

Overcoming of Agronomist Professional for Participation in International Events with the use of English Language at Central Niversity “Marta Abreu” of Las Villas

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Abstract – The paper presented by the author aims at making a reflection about the Agronomist professors of the University “Martha Abreu of Las Villas and their overcoming and participation at international events with the use of English language. The paper is based on the Agronomist Engineer role in our society, their difficulties in order to overcome and participate, present and discuss their research projects using English language, and how to face the scientific development with good results, particularly the Agronomy, a fundamental axis of our economy. The development high lights the international events participation importance, especially the use of English. The author uses the interview method like diagnosis to know the current level of Agronomist professors at the University “Martha Abreu” of Las Villas about the participation at international events. The determination of referential theoretical outline about the point, which is established on the philosophical, sociological and psychological principles that sustain the actual Cuban pedagogy; which is placed on the historical, cultural conception and the communicative approach for the English language as a foreign language. Finally this methodology is concluded with the explanation of some methods to give solution about the problematic situation about the Agronomist professors.

Keywords – Overcoming, International Events, Participation, English Language use, Agronomist Professional.

I. INTRODUCTION

Every year different international scientific events are celebrated in Cuba and abroad, some of them related to Agronomy, discussing topics such as the production of food, the way to produce food, the difficulties of the crops, the weather changes as well as the possible solution of these problems, that is why we should make researches, development moves and technology exchange on the agriculture world, ways to raise the outcomes with a minimum use of contaminants, achieving the long life of the soil fertility and the vegetable healthiness as well as to promote the integral use of national products on the animal production under a sustainable frame with agro ecological basis and a positive economic effect.

All this is done throughout interchange among colleagues of the specialty in order to analyze cooperation topics of mutual interest, to revise articles and research information which is carried out in international scientific events with clear presentations and discussion of the topics for which an advanced mastery of communication in the English language is needed.

The Central University “Marta Abreu” de Las Villas offers post-graduate courses on the English language for the updating of teachers, for that, there is a high level teacher staff in two faculties, the Foreign Language Faculty and the English Language Faculty.

The Agronomist professors cannot always achieve the highest teaching degree in their professional year evaluation because they do not take part in international scientific events, most of them face a big limitation for the exchange of information due to their lack of skills and fluency in order to communicate in English since they have to present, discuss and debate their experiences in English, so, they depend on translators or a helping person. At present in the Agriculture Science Faculty, the agronomist professors make research projects, attend post-graduate courses and dissert about their scientific work on experiments and publications.

Professionals need to master the English language, they exchange information with people all over the world, they make research projects, they take part or direct enterprises inside the country and abroad, they attend post-graduate course abroad, agronomist teachers are not an exception.

Recently the agronomist teachers participated in a questionnaire, they were asked about their participation and discussion of research projects in international events as well as their mastery of the English language and its importance according to their teaching degree and their publications in English in all their working years. Some proposals about the Agronomy studies in English have been elaborated, one of them was a “System of tasks for the development of the Skill of Reading of the Agronomist Professors (2016), designed by the author of this article, it has been a difficult task to find a solution for the lack of communication skills of the professors (July 2006) it is shown several proposals for the communication in English from first to fifth year of the career (July, 2006) related to “The Agronomist Professional Model and Curriculum “and the importance of the mastery of the English language. That is why Ph. Pedro Bernal Diaz (2010) on his “Critical Analysis about the Teaching of English with General Purposes at the Agronomy School in the Universidad Central Marta Abreu de Las Villas” as well as many other teachers have stated the several problems, one of them is the lack of skills for understanding scientific written information in English, therefore there is a special plan for achieving this goal at the Agronomy School (2006) the author of this paper is also involved on this program. We have demonstrated that the graduate and already

Agronomist professionals do not have an adequate domain of the communicative skills on the English language which is a handicap for their professional work and the participation on international scientific events. That's why it is needed to research and find a solution so that the Agronomist professionals can improve English language, and participate and present and discuss their experiences in English at international events.

II. DEVELOPMENT

1- *Theoretical Foundation about Professional Updating*

The most fenced Cuban point to appoint the postgraduate formation stage has been the updating, existing different definitions, which could be found on the statute of postgraduate education of the republic of Cuba (1996, 2004), studied by Añorga, J. (2000), Castillo, T. (2004), Deler, G. (2006), Castro, O. (2007), among others.

The teaching updating is the continuous and permanent process which is developed along the professional teaching life on work, and it is endured to an unlimited growing, personal and human in the social surrounding context in which it is evolved, for these reasons, it is called by some authors' continuous and permanent formation.

According to this the progressive education, Añorga, J. (1999) shows, according to this research purposes, the non-academicals common forms for university graduate, where there are self-preparation, conferences, seminars, workshops, experience interchange, consulting, interviews, instruction trips, human work appreciation, strategies, technologies, instruments, such as the course of postgraduate and training.

The stated updating forms make possible the acquisition, enlargement, and continuous improvement of knowledge basic specialized skills that are required for the professional work of teachers, where it should be taken into account the main aspects that lead to the participation in international events with the use of English language.

2- *Objetives of Professional Updating Forms*

The course makes possible the basic and specialized formation of university graduate, it evolves the organization of a set of contents that deal with relevant researching results or transcendent points of upgrading with the purpose of complementing and updating the professional's knowledge who receive it.

The practice gives the possibility of specialized formation of university graduate, mainly for the getting of skills and expertise, also in the new procedure and technologies assimilation with the purpose to improve and consolidate knowledge and practical skills.

The diploma course has an objective which is the specialization in a particular area from the teaching performance as a university graduate on different pedagogical profiles of UCP, which requires communicative skills development in English language, with academicals and investigative purposes allowing the communication of ideas, oral and written, using the Director Program of Foreign Language (PDI), consulting authentic specialized setting, applied to the research and to

accomplish idiomatic demands for the exercises of teacher grade, and as minimum the doctorate.

It is precisely this arranged form which is taken over in the communicative skills development with academicals and investigation purposes for teachers of UCP, because having a higher number of hours, it is given the systematization of skills of gradual form from different teaching stages, and its subsequent job in the teachers professional work.

The self-updating allows satisfying overcoming needs in an independent form, under the orientation and control of the self-structure for the methodological work of the school. It makes possible the independent study, in which it is developed personalities features, such as the independence, creativity, reflection, among others

The specialized conference is characterized by the deepness and problematic treatment of complex aspects as scientifically contours, tendencies, work methods, specialized literature and points in discussion in a scientific field in order to give the searching of new ways for researching. This teaches to analyze, meditate, deduce and study, it is organized the later work about a given problem. It helps the education and conviction training.

The seminary gives wide possibilities for the statement, analyses and discussion with deepness of current and main problems of science, in order to know the students and to control the systematization and deepness of their knowledge, not only about some problems and points, either to their conceptions and conviction system. It is possible to use and test some methods and procedures which consider the subject's particularities, the point of students and the contest where is developed their practice. It is stimulated the systematic study of literature, it consolidates and extends the knowledge gotten through independent preparation.

The workshop allows to change the relations, functions and roles of teachers and students. It introduces a participative methodology and creates the conditions to develop the creativity and researching capacity. It is learning doing it, in which the knowledge is acquired through a practice about an aspect of reality, the study is characterized as learning model in the next: It is learning doing, a participative methodology, a pedagogy of the question contrasting the answer's pedagogy, it is the teacher-student relationship, it is established in a common task performance, it implies and requires the group work and the use of adequate reasons

The scientific debate gives the opportunity of ideas, confrontation, reasons, opinions, and exercises, such as the acquirement of knowledge socialization. It is offered the participation of teachers through expositions of reflexions, concepts and personal reasons derived from the study, which reveals the taken part through the purpose of problem solution which is identified in content analysis process in narrow a linking with the school. The communication is very important because this should be used by the teacher for the oral exposition in order to explain and to make argumentation about the point of view, and opinions that test the analysis and valuation of the others.

From the permanent formation perspective, the affectivi-

-ty of professional overcoming requires a research in order to determine the most effective methods of professional development, the result evaluations, the approach to different approaches, principles and its relation with the quality of professional development, for this, it is still being designed and performed researches that investigate this essential problem. For the professors updating success it is necessary to take into account a group of main demands that should characterize the overcoming process, some of these exposed by Castillo (2004) are assumed in this work, these are the following:

1. Active participation of agronomist professionals in their self needs' determination and the accomplishments of overcoming process.
2. Creation of the engagement of agronomist professionals for the change of grade and personal improvement of the group on advantage of students.
3. Conceiving the overcoming project as systems of tasks designed to the short, middle and large term.
4. Prioresses attention to the personal motivation, the gathered professional experience, and the model of possible solutions about their educative practice.
5. Stimulation of group work and self-overcoming as lines of their professional development, the culture raising of study and self-esteem.
6. Improve the school as an overcoming center for teacher in a closed relation to institutions where it is propitiated an interchange of update information, and generally, the culture raising.

In the background of Cuban overcoming process, it is evident that is not until the revolution triumph, that is promoted an educative politic for the formation and overcoming of teachers, due to the need of extent the education for all country as a right of everybody, and as a social, outstanding responsibility for the society development.

The overcoming background of foreign language teachers at the UC "Marta Abreu" of Las Villas, and territory are precisely in the gotten experiences of arrangement faculties of language, created on the 70 decade, for imparting intensive courses of an academic year, where were developed communicative basic skills in foreign language for the university study of teachers and students in all countries of socialist field.

To this meaning, the professional overcoming in English language corresponds to this purpose, and the need that the teachers use the language with academic and research purpose, such as, for the teaching, researching as to perform corresponding tests for grade changes and minimum of doctorate, in spite to use it as a way of professional overcoming through the reference of published bibliography in English language. The professional idiomatic overcoming of teachers has corresponded to the demands of plans and study programs, even to the needs and social claiming; also these are related with professional process of reaching teaching grade and scientific and academic grade.

However, in the professional overcoming at the universities, has been occurred changes in the conception of learning-teaching process of English language as foreign

language, going from a focus in the reading comprehension development, to programs where is integrated four aspects of verbal activity, from 80 decade until 2000, Corona (2001).

This change of conception in the professional overcoming of teachers has meant an advanced important step in the integral development of communicative skills, due to during some years the communicative skills' development was limited, because the used methods, technics and approaches were focused on the reading comprehension skill for the information and academicals texts 'searching, technics an professionals.

The methods, technics and approaches used by foreign language teachers have the purpose to ensure a language teaching in the professional profile function of university teacher, who has knowledge of speech acts or aims they can reach with the language use in defined activities or social events, overall the international events participation, nonetheless, the insufficiency of a close profile about professional overcoming of language, have been revealed in the limited of knowledge that the agronomist engineer have for the communicative competence development.

The agronomist professional should obtain and develop a knowledge system, habits, skills, and attitude that allow them to apply these in independent and creative mode for the solution of problems and demands that the society performs about the language use with academicals and researched objectives.

The professional formation calls for English language control, as indispensable condition to keep updated through the publications reading, not only about aspects related to science, object of specialization, as well as to participate in international events that have the English as official language, or for communicating with specialists who behave this language, besides to know the culture of this language's countries, in order to improve their knowledge with wholeness, allowing them to have a wide conception of the world and to use the language with academicals and research objectives in their professional job.

The agronomist professionals have faced the English language learning from the professional model and profile and objectives of English for specific purposes, as a result of it was decided to assert this criterion from the ISP's arising, currently UCP, but the pedagogical experience has allowed to ascertain the occurrence of limitations to the English language's skills and knowledge, specifically for deliberating about their professional specialty, which it was the main objective.

These troubles are confirmed by Losada (2011: 6) when he stated: the Cuban university, have the language conception as tool of work more than ten years ago; although, their results are better, they still have not expectation, that's why it is necessary all cloister will be engaged about this task in as much as today there are motivations and objectivities, which promote the effective learning of foreign language.

The inclusion of the PDI in the high education system back in 1985 allowed the increasing the level of influence of the different subjects on the study curriculum of the teaching-learning the English language, that is why it

became a professional challenge for the teacher who must get an advanced mastery of the English language in order to implement this directing program preferably from the academic and researching components.

According to Curry (2010) during the 1980's decade an alternative approach for the teaching of English as a foreign language appears, the so called "procedural" syllabuses, that is learning through tasks (task-based syllabus) as well as the procedural syllabus (process-syllabus) which take into account the knowledge of the language as a group or complex of competences which interact during the communication. According to Breen (1979) this group of competences not only reflects the knowledge that a subject has about the rules of communication but it also allows that subject to be creative and negotiate during the communication.

From 1989-1990 the teaching of the English language is kept in the UCP for the updating of the professional teaching staff and it is evident an attempt to introduce the communicative approach for the teaching of English, for the first time it was taken into consideration the needs of the speaker, the use of authentic materials, and the need of developing different types of reading skills and the different communicative functions.

This idea is complemented with the conception of developing the skills and to widen up integrally the knowledge of the language in addition to that a special attention was paid to the relation of the learning of the English language to the teaching and researching activity, this was evident in the use of scientific and technical information available inserted in the teaching planning.

The teaching of foreign languages in Cuba and other countries has been influenced by several teaching methods and approaches without a strong certainty of their efficacy on the development of the communicative skills which provide the right tools for the teaching-learning process success according to the Cuban school and its university universalization

Teaching the English language has been developed under the influence of historical, social, political and scientific factors, for example: the development of the sciences related to pedagogy, psychology, linguistics and sociolinguistics among others which have had a partial or excessive impact because they have tried to interpret, define or set the teaching of foreign language only from a psychological theory of the learning of the foreign language or from a linguistic description of the forms and structures of the language.

III. CONCLUSIONS

This way of working implies the cognitive and communicative competences, which are why the mastery and use of the English language becomes a requisite for the Agronomist professionals in order to access fast and efficiently to the technologies of the communication and information as well as the bibliography in English.

The same way, the increasing interest of the Agronomist professionals in the Universidad Central "Marta Abreu" de Las Villas related to diploma courses, masterships and

doctorships make the English language a need in order to succeed the minimum requisites for a doctorships, updating the teaching degree, the international collaboration and the upgrading.

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