THE INTEGRAL TRAINING AS AN EDUCATIONAL PARADIGM AT PUBLIC UNIVERSITY IN VERACRUZ, MEXICO

María Eugenia Sentíes Santos, Haydee Zizumbo Ramírez, Jorge Antonio Acosta Cázares, Celina Ruíz Garrido, Gabriel Ruiz Blanco

Universidad Veracruzana (MEXICO)

Abstract

The State of Veracruz is complex and diverse, with enormous natural resources, and aware of its profound contrasts between wealth and misery, modernity and backwardness. Veracruz is a state determined to rethink its future as an entity in which all Veracruzens would look for opportunities to get a worthy life with better conditions looking forward to having a pleasing and promising personal and family life. Therefore, Veracruz's Public University is assuming the transformation to become a fully open institution to change and attached to constant innovation to achieve this goal.

In this context, the proposal assumes this responsibility, capitalizes on what has already done and seeks to nourish with the vision of university students with the primacy of academics and the leadership of students, professors, researchers and officials committed to the aggrandizement of University. It seeks the materialization of a universal ideal whose purpose is pursuing the truth generating and applying specialized knowledge and promoting attitudes, skills, and values to serve the sustainable development of our society.

In order to achieve this, it is necessary to carry out activities ranging from an adequate educational orientation, the updating of curricula and degree programs, the establishment of new student support systems, the provision of tutorials and academic advisory services, the expansion of student scholarships, internalization programs, till the diversification of learning activities (learning of documentary and bibliographic research, languages, theoretical computer science, lab activities, workshops, real life professional practice, sports, artistic and cultural activities).

Objective:

Encourage students from different degrees at the public university in Veracruz to get an integral and harmonious training: intellectual, human, social and professional.

Development:

This paper provides how to achieve the goal considering integral training as a fundamental part of the development of a top quality professional, attaching outstanding importance to: human, intellectual, professional, and social training, for mainstreaming of the theoretical (knowledge), heuristic (skills), and axiological (values) axes.

Conclusion:

Lastly, as consequence of a more demanding environment, the generation and application of knowledge has become a priority, all Universities, mostly public, faced the imminent, competition for satisfying the society requirements, being the most feasible reaction enforcing a new educational model that allows the integral and harmonious training for the students, including as much as professional, as intellectual and as human, empowering them to promote social coexistence and respectful of diversity, achieving this by mainstreaming the educational experiences in the educational programs of the different degrees and diverse activities that constitute the curricula.

Keywords: University, Education, Training, Progress, Economic Development, Mainstreaming, Sustainable, Integral.

1 INTRODUCTION

The evolution of higher education shows the new role of knowledge in an increasingly diversified and complex world, which requires incorporating trends and challenges that can not be subtracted from public universities, incorporating educational models that allow flexibility and multi - disciplinarity needed to diversify and modernize the offer of academic studies. Likewise, conditions and rules must be established to ensure the national and international mobility of students and teachers. At the same
time, opening up new possibilities for access to courses and other training elements oriented to acquire competencies to deal with the needs of professional retraining or human development, strengthening mechanisms for accreditation and national and international certification of the quality of educational programs. [1]

The recognition that the strength of a country resides in the education of all its inhabitants and not only in the formative quality of some sectors has led to the incorporation of new perspectives on the role of universities in the social distribution of knowledge. The University must abandon its conception focused exclusively on the offer of careers to students in school and on inbreeding research, opening up to society, to ensure that the knowledge and the knowledge generated and developed in it are available to the entire population without restrict them to professional programs or small age groups. [1]

In conclusion, to adequately meet the demands of the labor market, university education must have a strong component of general education in science and basic knowledge, accompanied by an active training for self-learning and the development of new skills. Also considering what is increasingly relevant to the labor market: regardless of the university career, the professional must demonstrate the possession of the skills and attitudes necessary to perform successfully in a competitive environment and continuously to transform. [2]

The transformation of a job and employment demands to universities redefine the profile of their graduates, incorporating the necessary elements in the teaching function, so they develop in all students, besides the knowledge and skills of their career, a set of core competencies to professional performance in the modern world. Some of them merely mentioned as following, as constitutive parts of what has been called the new literacy for work, efficient use of tools, techniques, computer systems, and telecommunications. Also including mastering at least two languages; teamwork ability and group leadership; Motivation and effectiveness in achieving goals. Without leaving apart to study, updating and continuous training; capacity to detect problems and propose and undertake appropriate solutions. The knowledge of the context, socio-economic relevance and impact of their work are important too like the ability to communicate ideas in an oral and written manner; And, therefore, a solid humanist formation based on social values and a broad general culture. [3]

The structural transformation of the Public University in Veracruz is a strategy to improve the performance in a more dynamic and complex context. It is not intended to give up the development achieved throughout history. On the contrary, the Public University wants to be more useful to society, consolidating as a space of convergence for the sciences, the diffusion of the arts and humanistic values. Always encouraging the members of the university community critical, creative and innovative activities in the sciences, humanities, and arts, with an enterprising and participative spirit providing to its personnel and students with the means necessary for the proper performance of their activities within a framework of individual and collective development. Maintaining a permanent link with the social and productive sectors in the research of solutions, allowing an equitable and sustainable development. Also carrying out joint actions with associations and organizations of teaching, research, culture dissemination and extension of educational services at state, national and international levels. [4]

2 METHODOLOGY

The method used is deductive, starting from a general frame of reference towards something in particular. The technique is documentary, having as purpose the analysis of different phenomena (historical, psychological, sociological, etc.), uses very precise techniques, existing documentation, which directly or indirectly provides the required information.

3 RESULTS

3.1 Integral training

Integral Training is an educational model that incorporates the international dimension in the curriculum, considering the flexibility of curricula, the regional production of knowledge and the integral training of the student. [5]

In this kind of training as a fundamental part of the quality professional development, considerable importance is given to the following aspects:
3.1.1 Human training

In human training, two aspects are emphasized, such as values and attitudes, considering the different social problems that prevail today it is imperative to strengthen these values: respect for life, professional ethics, responsibility, honesty, and compliance with the environment, etc. Regarding attitudes, it is evident, a person can have many knowledge and preparation, but if he does not have a positive attitude towards life, his equals and problems to be facing throughout his working lives, will not have a successfully personal or professional life.

3.1.2 Intellectual training

In this type of training, the student will acquire all the essential knowledge allowing him to solve all kinds of problems, related to his v as well as having a logical, critical and creative thinking. All this to promote the abilities and skills to analyze and reason, but above all, to develop the habit of independent study in such a way to be the constructor of his knowledge, leaving aside the traditional teaching.

3.1.3 Vocational training

In this view, vocational training considers the knowledge and know-how mainly aimed at learning and practicing a particular profession.

3.1.4 Social training

This type of training is indispensable for the quality graduates, being aware in the involvement for the solution of social problems in its development environment, being also capable of improving its standard of living and his family, giving high relevance to teamwork. [6]

3.2 Axes integrating training

An important consideration that prevails in the educational model of the Public University is to solidify the concepts "Teaching" and "Education" in such a way that the final goal can be achieved "Quality and integral professionals," through the following integrating axes:

3.2.1 Theoretical axis

This axis promotes the student to appropriate the knowledge and build it permanently, adapting it to reality.

3.2.2 Heuristic axis

This axis encourages the development of the necessary skills and abilities to enable the processes to be effective leading to problems solution.

3.2.3 Axiological axis

Constituted by the set of values and attitudes that promote the Institution, this axis claims the student to be engaged committed to reaching own personal improvement and with the community.

The execution of these axes will be a responsibility of teachers, students, administrators and all the work team that makes up the university community.

3.3 Areas of integral training

The training in an integral educational model includes the flexibility to adapt the curricula to the needs of each student, adopting different educational experiences according to the final product to be achieved in each University, thereby increasing the academic and educational performance providing to the students with a much-needed labor competitiveness in today's era.

The design of the curriculum structure of each degree will include mandatory and optional educational experiences, listed in the different training areas mentioned below:

3.3.1 Basic formation

This training area involves the acquisition of inter and multidisciplinary knowledge and skills that will lay the foundation for the study of a bachelor's degree divided into:
a) General.- Understands the skills of critical thinking, communication skills, and problem-solving skills, fluency in Spanish, English, computer skills, considering in this basic area educational experiences such as reading and writing, Thinking skills, computer skills and English,

b) Initiation to the Discipline. - It involves the educational experiences and the areas of knowledge according to the profile of each degree, considering the minimum knowledge that the professional must have according to its discipline.

3.3.2 Terminal formation

The terminal training includes a series of educational experiences of a disciplinary nature, which the student can choose depending on the area in which he wants to develop or specialize. In this area is where most of the optional educational experiences are located.

3.3.3 Free election training

In this area is included the complementary training, where the student will have the freedom to choose the educational experiences depending on the variety and quantity that are offered by the University.

4 CONCLUSIONS

In 1999, the Public University in Veracruz began implementing an Educational Model, focused on student learning and based on a curricular organization by areas, with a credit system allowing the student to choose educational experiences and determine when to take them according to their particular interests and needs.

The proposal of this educational model is made through an elective and flexible curricular structure, based on a credit system. This involves redefining curricula with new content and methods for self-learning, updating teachers, as well as institutional programs linked to the productive sectors.

After explaining the justification and processes to which the implementation of the comprehensive and flexible educational model subjected to the public university in Veracruz, we make this the following reflections:

The Integral and Flexible Educational Model at the Public University is a model that incorporates the curriculum into the international dimension, considering the flexibility of the curricula, the local knowledge production and its reduction to the institutional sphere. At the same time establishes, according to the guidelines of UNESCO, the knowledge, the doing and the being to achieve the integral formation of the student enabling to understand the contemporary world.

1 The Integral and Flexible Educational Model at the Public University is a model that incorporates the curriculum into the international dimension, considering the flexibility of the curricula, the local knowledge production and its reduction to the institutional sphere. At the same time establishes, according to the guidelines of UNESCO, the knowledge, the doing and the being to achieve the integral formation of the student enabling to understand the contemporary world.

2 The fundamental principle guiding the implementation of the educational model in the Public University of Veracruz is the gradualist, understood in the sense that the various entities that make up the university started as their conditions were allowing it, as well as the different level of flexibility according to the particularities of each case.

3 The standing socialization of the proposal and intended changes are due to have the resources and the physical infrastructure that the model demands, as well as with the proper definition of the curricular organization. Also facing the fact that their implementation requires conditions such as the acceptance of the academic and students to be involved in the processes of change.

4 A major concern for the achievement of the intended objectives of this integral educational model is to have a constant link between the University and the Institutions that represent the different sectors of the community.

5 This educational model raises further measures for admission and graduation processes, so the candidates have the required characteristics to achieve professionals with the training that is intended to offer.
The comprehensive and flexible Educational Model, by its very nature, requires the presence of instances that allow assessing the construction process carried out. As well as the development of the actions that derive from it to inform the events to all its stakeholders, since the feedback of these is significant for the continuous improvement of the process.

The Public University in Veracruz, in addition to achieving its general objective “To encourage students in the various careers that offer comprehensive and harmonious training: intellectual, human, social and professional,” aims to contribute to achieving excellence in the education sector of our country. All this, in such a way that allows reaching the competitiveness that in current time is requisite and necessary to achieve sustainable development.

REFERENCES

[5] Comprehensive and flexible educational model-UV retrieved from https://www.uv.mx/meif
[6] Universidad Veracruzana "New Educational Model for the University of Veracruz.