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Pedagogic competitions in the teaching of Business Administration of the Metropolitan University of Ecuador

Competencias pedagógicas en los docentes de Administración de Empresas de la Universidad Metropolitana de Ecuador

Competências pedagógicas em professores de Administração de Empresas na Universidade Metropolitana do Equador

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ABSTRACT

The term competence has strongly occupied the process of continuous training of teachers at any level of education, which is not new in its name, but deserves new connotations as a

keyword in training programs. The objective of this article is to develop a continuous training strategy structured by stages and actions, conceived from the reflective educational practice, with the implementation of Seminars and Workshops in the Business Administration career of the Metropolitan University of Ecuador. The dialectical-materialist method predominated as a general method, which made it possible to operate with its laws, categories and principles and integrate the rest of the methods of the theoretical level and the empirical level used. Among the main results, the marked trend in the continuous training process towards technical specialization, to the detriment of pedagogical preparation, there is no correspondence between the contents and the performance that students and teachers must then have, they have a very traditional preparation, they emphasize more on the content than on the conditions in which students learn, they do not emotionally implicate students to be motivated by learning the content to be discussed, they do not ask about experiences. Focused on content, they do not attend comprehensive training. To this end, a strategy was developed that, evaluated by expert criteria, yielded satisfactory results as its feasibility and relevance were demonstrated. From this perspective, the training system for pedagogical competencies was established for teachers of the Business Administration Career.

Keywords: teaching skills; continuous training strategy; company.

RESUMEN

El término competencia ha ocupado con fuerza el proceso de formación continua de los docentes de cualquier nivel de enseñanza, que no es nuevo en su denominación, pero merece nuevas connotaciones como palabra clave en los programas formativos. El objetivo de este artículo consiste en desarrollar una

estrategia de formación continua estructurada por etapas y acciones, concebidas desde la práctica reflexiva educativa, con la implementación de Seminarios y Talleres en la carrera Administración de Empresas de la Universidad Metropolitana de Ecuador. Predominó como método general el dialéctico-materialista, que permitió operar con sus leyes, categorías y principios e integrar el resto de los métodos del nivel teórico y del nivel empírico utilizados. Dentro los principales resultados, la marcada tendencia en el proceso de formación continua a la especialización técnica, en detrimento de la preparación pedagógica, no existe correspondencia entre los contenidos y el desempeño que luego deben tener los estudiantes y los docentes; tienen una preparación muy tradicional, hacen énfasis más en el contenido que en las condiciones en que aprenden los estudiantes, no implican emocionalmente a los estudiantes a motivarse por el aprendizaje de los contenidos a tratar, no preguntan vivencias. Centrados en los contenidos, no atienden la formación integral. Para ello se elaboró una estrategia que evaluada por criterios de expertos arrojó satisfactorios resultados al quedar demostrada la factibilidad y pertinencia de la misma. Desde esta perspectiva se estableció el sistema de formación de competencias pedagógicas para los docentes de la carrera Administración de Empresas.

Palabras clave: competencias docentes; estrategia de formación continua; empresa.

RESUMO

O termo competência tem ocupado fortemente o processo de formação contínua de professores em qualquer nível de ensino, que não é novo na sua denominação, mas merece novas conotações como palavra-chave nos programas de formação. O objetivo deste artigo é desenvolver uma estratégia de

formação contínua estruturada por etapas e ações, concebida a partir da prática reflexiva educativa, com a realização de Seminários e Oficinas na carreira de Administração de Empresas da Universidade Metropolitana do Equador. O método dialéctico-materialista predominou como método geral, o que permitiu operar com as suas leis, categorias e princípios e integrar o resto dos métodos dos níveis teóricos e empíricos utilizados. Entre os principais resultados, a marcada tendência no processo de formação contínua para a especialização técnica, em detrimento da preparação pedagógica, não há correspondência entre os conteúdos e o desempenho que estudantes e professores deveriam então ter; têm uma preparação muito tradicional, enfatizam mais os conteúdos do que as condições em que os estudantes aprendem, não envolvem emocionalmente os estudantes para os motivar a aprender os conteúdos a serem tratados, não pedem experiências. Centrados no conteúdo, não frequentam uma formação abrangente. Por esta razão, foi elaborada uma estratégia que, avaliada por critérios de peritos, produziu resultados satisfatórios, uma vez que a sua viabilidade e pertinência foram demonstradas. Nesta perspectiva, foi estabelecido o sistema de formação de competências pedagógicas para os professores da carreira de Administração de Empresas.

Palavras-chave: competências de ensino; estratégia de formação contínua; empresa.

INTRODUCTION

The term competence has strongly occupied the process of continuous training of teachers of any level of education and, although it is not new in its name, it deserves new connotations

as a keyword in training programs. In several countries today competency-training systems are being built, which tend to certify the learning acquired in continuous training processes and not infrequently to qualification, from the previous experiences and competences that the teacher already possesses.

In the educational field, it is considered important to accept the term competence not only associated with a set of knowledge, but also associated with a set of values and behaviors that determine the performance of the person and that, furthermore, are not obtained from once and for all, but through a process of continuous improvement and adaptation throughout the individual's working life (Iñigo and Sosa, 2004).

The theoretical concept offered by Alpízar (2014) is valued, by stating that competencies constitute a holistic and strategic configuration of cognitive and affective qualities of an individual, built in a systematic process of education, according to their needs and interests, that guarantee a responsible and effective performance in the fulfillment of the organizational mission within the spirit of its culture, the environment in which it is developed and the challenges that it imposes on it.

Currently, it is possible to find many definitions about competencies; it has extended its use to not only labor or communication skills, but also to education and a wide variety of attitudes, knowledge, social projections and essential habits for the proper functioning of companies, in technology and production.

In this sense, in recent years the referred investigations, among others, have increased with theoretical proposals of a general nature (Zabalza, 2011, 2012; Pineda and Sarramona, 2006 and Caurcel and Morales, 2008) aimed at teachers who have graduated from this profession, Without adjusting in many

cases to the diversity, or the singularity of the contexts where the training process takes place. The evaluations made showed that, although there is consensus on the competencies that characterize a good teacher, there is not a homogeneous view among the actors.

Regarding the issue pedagogical skills can find a variety of definitions in the profile, which cannot be separated from its two main professional functions: teaching (Sarramona, 200 in June and Perez, 2010) and research. According to the previous authors, programs should then be conceived that allow teachers to form pedagogical competences, due to the complexity in the processes of professionals and the diversity of situations that they must face and professional problems that they must solve, in their training contexts.

According to Padilla and López (2013) and Quijije (2015) the professional profile of the university teacher in pedagogy is framed in competencies to develop the teaching-learning process, both individual and group, promoting actions that allow greater autonomy, in addition to critically use new technologies for the methodological development of learning with their students. In this sense, the pedagogical competences allow guiding the knowledge processes of the university students and are supported by the reflection of the pedagogical activity.

The previous pronouncements are specifically aimed at changing teachers, who, in order to lead an adequate training of professionals from university classrooms, must possess a set of knowledge, skills, attitudes and values that allow them to develop quality teaching and respond in an appropriate way to the problems that teaching poses to them, which are called pedagogical competencies (Rivadeneira, 2017 and Aguiar and Rodríguez, 2018).

In the analysis of the concept of pedagogical competences, it can be highlighted that these constitute the integration of the attributes with respect to knowing, knowing how to do and knowing how to be, they are simultaneously demands of a professional activity and qualities of the people who carry out and specify in this activity. The authors define the pedagogical competences considering the criteria described from the reflexive dynamic activity of the educational practice essentially in the teaching function, such as the set of knowledge, skills, values, personological and contextual characteristics that result in the integration of knowledge, knowing how to be, know how to do and know how to be through teacher-student interaction in the educational process.

In the case of Ecuador, the state assumes the transformations of the educative system in all levels including the universities. Its objective is aimed to reach an efficiency that guarantee a paradigm for a sustainable development that guarantee the equity and the increasing elevation of quality of life levels for all citizens. For this, the Ministry of Education has among its main directions, the permanent improvement of teachers, but teachers is overcoming isolation and without a set schedule.

Despite the importance of pedagogical competencies in university education and the efforts made, difficulties persist in Ecuador due to training in the subject of teachers' competencies, specifically in the Business Administration career; Teachers know that they must train competencies, but they are not prepared for it and the following are the main shortcomings:

- Marked trend in the continuous training process towards technical specialization, to the detriment of pedagogical preparation.
- In teaching activities, there is no correspondence between the

content and the performance that the students should have.

- Teachers have a very traditional preparation, they place more emphasis on the content than on the conditions in which the students learn, concerned about the discipline of the classroom, they do not emotionally involve the students to be motivated by learning the content to be treated, they do not ask experiences. Focused on content, they do not attend comprehensive training.
- Little use of the potentialities offered by the contexts from the training-self-training relationship in their conception to form pedagogical competencies.
- The improvement of teachers is not focused on the formation of pedagogical competences with the necessary priority, it is not systemic, it does not respond to the challenges and demands of society in the training of professionals.
- In the professors of the Business Administration career difficulties are evident in their pedagogical competences in the objectives, the treatment of the contents, the formation of values and the reproductive and productive methods prevail, the form is essentially academic.
- Evaluation tends to be theoretical.

Undoubtedly, there is a contradiction between the necessary professional performance of university teachers that responds to social demands, so that graduates have better training based on the existence of regulations that legalize and facilitate the improvement of teachers in their universities; However, the improvement currently in relation to pedagogical competences is insufficient and lacks a systemic conception, which does not allow them to be protagonists

and decision-makers in their own process of training pedagogical competencies.

In the field of training university teachers, the way of research must be taken into account to reflect on their educational work, to design new strategies that can positively affect their training process. On the other hand, the teacher must link their individual actions with the collective ones to promote debate, discussion and analysis of their practices and theories, thus creating the opportunity to learn from others and with others.

The continuous training strategy allows defining what to do to transform the existing action and implies a process of planning, organization, execution and evaluation according to the diagnosis of the pedagogical training requirements the teacher needs, taking into account the indicators of the pedagogical dimensions: knowing, knowing how to do and knowing how to be, with a conscious, intentional character, from the reflective educational practice and aimed at solving problems in this practice.

The *objective* of this research is to develop a continuous training strategy structured by stages and actions, conceived from the reflective educational practice, with the implementation of Seminars and Workshops in the Business Administration career.

MATERIAL AND METHOD

The research was developed in the Business Administration career of the Metropolitan University of Ecuador, in the first semester of 2020. We worked with a population made up of the 26 teachers that make up the pedagogical group of this career. The dialectical-materialist method predominated as a general method, which made it possible to operate with its laws, categories and

principles and integrate the rest of the methods of the theoretical level and the empirical level used.

The historical and logical method allowed to penetrate the object of study and to know the concept of teaching skills as part of the process of teacher training, from an integrative approach. The analysis and the synthesis, as well as induction and deduction provided guidance in the search for methodological theoretical basis in determining the results obtained from the instruments applied and properly processing and interpretation, allowing reaching conclusions.

The system approach provided the general orientation for the study of the pedagogical competence category, the way in which it is conceived and developed in the undergraduate and graduate training process of teachers, establishing the corresponding links and their relationships. In addition, it made it possible to conceive the different stages of the strategy as an integrated whole.

A group interview was carried out in order to characterize the level of development of the pedagogical competencies of the teachers of the career, which would allow the strategy to be designed based on their real needs.

On the other hand, class systems were observed for teachers, which made it possible to observe in practice which competencies each one of them possesses and which are shortcomings in their implementation and which knowledge is revealed in said competencies.

From the empirical level, the document review was carried out: strategies developed and linked to the continuous training of teachers.

RESULTS

To comply with the proposed objective, aimed at shaping a strategy, the characterization of the pedagogical skills of teachers in the career of Business Administration was done. For this, a group interview was carried out with the 26 professors of the Business Administration career of the Metropolitan University of Ecuador.

According to the characterization that was achieved on the formation of the pedagogical competences of teachers in the career, according to the opinion of the interviewees, the following results are presented:

1. The four types of knowledge that make up the pedagogical competence (knowing, knowing how to do, knowing how to be and knowing how to stay) are not integrated. Generally reflective stance of teachers goes the best towards the knowledge that to know - how.
2. The reflective educational practice provides knowledge about the aspects in which the pedagogical competencies must be formed in the teachers of the Business Administration career; Hindsight can help "capitalize on the action" and transform it into insights that can be used in other circumstances. Prospecting can contribute to the planning of new activities, the repetition of successful experiences, or the anticipation of problems that may occur in the course of work.
3. The teachers has shortcomings in teaching theoretical knowledge related to the job Administrative practice of the professional career of Business Administration and manifest shortcomings when linking this with an investigation

process, which is limiting the construction of a know-how as a pedagogical competence in teachers.

4. Teachers face a challenge of teaching at the group level and show little mastery of the pedagogical competences to solve the problems of group and interpersonal relationships in the process of formation of the Business Administration career.

Likewise, 23 classes were observed and, as regularity, it was observed that:

1. The pedagogical competences in the teachers of the Business Administration career have an inadequate and insufficient preparation in the scientific contents of management strategies, business management and in the justification of the business criteria that govern the selection of the contents to be taught.
2. The characterization of the current problems of business administration and the real needs of students, for the acquisition of the modes of action identified with the objectives of Business Administration, denotes that they do not require the integration of the four knowledge that make up the pedagogical competencies in teachers, which enable them to find work solutions to theoretical content with active communication and capacity for empathy according to the needs of the students.
3. The pedagogical competences are not oriented according to the educational reflective practice of the teachers; they should be approached based on the social relevance of the Business Administration career, which implies the ethical

- commitment of professionals.
4. Difficulties in teachers as to promote meaningful knowledge that promote the active participation of learning content are required.
5. It is not required the content directed towards an instructional and educational process that encourages teamwork and achieves the construction of knowledge.
- of the different pedagogical competences, seek to achieve the proposed training purposes.
- As a result, in addition to the documentary and bibliographic review, the seminar and the workshop were assumed as forms of organization of the postgraduate program, to give way to different actions reflected in the strategy that is presented below.

In analyzing the knowledge that are part of the pedagogical skills that teachers the Business Administration Career need, it stands not they do not have the same domain of knowledge (to know, know to do, know to be and know to stay), when its performance as a whole is analyzed, which must manifest a mode of action that integrates knowledge.

The results of the diagnosis, whose regularities are expressed, justify the need to develop a strategy for the formation of pedagogical competencies for the Business Administration career.

In this direction, as part of the documentary review, other strategies developed and linked to the continuous training of teachers were studied. This allowed us to determine the stages of diagnosis, planning, implementation and evaluation of actions as components to consider in shaping the strategy that should lead to the formation of pedagogical skills of teachers; This way they can contribute to the pedagogical dimensions know, know - how, knowing how to be and knowing how to be in these, with goals and procedures outlined organized sequentially with methodological actions, order and coherence according to the needs of teachers of the career Business Administration, the integrated sequences, more or less extensive and complex, of actions and selected and organized procedures that, according to

The strategy is composed of a general objective and four stages with their objectives and respective actions, which are elaborated considering the reflective educational practice as a starting point for its configuration. The stages are:

1. Diagnosis
2. Planning
3. Execution
4. Evaluation

The general objective of the strategy consists of offering a didactic - methodological resource that facilitates the formation of pedagogical competences in the teachers of the Business Administration career that allows them to develop better levels of performance in their praxis, from the reflective educational practice.

Diagnostic Stage

Objective. Diagnose the preparation presented by teachers, related to the knowledge, skills and values that make up the pedagogical competence in teachers of the Business Administration career from the reflective educational practice.

Actions

1. Assess the domain teachers have about pedagogical skills from educational reflective practice.

2. - Register the different levels of training in the pedagogical competence that teachers have.

3. - Determine the training needs of teachers of pedagogical skills from reflective educational practice.

Planning Stage

Objective. Plan different routes for the formation of pedagogical skills from teacher reflective practice, depending on the needs identified, to train teachers in the Business Administration Career for its performance.

Actions

1. Determine the general objectives for the execution of the training paths that will be planned for the formation of pedagogical competences from the reflective educational practice.
2. Organize seminars and workshops on planning and execution with participatory techniques, video debates, debate and reflection, independent studies, which will be used as didactic strategies for training activities of pedagogical skills.
3. Academic meetings with teachers for the planning of activities in a conciliated way.
4. Plan a seminar to establish exchange and socialization among teachers.
5. Assess the training of pedagogical competences, based on the reflective educational practice, in a systematic way, in the activities planned in the career.
6. Planning of activities to be implemented from the various established forms.

Execution Stage

Objective. Execution of the planned activities to achieve the training of pedagogical competences of the teacher in the Business Administration career, based on the reflective educational practice.

Actions

1. Develop seminars and workshops, at the different structural levels of the career, to establish exchange and socialization among teachers, in order to train pedagogical skills in them.
2. Develop academic meetings with teachers, for the debate of the theoretical - methodological content of the pedagogical competences in teachers.
3. Develop observations to classes to observe the use of the methodological suggestions of the workshops and academic meetings on the pedagogical competences of teachers.
4. Prepare a record of the potentialities of teachers in each class observation and discuss them in-group sessions.
5. Apply the activities developed and take into account the favorable climate from the motivational and contextual point of view.

Evaluation Stage

Objective. Express the results achieved, both in the level of development of teachers' knowledge in the treatment of the subject in their classrooms, as ignorance and teaching- educational spaces, as well as in the behavior and development of knowledge in students.

Actions

1. To control the fulfillment of the activities of an academic and methodological nature on the subject existing in each department, as well as the selection of the contents that favor the exit of activities that have potentialities.
2. Preparation and application of an advisory schedule to verify the effectiveness of the actions planned to be carried out by each teacher.
3. Control and evaluate the systematization and quality with which the activities aimed at teachers are carried out.
4. Carry out interviews, observation guides and surveys to teachers about the elements related to the formation of pedagogical competences, obtained through the applied strategy.
5. Conducting assessments by the coordinators of the career on the effectiveness of the actions and / or activities carried out in the strategy.
6. Assess, self - assess and co evaluate, with the participation of coordinators of the career and teachers, the implementation process of the strategy.
7. Periodic planning of methodological activities where teachers participate, to explain the summary of the results of the application of the actions.
8. To reconcile in the academic meetings of the teachers, between all the teachers involved and the attitude assumed by the teachers once the actions have been applied.
9. Develop comparative analyzes related to the initial and final moment, in relation to the development of the actions and/or activities of the strategy.

According to the diagnosis of the pedagogical skills of teachers in the Administration Career Companies , methodological workshops ,scientific methodological workshops, academic boards and observations classes for the training of teaching skills in management career Enterprises , from practice thoughtful educational will be developed. The pathways used in the training strategy will have as their axis of content the knowledge of pedagogical competences such as knowing, knowing how to do, knowing how to be and knowing how to stay.

Workshop No. 1. Conceptualization of pedagogical competences

The teacher will provide the content of the workshop to the teachers in training, according to the objectives ; workshops (day, time, duration, bibliography they are boxed and evaluation) and be diagnosed prior training on teaching skills and knowledge, reaffirming the commitment of teachers to receive the improvement of teaching skills, starting from educational reflective practice.

A brief review will be made of the requirement of the teacher to increase the quality of the teaching-learning process so that he becomes an active researcher within the classroom and outside it, including the scientific attitude in his teaching practice and that from his work pedagogical work contributes to the training of competent professionals. Reflective educational practice.

The classes prepared by the teachers, the previous activity will be valued and they will argue if they are with a competence approach. At the end, they will ask themselves the benefit of the day's activity and the emotional states that may have arisen, expressing, in a word, how they felt. The independent study will bring a list of the pedagogical competencies that teachers consider necessary.

Workshop No. 2. Definition of knowledge: know, know how, know how to be and know how to stay.

Once the skills and knowledge defined, it will deepen in the need for the teacher to mastery of their skills, which go beyond transmit or apply knowledge; to achieve this it is necessary to delve into the conceptions of knowledge.

The teacher must know his subject, appropriate the domains of his discipline; In addition, you must understand that the training process does not end and it must use cognitive strategies to receive the new information that your profession gives you every day and be open to solving the unknowns that may appear throughout your professional life.

- Know: knowledge, theory, concepts, laws, principles that allow the teacher to carry out the behaviors included in the competition. They can be technical or social. They highlight the essential role of experience.
- Know how to do: abilities and skills, ability to apply the knowledge that the person has in solving problems that their work poses. Social and cognitive techniques stand out. These different abilities interact with each other.
- Knowing how to be: It is part of the emotions, in charge of human development that students acquire during their training.
- Knowing how to stay: attitudes and interests in accordance with the main characteristics of the organizational and / or social environment; that is to say, that the behaviors of the person conform to the norms and rules of the organization. Values, beliefs and attitudes that favor or hinder certain behaviors in a given context.

Activities will be applied for the analysis of the situations of educational reflective practice and the knowledge that is developed according to the type of classes that are carried out; to show that the competences to be mastered reveal the knowledge that must be present in the professional profile of the teacher. The participation of teachers in the workshop will be systematically evaluated.

Workshop No. 3. Integration of knowledge of the pedagogic competencies as reflective practice teaching

Teachers will present their projects for teaching activities. The objective is not to give them an evaluation, but to highlight as a group the moments in which they work by competencies and they are formed, through continuous reflection on how they are prepared to enter the knowledge of competencies.

It is noted that other observations will be made to classes in order to verify if there have been changes in performance. Course experiences, recommendations, moods, and feelings that emerged in its development will be collected. Teachers will be able to assess the changes that have occurred in them in knowing, knowing how to do, knowing how to be, wanting to do and being able to do.

In this case, it was decided the seminar because it includes the organization of content that are the result of the training needs identified, national and international research, practical experience of the researcher and the systematization of the concepts outlined in different bibliographic sources, which contributes to complement or update knowledge and skills, to also stimulate critical reflection about educational practice.

In the seminars, in the proposal strategy it is considered:

- The search for information by teachers on the topics covered.
- The participating teachers have common interests in the topics to be discussed and a similar level of training about it.
- Development of tasks and topics in a reflective way.
- Teachers do not receive the elaborated information; the active learning of those who learn is focused.
- It requires a facilitator to guide and dose the study topics for all participants.
- It is carried out through dialogues, presentations, presentation-presentations; panels, round tables, video debates, among others.
- It deepens, consolidates and specifies the subject studied. In addition, it raises new reflections.
- Self- assesses and evaluates others.

Once the strategy is organized, it is theoretically evaluated using the Delphi Method (Crespo, 2007). A group of experts where its validations were considered to obtain a consensus informed criteria were selected. This method outstands by being anonymous, for feedback and statistical group response. There were 15 previously selected experts and 28 criteria to validate the proposal.

Indicator one: definition of the strategy of continuous training was assessed as adequate by seven experts, six considered it quite adequate and two as adequate. Experts agree that the fundamentals are consistent, reflect the theoretical foundations essential from Philosophic conceptions, sociological,

psychological and pedagogical as well as understanding the issues that are considered core in the strategy of continuing education raised, but suggest its exhaustive review so that there is a greater correspondence with the objective declared in it.

Indicator 2: strategy characteristics and its correspondence with the training needs of teachers, it was evaluated by two experts as well suited six considered it quite adequate and seven right. They suggest that the objectives are formulated correctly and there is correspondence with the training needs of the Higher Education teacher and the training of pedagogical skills.

Indicator 3: structure strategy, obtained the following categories 11 very suitable and four quite adequate. In general, the proposal was evaluated as quite adequate. The experts considered that the objectives are closely related to the continuous training of the teacher and their training of pedagogical skills.

In the indicator Four: specific objectives of the phased strategy, eight experts considered it very suitable, three quite adequate and four gave appropriate category ; They consider that the Ecuadorian context and the particularities of the continuous training that will be developed in higher education are taken into account.

As for the fifth indicator: actions of the strategy, six experts assessed as very adequate, five quite adequate and four adequate. They consider that actions have to be articulated in a more coherent way to be able to inter relate them between the stages and the training needs of teachers.

The indicator Six: correspondence forms of assessment of teaching skills; five experts considered it very adequate, six as quite adequate and four as adequate. The experts consider the existing correspondence between the

forms of evaluation, the objectives and the actions for the formation of pedagogical competences quite adequate. They also suggest that the forms of evaluation respond directly to the stated objectives.

Indicator Seven: In correspondence regarding the training strategy with the current demands of continuous training of teachers in teaching skills, eight experts evaluated it as very suitable, four quite adequate and three adequate. They consider that the strategy designed meets the requirements and educational requirements established in Higher education and it is in line with the characteristics of this process in Ecuador.

Indicator Eight. Clear redaction of the strategy service training designed, got very suitable assessment by five experts and quite adequate for five of them and suitable for the rest. It was considered that the strategy presented provides a clear and accessible understanding from the wording and general structure conceived.

In the ninth indicator: The contribution of the strategy of continuous training to the training of teaching skills was evaluated by nine experts as very appropriate and for six as appropriate. Positive criteria have their analysis are guide elements for the teaching of the Higher education.

Regarding the indicator ten related to the feasibility and relevance of the application of strategy of continuous formation, they considered four very suitable, quite adequate eight and suitable three. The criteria issued by the experts agree that it is feasible to be applied, taking into account the general characteristics of the Ecuadorian context.

DISCUSSION

The results obtained in the characterization of the pedagogical skills of teachers in the Career Business Administration in different aspects coincided with previous studies (Aguiar and Rodriguez, 2018; Alpizar, 2014) that, although obey other specialties of the Higher education they have as a common element the pedagogical foundations for the development of know - how.

The imminent need to apply a development strategy for teachers in action in this career, draws from the postgraduate activity as an elementary way to give continuity to the training process, based on the criteria of scholars such as Bernaza, GJ (2014) and Quijije, P. (2015).

In the interests of the research, there were assumed forms of the graduate coinciding with the ideas of Bernaza (2014) relative to the seminar and workshop. In the application of these forms of postgraduate organization, three qualities were considered that as a whole give novelty to the proposal presented:

- Concurrency: For the seminar and workshop, occur consecutively;
- Dependence: since one depends on the other in its theory-practice and vice versa;
- Feedback: while the contents of the seminar workshop support each other.

The strategy was based on the critical-reflexive paradigm (Cáceres, 2003), oriented to the inquiry focused on critical research and reflection on the causes and consequences of actions in the classroom. Teachers will value their own practice, with the aspiration to improve the world through education. For this, joint work is used, seeking the development of communication skills,

collaboration, group work and leadership (to the extent that the roles are rotated in the direction of the tasks proposed by the teacher) and the seminar and workshop with workshops, observations to classes and academic meetings, which involve participatory techniques, commitment to the task from the solution of situations that usually arise in the classroom, dramatizations that allow the emergence and emotional expression, combining knowledge with know-how, being and knowing how to live together.

The teaching skills to develop in professionals of the Higher Education and its importance at work teaching and classification of such powers, were based on criteria Tuning Latin America Project (2007): generic and specific from Pereda and Berrocal (1999): knowing, knowing how to do, knowing how to star, wanting to do, being able to do and Benavides (2003): generic, labor and basic. All these competencies are addressed in the conception of the presented strategy.

Once conceived the strategy the procedure was to evaluate using the Delphi method (Crespo, 2007) which was confirmed by the assessment of experts in two rounds, which showed the importance of general and contextual procedures to achieve their purposes.

It is concluded from the evidence presented in this study, that the continuous training of university teaching ensures updating them for their academic, labor and research performance in the process of training of university professionals. This demand has required that the scientific community study it from different angles; one of them is the formation of pedagogical competences for the use of the professional activity of teachers.

The pedagogical competences are assumed as knowing, knowing how to do, knowing how to be, wanting to do and

being able to do a teacher, where a characterization of each of them is provided for their application in the Business Administration career, taking as a starting point the reflection of educational practice. From this perspective, the training system for pedagogical competencies will be established for teachers of the Business Administration Career.

The characterization of the possibilities offered by the training strategy continues to ensure the relevance of the result, when valuing the correspondence of this with the demands and transformations in the Higher education allowed the use of the possibilities offered by the system of work of the Business Administration Career.

The validity of the strategy training for pedagogical skills of teachers in the Career Business Administration was confirmed by the assessment of experts in two rounds, which showed the importance of general and contextual procedures to achieve their purposes, from the feasibility and relevance of the same being demonstrated.

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Gonzalo Andrés Espín Álvarez: Conception of the idea, literature search and review, preparation of instruments, application of instruments, compilation of information resulting from the applied instruments, statistical analysis, preparation of database, writing of the original (first version), review of the application of the applied bibliographic norm, review and final version of the article..

Blas Yoel Juanes Giraud: Conception of the idea, coordinator of the authorship, general advice on the topic addressed, literature search and review, translation of terms or information obtained, preparation of instruments, review of the application of the applied bibliographic standard, review and final version of the article, article correction.



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