



ORIGINAL RESEARCH PAPER

Pedagogical Science

RESEARCH SKILLS IN THE POSTGRADUATE CURRICULUM

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ABSTRACT

A series of theoretical empirical reflections on research skills are presented from the experience of professors and postgraduate students. The purpose is to analyze from the experience of postgraduate teachers and students in education offered by the UPNECH Chihuahua campus the teaching-learning process and identify the research skills they have developed in order to propose actions to transform the process. The phenomenological method was used with a semi-structured interview and a theoretical review of studies developed in the international context was carried out. Among the main findings is the organization's research skills that the graduate student needs to develop, the need to link the curriculum with the research for the successful development of the graduate programs is identified and a series of proposals are made to favor the development of research skills in the teaching-learning process.

INTRODUCTION

Research has not been considered in Mexico as a substantive theme in the role of professionals in education, so it is necessary to carry out a series of curricular reflections in this regard, from the analysis of the study plans and programs and the teaching-learning process. Proposals to transform it are used in training during the postgraduate course.

The general objective is to analyze from the experience of postgraduate teachers and students in education offered by the UPNECH Chihuahua campus the teaching-learning process and identify the research skills they have developed in order to propose actions to transform the process. The following is raised: What is the experience of teachers and students of the postgraduate in education of the UPNECH Chihuahua campus regarding the teaching-learning process lived and what are the research skills they have developed during their postgraduate studies?

In the present investigation, scientific research is considered as the set of tasks and specific actions argued theoretically and empirically to respond to a research problem with a specific theoretical position. It is not only intended to influence the redesign of a curriculum that contemplates the research skills that students will develop and that are presented in the graduation profile but also to analyze the exercise of the current teaching practice since following Martin (2005) The difficulties for the understanding and application of the elements and requirements of the research methodology are derived from a traditional teaching practice, so that the research carried out in the postgraduate course is more oriented towards descriptive analysis and empiricist approaches.

According to Guerrero (2011), training for research is a nuclear problem of interest to scientists from different lines of work, in this case, it seeks to expand knowledge in the field of education since there is a very close relationship between the curriculum and the investigation.

THEORETICAL FUNDAMENT

The research skills are defined by Pérez and López (1999) as the domain of both psychic and practical actions with which the activity is regulated in a rational way with the help of knowledge and practices in solving problems through scientific research.

Chirino (2002, cited by Martínez and Márquez, 2014, p. 350) speaks of the mastery of a series of generalized actions that correspond to the scientific method and that empower the individual to theoretically problematize and arrive at the verification of his professional reality.

Martínez and Márquez (20014) mention that research skills represent the mastery of the content of research training, allowing the scientific method and the development of actions to solve problems to be consciously assimilated.

Illescas, Bravo and Tolozano (2014) refer to investigative skills as the ways that allow knowledge to be integrated while serving as support for self-learning not only because they facilitate the solution of problems both in the workplace and in the scientific field, but also because allow the systematic update of knowledge.

METHODOLOGY

A qualitative study was carried out with the phenomenological method, according to Álvarez-Gayou (2009) focuses on the personal experience of the subjects, the study of the phenomenon rests the time lived (duration of the postgraduate experience) and the spatiality (process of teaching learning in the master's program). Four professors of the Master's Program in Educational Field Practice and 15 students of the program who attend the fourth semester participated. A semi-structured interview was used.

RESULTS

INVESTIGATIVE SKILLS

Difficulties were identified in the way in which the program is designed and in the way in which it is developed, in the discharge profile the actions proposed can not be explicitly found to impact on the training of researchers, by What is implemented in individualism in a traditional way, the teacher develops the class and does not establish as a priority to develop research skills in students even when the class corresponds to the course of research seminar, the chair prevails and they request the advancement of research to the students. students without analyzing what skills you need to perform this activity.

Another fundamental aspect that teachers identify is the lack of research by the academy in different teams. The students recognize that the professors who have managed to carry out research in some line of research have a greater facility to promote interest and a taste for research, as well as exemplify the task of research with their own experiences. The foregoing reflects that research even in master's programs does not have a preponderant role in the curriculum or in the task of the university professor who prioritizes teaching over research and dissemination. Poveda and Chirino (2015) mention that research is essential for professional and human growth, so they must be developed in teachers and students, as well as design a curriculum that integrates the research component.

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The research skills that students have developed during their studies in the master's program is the search for sources, review and analysis of the literature, design of instruments to collect data, data analysis and interpretation. For Poveda and Chirino (2015) "it is essential that university professors become aware of the need to prepare so that they can be subjects that intentionally guide the process of developing research skills in their students" (p.9).

THE CURRICULUM AND ITS INFLUENCE ON THE DEVELOPMENT OF RESEARCH SKILLS

In the curricular design there is no mention of research skills explicitly, although in the relation of the graduation profile they are found explicitly, there is no mention in any other curricular element, nor is it related to the lines of research that They develop the teachers who attend the courses. According to Poveda and Chirino (2015) "it is essential that teachers become aware of the need to prepare so that they can be subjects that intentionally guide the development of research skills in their students" from the curriculum.

Therefore, it is crucial to link research with the curriculum, according to the experience of the professors, who mention that teachers who do not carry out research cannot provoke interest in students to carry it out, as well as in the search for knowledge in a given line so that for students to develop research skills it is important that the practice of any course not only those of research seminar include a series of collective reflections between teachers and students on similar topics to favor dialogue based on research experiences . In this sense Guerrero (2011) mentions the need to match the curriculum with the research and therefore proposes a parallel arrangement of the curriculum and the professors who carry out research. In some universities, the lines of research are formalized in the curriculum and are recognized as components of the curriculum of the graduate programs. Guerrero (2011) suggests that the curriculum be linked with the investigation in a cautious way since it is not easy to introduce curricular changes in a developing program, however, it is important that it be gradually in order to integrate in the teaching practice and in the curriculum integration of research topics of the lines.

THE DEVELOPMENT OF RESEARCH SKILLS IN THE TEACHING-LEARNING PROCESS

Poveda and Chirino (2015) suggest that in order to achieve the scientific dimension in the teaching-learning process, it is necessary to take advantage of the potential of the different courses so that "research skills are essentially constituted by the modes of action of the future graduates, essential basis of professional development ". (p.6).

When research skills are established in the curriculum and in each of the courses should be attended in the teaching-learning process.

Therefore, it is necessary to apply methodological strategies that develop research skills in students in order to meet the demands of their professional training.

DISCUSSION AND CONCLUSIONS

Like a study conducted in a Master's program in Cuba (Martín, 2005), research skills are classified into three groups:

In the first group are the skills that have to do with obtaining scientific knowledge regarding the theoretical-methodological construction of the object of study. This group includes the skills to formulate objectives, research questions, hypotheses, design of data collection instruments, field work, selection of techniques to analyze data and the use of software, as well as the analysis and presentation of results.

A second group of research skills has to do with the process of oral and written communication to publicize the progress and

results of research within the classroom, open discussion spaces with peers, as well as in colloquiums, congresses, forums, etc.

The third group is integrated by the skills to analyze and evaluate the body of knowledge built in the field of education as identification of the areas of knowledge, lines of research, relevant results, novel results and difficulties faced by researchers during The development of research work.

In order for students to develop research skills, it is important to link the curriculum with research. Guerrero (2011) mentions that when research training is a cardinal part of the educational objectives of an academic program, this training must integrate the curriculum as a curricular component to which the training purposes are associated, design a teaching path and Clear learning and complement the methodology courses with deep educational acts.

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