

**García Véliz, F. S., Alonso Betancourt, L. A, Tejeda Díaz, R., Álava Naranjo, M. K. (2021) Competencias transversales para estudiantes universitarios en prácticas y pasantías. Manta -Manabí: Libro mundo**

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Higher Education promotes the materialization of curricular designs for university careers that are increasingly flexible and with a broad profile, based on the reality, cultural traditions and social projects of the locality. Educational models are based on the fact that professionals who are trained in universities learn to: know, live together and be, hence, educational centers have to promote a comprehensive training process, which contributes to the formation of creative and investigative professionals, with skills to face the changes of today's society and solve the problems caused by them.

According to García Véliz *et al.* (2021) is necessary that university teachers have knowledge of the educational models in order to be able to face the substantive processes that are developed in each one of them, fundamentally in the practices that are carried out in the work scenarios. For this reason, the book presented with ISBN: 978-9942-0-1 was published in Ecuador by Editorial Libro Mundo, where the authors address with depth and scientific rigor the proposal of a profile of professional competencies to be formed in students of university careers.

The work includes two chapters in which the authors refer from the modeling of transversal competencies training during practice and internships, reflections on their formation, the profile and dimensions of transversal competencies to be developed in university students to the procedure for the formation of transversal competencies, as well as the example of a project for the formation of transversal competencies and the

evaluation of these competencies.

In the first one: Modeling of training by transversal competences during internships and practicums, where the practices and internships are referred to as a coherent and interdependent entity within the professional training curriculum of the student of university careers in the work context, with concrete actions, where it is specified to what extent they can be part of their identity as future teachers, as well as the principles of self-reference, reflexivity, equifinality and recursivity, which are clearly addressed.

Another aspect dealt with in the chapter are the theoretical reflections on the formation of transversal competences, where reference is made to the formation of these in the undergraduate and graduate levels, but highlighting the former, hence the authors make an analysis on the criteria of recognized researchers, specifying the existence of insufficiencies in the criteria consulted on transversal competence.

In the text, a more complete definition is collected where three transcendent and novel features are taken into account, they are: quality centered on the human being, in which it expresses the integration of knowledge that is articulated, linked and integrated during the basic and specific professional performance of the professional in the solution of professional problems and the recognition of the economic, ecological, technological, functional and social demands of the process of production and services, which it addresses in depth for its understanding.

They define what a project is, as well as the spatial and temporal dimension and refer to the influence of technological changes and the transfer of knowledge on students during internships and apprenticeships.

The authors explain the logic followed for the determination of the profile of transversal competencies, specifying this order: current characterization (relevance study) and prospective of the career; analysis of the professional profile; analysis of the profile of the graduate of the career and the critical analysis of the transversal competencies proposed in the curricular project of the career, aspects of great utility for the teachers at the time of developing and participating in the model of training by competencies.

In addition, they propose the main transversal competencies to be developed in students of university careers and the dimensions for the development of these competencies during internships and practicums, which are argued in depth and show a figure where

the relationship between these dimensions is specified, which contributes to their understanding for their application in research related to competency-based training.

In the second one: Procedure for the formation of transversal competencies in students of university careers during internships and practicums, the authors refer to the practical output of the dimensions presented above. In it, they deal with the design of projects for the formation of transversal competencies during internships and apprenticeships, proposing the following methodological actions: diagnosing the initial state of the formation of transversal competencies presented by the student at the beginning of the internships and apprenticeships (entry diagnosis); projecting the student's rotation through the jobs of the production and service process scenarios, as well as designing projects for the formation of transversal competencies.

In the declared methodological actions, they explain the aspects taken into account. In the first one, they refer to the need to establish starting indicators from considering the knowledge related to the linkage and articulation with the professional and basic performance and the competences themselves, the requirements to be met in the following instruments: observations, questionnaires, interviews, surveys, professional performance tests, group meetings, among others according to the teachers' experience.

In the second, they specify to take into account the results demonstrated by the student in the previous diagnosis stage and the diversity of jobs and functions performed in the production process and services for the planning of the rotation schedule for the diversity of jobs in the work entities, where they perform the internships from the agreements of these with the universities, specifying that the rotation should be for the positions that allow fulfilling the tasks and functions of the professional profile and that contribute to the training by competencies. They also emphasize that it is important to take into account the economic, ecological, technological, functional and social requirements of each job for the rotation.

In the third part, the structure of the professional competency training projects and the characteristics of each of its component parts are specified. The following parts are discussed: subject of the project, professional problem, basic process, transversal competencies, knowledge that make up the transversal competency, system of professional activities to be performed.

The authors explain in detail an example of a project for the formation of transversal competences during practices and internships, as well as the recommendations for its execution and evaluation, which is valuable for teachers who research and take into account the formation by competences, so it is recommended the study of the text from the scientific rigor and actuality of the subject addressed.