Local program of surmounting of post grade: A proposed methodological for your application in the territorial development.

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ABSTRACT
The work had as object of study the content and application of the postgraduate programs that it is imparted in the branch office of technical sciences (FCT) of “October 10 “, of the ISPJAE (CUJAE), due to your important role in the social appropriation of the knowledge for the local development. In it a deep analysis of the process of formation of postgraduate and your particular characteristics are made in function of implementer a new pedagogic conception, all the who constitutes an instrument of value invaluable for the historical studies, logical and related prospective with this themes. This study has as objective it develops in practice educational of our professionals a sustained methodology in a local program of surmounting of Postgraduate (PLSP), by keeping in mind your level of impact and pertinence for the territory. This proposed methodological is made to this process through the investigation carried out, the who reveals your possibilities of application to validate your effects and as of the positive results, it elaborates a synthesis that constitutes the main objective by keeping in mind the more advanced focusing of the consulted literature.

Keywords: Methodology, programs premise, courses of Postgraduate, territorial pertinence.
INTRODUCTION

The local development is a process that has to be endless and institutionalized, where moreover play a fundamental paper the communities with your social agents and that only from the new optics that offers you the formation of comfortably placed postgraduate constructed and directed to the solution of the main problems of the environment will be able to show a different form to act from its premise in a new context, to gesticulate in a positive way in the same, by basing in the more and more qualified participation and interested of all peoples and involucrate institutes. For these reasons it is important to visualize the local environment and the development that the same impels, where the process of adaptation of knowledge from the postgraduate , it has to be carried out in the locations as of the accumulated experience for the different groups of involucrate individuals and transforms to him in the measure in which the subjects implied contradiction manifest dominion of the changes that need to begin to him in the diverse spaces at local level, according to Alvarez, Z. and Homer, F. [1] and [2].

The process of formation of postgraduate for the development of a specific territory it dresses and makes up for a role for expressing knowledge, skills and attitudes that from your own practice it transforms the sights and question the concepts. In the process that relates them have to be conjugate contents that provide an update as regards new focusing, with the intention of innovating, search for, exchange and open to new experiences, for who designs a methodological plain based on an integrator strategy. It does not must be forgotten the humanist focusing that must primer in this strategy in order that your development is effective, meanwhile considers the educational practice as center where the subjects implied contradiction, in this marry the pupils of the postgraduate under discussion, are to collaborating active of the process of change that is to produce. It treats to him to contribute to the organization improvement from your practice for the local development, although reflecting on your dynamic essence and your application, therefore, your perspective sight and integral manifests systemic, dynamics, integrator and flexible, direction towards the build of a system of elements in which it is made concrete gesticulate in function of implementer the pedagogic conception of the process to impart courses of postgraduate with a referenced content to the local development, according to Arbat, E. and A.M. Geli[3].

The curricular design in the formation of postgraduate. Theoretical Framework:

The design and perfecting of academic programs directed to this level of formation must answer a whole of curricular exigencies, in correspondence with the educational contemporary conceptions, according to Carrasco, V. and F. Pastor [4]. In this sense, we share the criterions that following it enumerate:

1.  Wide conception of curricula as project and prosecute, with possibilities of fit in function of the development of the sciences it objects of study and the specific characteristics of the contexts of execution.

2.  Pertinence and quality of the design of the program, that it must answer problems of unquestionable meaning and social value in the sphere where is directed, sustaining in scientific novel and current foundations that guarantee his Excellencies.

3.  Scientific activity of innovation and creation as centers about those which articulate to him the curricular activities.

4.  Globalization of the designs as of a sight inter- and {multidisciplinary} with regard to the object of study.

5.  Diversity in the forms of organization of the academic, investigative activities and professional.

6.  A project and prosecute {curricular} it finds one's bearings to the applicant in takes it of decisions on the curricular route to follow to achieve the desired titration.

7.  Incorporation of the new techniques of scientific investigation (NTIC) as departing it substantives of the curricula in your different expressions.

8.  Projection of anticipatory activities of the future professional stages.

The methodology we propose with the objective to perfect the process of formation of postgrados, has two basic elements. One is the context or specific environment on the one which tries to get fall to him and the other is the specific of the object of transformation, according to Fernandez, Reyes [5].

The as a result scientific methodology fulfills one's obligations to strategic exigencies as:

1. To possess foundations theoretical and structural expressed in a logical-pedagogic conception.

2. Revealing the dynamics that identifies it, the system of relations that functions and the elements that compose the process of formation of postgraduate directed to the territory.

3. Defining the actions on the base of the curricular dimensions and extracurricular of the process that occupies us and that has three stages:
   - The first understands the {curricular} formation and it is called "stage of general formation"
   - The second stage is those of diagnostic and detection of the local problems and calls to him "stage of specific formation"
   - The third stage would hatch the proposals of solution of the problems to local level and therefore calls to him "stage of culmination of Postgraduate"

4. Conceiving the feedback and evaluation of the results, so much in the qualitative plane as in the quantitative thing.
5- Taking implicit the projection of the change that they must achieve the actors implied contradiction in the process investigated.

6- To outline phases or moments for the instrumentation of the solutions.

Once these actions have materialized, it can then apply the proposed methodological, that is:

1- **Fundaments**: To must be correctly defined.

2- **Diagnosis**: It become fulfilled departing from the selection and application of techniques that permit decide the strengthens and existent weaknesses for [implementer] the pedagogic conception through the strategy that decides, as well as towards your construction, by keeping in mind the criterions of the local actors.

3- **Objective**: Implementer the methodology through the educational practice and your [curricular] dimensions and extracurricular in the professionals of the municipality “October10” and of other municipalities that also matriculate in our curses of postgraduate.

4- **Actions**: All must be directed to the professional of the territory, so that this perfecting of the process falls positively in the local development, by keeping in mind a logical sequence and dialectic of general and specific actions that it sprouts effectively the process.

5- **Evaluation**: It evaluates systematically, in an alternating way, searching for the permanent update.

**STRATEGIC OBJECTIVES OF THE LOCAL PROGRAM OF SURMOUNTING OF POSTGRADO (PLSP):**

1- Creating a local program of surmounting of Postgraduate (PLSP) that impacted favorably in the local development.

2- Developing this program as of the characteristics of the territory by answering the profound in the knowledge of your development.

3- Applying this programs premise by keeping in mind your incidence in the needs and detected problems in previous studies.

4- Each class-find must be marked off by offering practical tools to condition to gesticulate of the professional.

5- This program will be the governing documents that the development apprenticeship in the transit of the general formation to the private personal.

6- This also programs helps to govern the quality and pertinence of the process of formation of postgraduate in the FCT “October 10”.

**EXECUTION OF THE PLSP:**

1- Planning the academic activities of the different programs by selecting methods, procedures and media of motivators teaching, with emphasis in the technologies and forms of educational organization according to the marked objectives and the limited terms for each case.

2- Planning and organize situations of development apprenticeship where the professionals expose needs of your areas.

3- Elaborating the materials of support to the teaching on the related contents with the surmounting for the local development.

4- To search for documentation and novel bibliography to motivate to the students, always by relating the professions with the content.

5- Projecting the system of evaluation when considering the auto evaluation.

6- Knowledge and control the resources with which it counts for each course to impart.

7- Defining the specific functions to decide the difficulties in the execution, as well as the causes that they cause them.

8- Creating situations of development apprenticeship of the specific functions directly related to the local development.

9- Deposing the goals of surmounting by analyzing which needs make to him to achieve it.

**INSTRUMENTATION OF THE PLSP:**

1- Developing styles of work in the encounters classes as of the conception that exist diverse paths for the analysis, verification solution and evaluation of the local problems.

2- To elaborate in collective methodological documents of utility for the efficient fulfillment of your functions for the sake of the local development.

3- To propitiate in the methodological discussions the evaluation of the local problems, familiarizing and do conscious to the students with the problematic premise.

4- All academic activities must be found one's bearings towards the description and solution of a task of local
development.
5- To convoke to goals of stop term, that must be evaluated as you try end of the postgraduate.
6- To differentiate correctly the tasks assigned to each pupil, stimulating the according to your real possibilities.
7- Requesting prognostics on the fulfillment of the tasks by outlining the difficulties of each task in function of the time it requires solve them.
8- Promoting the auto evaluation in the course of the academic activities.

**EVALUATION OF THE PLSP:**

1- Searching for the mechanisms of stimulation of the exploration of the knowledge.
2- To consolidate systematically each task to develop in function of the local environment.
3- Controlling the execution of each task on the base of your results applied to the local development.
4- Organizing checkups that they permit fit each action.
5- Fitting the auto control and the auto knowledge on the double of the course to articulate effectively the objectives with the methodology.
6- Implementer the instruments of the methodology we propose for specific paths that they must consider the following aspects of the pedagogic conception:
   a) Each program of each course of postgraduate must be started with exclusive motivations related to the local environment, for the professional it searches for to surpass.
   b) The didactic components must be corresponded with the needs of surmounting of the professional and your development at territorial level.
   c) To construct correctly the didactic relations through systems that derives the contents to develop in each of the programs.
   d) To update permanently the contents of each course in order that the professional can innovate.
   e) To use methods productive and participations to create the necessarily docile relationship of the surmounting.
   f) Verifying the skills and acquired skills to fall in the local environment.
   g) Using the publications specialized as material of complementary study.

**Actions and tasks:**
The PLSP fundamental challenge it finds one's bearings to reach qualitative superior results in the third level in the area of the sciences of the superior education, from an innovating perspective for the formation of competent professionals. This focuses contributes to the satisfaction of the needs of apprenticeship of directives, teachers and investigators in the different modalities of professional and academic surmounting, with an effective step of the quality and an appropriate use of the collaborative work, according to Guzón, Camporredondo, A. [6]. In the presence of this challenge, the main lines of action are:

1. Establishing the pertinent mechanisms for the appropriate diffusion of the programs of implementer postgraduate formation the PLSP, the enlargement of your operating range and evaluation of the results and your impact.
2. Intensifying the spaces of collective discussion that they pay to the enriching of the quality of these programs.
3. Fortifying the interdisciplinary integration, your relationship with the investigative activity and the flexibility in the curricular structure at local level.
4. Evaluating the fulfillment of the indicators of quality with the manufacture of the plain of improve correspondent.
5. Increasing the level of territorial question of the different modalities of postgraduate formation.
RESULTS

In the first semester of the scholar course 2013-2014 imparted six courses of postgraduate, two of surmounting and two graduates distributed in thirteen distinguished groups to the has to organize four groups of talkative English language I and two graduates of PPD (protection and defense). The two graduates and the enlarged course of PPD was imparted in collaboration with the department of PPD of the central seat (CUJAE) and outside of the branch office, just as the courses of economic analysis and economic financial step II that it is imparted also outside of the branch office, in the governments eastwards of La Havana, only with teachers of the branch office. It must highlight that the PPD graduates are begun in the six-month second of the previous course and finished in to him the first semester of the present course. The course of talkative English language I was organized in four groups with two teachers, it who facilitated that the students could moreover matriculate other of the courses offered, since the courses imparted Tuesday and Thursday. The course of pedagogy was imparted only for educational of our branch office and of the filial north, granted the priority to the instructors and assistants that not it received previously with the advice and the CREA supervision (center of references of the teaching of outpost).

In the six-month second a wide summons is made during the month of February so much for the televisions canals as for the emitting thing of radius, through the companions that attend the university extension, the assistant director and the coordinating career thing. As a result of these steps it resulted a register of 230 agreed students to the real possibilities that it is possessed for the available capacitances it is add you the students of the governments and entities of rule, Guanabacoa and saint Michael of the poll that requested activities of surmounting and postgraduate in the themes of national defense and of economic financial step. In this semester second, imparted four courses of postgraduate, two surmounting courses and two graduates distributed in 10 groups, of those which six were imparted in the branch office and four outside of it in the governments of Guanabacoa, rules and saint Michael. The two courses of national defense was imparted in collaboration with the department of PPD of the central seat and outside of the branch office, just as the two courses of economic financial step I and II that it is imparted also outside of the branch office, in the governments eastwards of La Havana.

In the course it achieved to him a register in the first semester of 209 and in the second of 230 for a total of 439 students in the complete course. The teachers they imparted these courses of postgraduate, of surmounting, as well as the graduates concerned your educational majority of the branch office and someone of the PPD department of the central seat, that been prepared to him beforehand. In the contents of the programs of elaborate study and passes all for the different departments of the central seat (CUJAE); it had to him under consideration the PLSP implementation in the courses of postgraduate and other academic activities that have developed as well as the interchange with regular teachers and Dr. C. of the CUJAE besides the needs that it is diagnosed to level of territory. Most educational that imparted the courses make a show of academic main categories of assistant professors and regular and scientific degrees of Mc. and PhDs.
DISCUSSION

The relating theoretician-assumed methodological have shown your conceptual wealth in the critical analysis and reconstruction of the experience, which has permitted delimit the processes of change and innovation that have characterized the perfecting of the quality of the imparted postgraduate programs with the introduction to experimental mode of the PLSP. The space traveled for the experience has permitted it puts, through a space synthesis and temporal the different moments travelled, in those who it is integrated, for your determination: the educational context national and international and your main claims, the dynamics of the forces of change and the magnitude of the attainments reached as a result of a committed practice with the educational change. This last, in your formative dimension, has supposed the transformation of the trainings of the teachers and of the institutional processes and, in your social aspect, has generated the change of attitudes in the communication from and with the apprenticeship, as of the dialogue, the constructive debate and the critical collaboration to act and transform the contexts.

We estimate that this programs premise with whose proposed methodological of pedagogic surmounting has discoursed, permits form more committed professionals with your social assignment in the local development, while finish more qualified to face and solve the challenges of your respective territories. Until the culmination of this frequent 2013-2014, the imparted postgrade courses in the FCT of "October 10" have had great claim between the professionals of inside and outside of the municipality in which is located the branch office that it is those of "October 10", in the city of La Havana, among them those of apprenticeship of English language and those of engineering of software.
The perfecting of these postgrade courses with your transforming sight and your strategy of systematic practice with scientific foundations updated and base theoretician-interactive methodological develop the critical thought it sustains the creative, it who is the logical result that suggests a more and more high level in the quality of your contents, by reporting to the process the so necessary innovation that guarantees the continuity of the development of a country. The proposal we sustain provides a great impact in the territory, susceptible to the generalization in other municipalities and provinces if it are appropriate to the territorial characteristics that previously must be analyzed and diagnose to elaborate the case of specific study.

1Other municipalities of the capital.

References

[1] Álvarez, z, Homero F. (s.a.)."The postgraduate.Fourth level of education".