achieve these purposes, actions are projected that prepare them to identify and solve the problems of daily life, so that they are in a position to learn by themselves to make decisions that condition their way of acting in society.

This also implies ideological, political, economic, legal, scientific, environmental and cultural preparation, in correspondence with the personal and social needs of their territory.

Despite the efforts made, these expectations have not yet been met, since in their initial training a general vision that integrates the teaching curriculum with the culture of the local context and the student as a subject of the culture that is preparing for the course is not reached. territorial development.

For these reasons, students must develop a high sense of individual and social responsibility, as well as a hierarchy of values that allows them to internalize their way of acting. In consequence with the previous ideas, the objective is to reveal an experience in times of pandemic on the didactic orientation for distance teaching-learning considering the link of its training with the needs of local development.

DEVELOPMENT

In the practice of the distance teaching-learning process, the teacher uses different practices based on different techniques, but does not always offer the necessary

didactic aids, so that the student acquires a correct assimilation of the contents and links them with the development needs of your locality.

This implies that the didactic orientation is still not enough given the complexity of distance work where the goal of helping students to learn and understand the contents of the subjects better and more easily and to develop professional skills for putting knowledge into practice is proposed. useful in the local development process. In this way, the training of this professional must respond to the demands and needs of society for development.

For this reason, in the training process of this future professional, the following must be recognized:

The complexity of the educational processes that take place in the territory.

- That knowledge is not exclusive to academic fields, that it is expanded and complemented by incorporating experiences and knowledge produced from practices.
- That it is necessary to generate spaces for dialogue at training instances from the actors.
- The link of classroom training with the need to be coherent between approach and practice in the territory.

For this, a university professor is required who:

- Demonstrate mastery of the basic assumptions that guide territorial development.
- Carry out an analysis of the curriculum in its relationship with the demands of territorial development.
- Prepare learning strategies with an integrative approach that promotes territorial development.
- Identify the most appropriate ways and sources of information that contribute to useful knowledge based on territorial development.
- Integrate the culture of the local context into the curriculum. Didactic contextualization.
- Show knowledge of the Comprehensive Territorial Development Plan.

With this, Distance Education is promoted as one of the ways for a continuous education based on learning to learn, in a flexible way, increasing learning opportunities and enabling a more comprehensive education.

Teaching-learning as a distance modality.

In the light of the cultural historical paradigm, learning is a social activity and not just a process of individual realization as described by previous theories. Based on this criterion, the center of attention falls on the active, conscious, goal-oriented subject: their interaction with other subjects, which in this case are distance teachers and as new information technologies are inserted will be greater collaboration with students.

From the conceptions of learning addressed by the historical-cultural approach, the importance of joint activity, the cooperative relationship between students and with the teacher, underlies. This very important relationship in the development of the student's personality has been little treated in previous theories, especially due to the historical moment of the development of the media that they had to analyze. The use of new technologies, including Internet services, such as email, synchronous discussion channels, as well as video conferencing, favor the cooperative relationship between students, giving the full cultural historical approach development in the theory of distance education.

One of the most widely used methods in distance education is the investigative one in its different variants and within situations of independence that may vary their degree based on the level of the tasks and the degree of development of the student. The instructional function shows how the student is able to demonstrate her knowledge and skills, consolidating her knowledge. Thus, the execution of this function is facilitated by allowing the student to self-evaluate in various ways and, in turn, be able to answer the teacher's questions.

According to Cisneros (2015), the didactic orientation is defined as:

“... process and category of language didactics. It is a concomitant process to professional training not only because of its relationship but also because of its intention. It is structured with aids that constitute its center, an intervention procedure and the way of teaching with formative intentions, between the latter a relationship is highlighted. Decision-making and the transformation achieved are also components: in the career where such a position is implemented, it manifests itself in the linguistic-didactic trait of an also didactic position.”

(Cisneros, S., 2015: 44)

In the didactic orientation as professional help interaction, pedagogical mediation is exercised between the participants of the training process, based on interaction and dialogue with a bidirectional character, procedures of an algorithmic heuristic nature, organizational forms oriented to the solutions of tasks and situations. communication created for certain purposes (the search for meaning).

In this research, the levels of help are contextualized in correspondence with the didactic and methodological requirements. Thus, three levels of help are offered at three fundamental moments:

1-Help level before reading, analysis and understanding of the content to be learned.

It corresponds to the orientation stage in which a whole planning process occurs in order to guide the student in the search for information prior to reading and the analysis of the content object of learning, which will be of great help for understanding, creativity and putting into practice what has been learned in the context of student action. In this way, cognitive strategies related to motivation, exploration of ideas, semantic and syntactic anticipations, search for information, orientation towards a goal, as well as metacognitive strategies in order to reflect for the understanding of the content object of learning, evaluate what strategies to use, draw up a plan and propose an objective on some questions.

2- Level of help during the analysis and understanding of the content to be learned.

It corresponds to the execution stage, in which a whole process of inquiry and reading of information related to the content to be learned takes place, in a situation model that requires full understanding of the guidelines offered in the study guide, with a correct methodological structure so that it is operational for the process of reading, analysis and its worth understanding (the student in reading the text is applying his experiences on the content of the text, verifying and refuting hypotheses previously raised, therefore, it consolidates ideas and reformulates new knowledge related to the text, which will favor the understanding of the content to be learned).

3-Level of help after analysis and understanding of the content to be learned.

It corresponds to the control stage, in which a whole supervision process occurs, from the review, control and evaluation after the process of analysis and understanding of the information or text related to the content that is the object of learning.

The use of help resources can be verbal or non-verbal in order to increase the abilities of students for their subsequent performance independently in the search for their own learning strategies for their life projects in their future professional interaction in certain entities. that require their collaboration for development; thus revealing the pedagogical value of helping students in the teaching-learning process in face-to-face and blended modalities. With this, attention to professional differences is also outlined as an ethical-professional condition that implies a transformation that favors the humanist quality and implies deep respect for man.

Dimensions and indicators of distance didactic guidance

Conceptual dimension. Indicators:

1. Knowledge about the tasks of local development projects.
2. Knowledge about the development needs of the institutions in which they are inserted.
3. Knowledge about the actions that must be developed for local development in each institution.

Procedural dimension. Indicators:

1. Strategy of the academic year in correspondence with the strategy of the career and the local development projects.
2. Diagnostic characterization of the potentialities and needs of students for insertion in local development.
3. Tasks of each student in correspondence with the tasks of the project and the needs of each institution.

Behavioral dimension. Indicators:

1. Provisions for solving problems that hinder local development.
2. Attitudes in the development of assigned tasks in each center.
3. Pedagogical position in the management, aid and control of local development actions.

When addressing the initial state of the preparation of teachers of the Spanish-Literature department for local development, the following results were obtained:

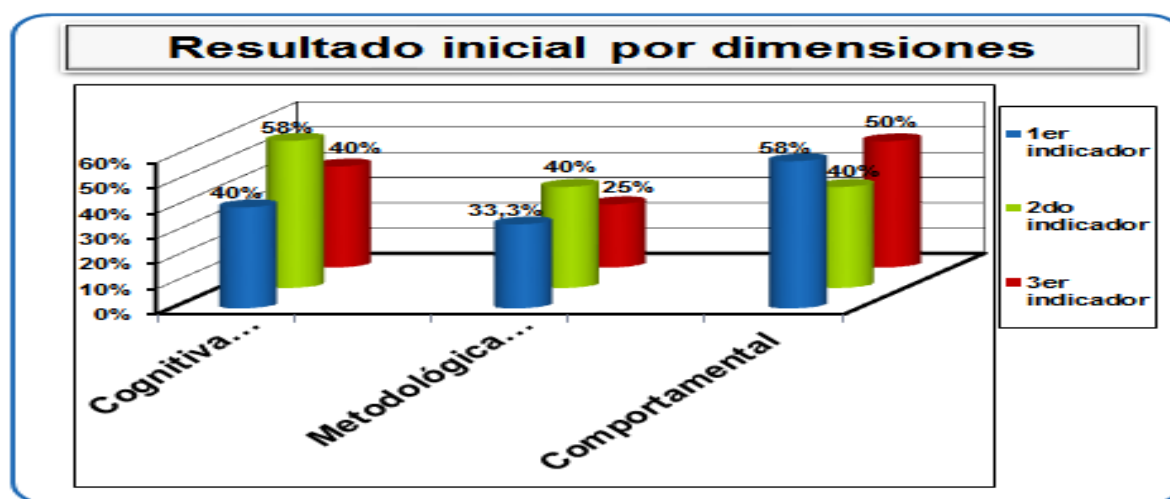


Figure 1. Results obtained according to the indicators established in each dimension

These results demonstrate the shortcomings of those involved in the integration process of students of the Spanish-Literature career in local development, which presupposes the need for their preparation to fulfill this task in correspondence with the strategic design of the university. as a policy of linking the training process of Higher Education to territorial development.

Teaching-learning experience in times of pandemic

In response to the policy of linking the training process of Higher Education to local development and thereby making the university more relevant to the projection of local development, the Department of Spanish-Literature has organized the processes in accordance with the guidelines of the PCC: 98, 100, 103, 104, 106, 108, 11,115, which correspond to the planning and organization of the educational teaching process.

The general organizational conception conceives the following:

Carrying out methodological actions by the careers and groups of the year to update the educational strategy and the subject guides in order to guarantee the continuity of the educational teaching process in a blended and/or distance learning manner.

- Presentation of everything related to the process of linking to local development, in the department and brigade meetings, in order to incorporate the students of the career to the fulfillment of the objectives of the different entities, as well as the development agenda for the 2030.
- Delivery of the students in the territories by the heads of careers and the groups of years with a view to guaranteeing the insertion of their research in local development projects, with the accompaniment of the tutors of the university and the territory.
- Teaching concentrated in the UG (for one week each month).
- Preparation of reports on the fulfillment of the actions derived from the project in which they will be inserted.
- Link to labor practice, in educational centers and legal body assigned to each student.

All of the aforementioned served as a theoretical and practical platform for the preparation of the student for the Spanish-Literature career as an immediate response to government policies in correspondence with the national and territorial strategy of CITMA and in collaboration with the OACEs, to contribute effectively and sustainable with the socioeconomic and technical scientific development of our society.

Assessment of the results achieved.

In order to assess the results achieved, a comparison of the final state with the initial one was established. They are shown in the figure below:

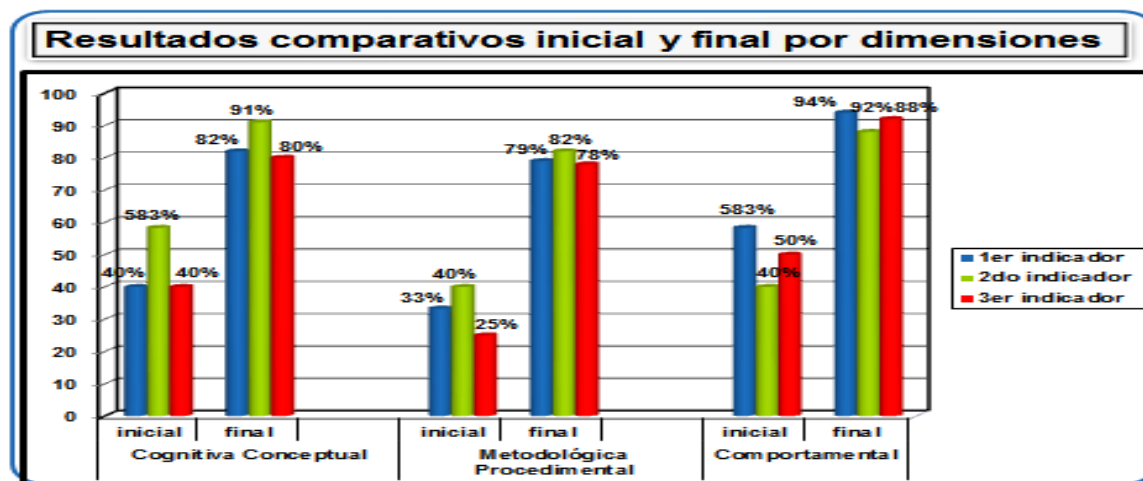


Figure 2. Final results obtained according to the established indicators.

This shows the relevance of the didactic orientation from distance work, from the teaching department.

CONCLUSIONS

It corresponds to competent professionals and humanists, lead to local development, in correspondence with the level of demand of the economy and services supported by science and technology, through quality management of university processes.

Distance education makes it possible to reaffirm the social nature of communication, as well as to put teachers and students in contact with modern computer techniques, allowing interaction and non-linear access to information.

In the didactic orientation, the use of help resources contributes to increase the capacities of the students for their performance in social practice, in the search for their own learning for life projects independently; thus corroborating the pedagogical value of helping students in the distance pedagogical process.

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