



*Professional practices, Projection and Social extension.
Approximation to the experience of the Faculty of
Humanities and Legal sciences 2014-2015*

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ABSTRACT

The research corresponds to the research line of the Master in Methods of Scientific Research (MEDINV) called: Link between research and practice of professional training in the IES. The general objective of the research is to analyze the Professional Practices and their connection with the Projection and Social Extension of careers with a research profile: Social Anthropology, Geography, History and Social Work, of the Faculty of Humanities and Legal Sciences, UNAN-Managua through the experiences, knowledge of students and teachers. A methodology was used characterized by having a mixed approach that contains the methods and techniques of data collection and processing. A descriptive and analytical study was carried out. From the analysis and discussion of the results obtained, the following conclusions were reached: The university of the new century focuses on a new educational paradigm, whose axis is the human being, who interprets the social reality when facing important challenges in the face of continuous changes and growing paradigmatic ruptures that happen, in a dizzying way, in all areas of knowledge, science and technology; seeking to guarantee and substantially increase current resources and, in this way, enhance knowledge, this as a result of the relationship between higher education and society.

INTRODUCTION

The University of the New Century must face important challenges to the continuous changes and increasing paradigmatic ruptures that happen continuously in all areas of knowledge, science and technology. This situation contextualized the emergence of a new educational paradigm focusing on the human being and its interpretation of reality, which makes it necessary to promote the formation of an integral individual that interacts with its social reality. In other words, it seeks to guarantee and substantially increase the current and potential resources of knowledge, determining a relationship between higher education and the whole society as a whole.

The aforementioned has an impact on analyzing, that the education of the university not only consists of the theoretical knowledge taught in the classrooms, but it is considered to the professional practices as a compulsory requirement in the formation. Therefore, the objectivity of this research, lies in: to explain the form that the majors with research profile of the Faculty of Humanities and Juridical sciences (social anthropology, geography, history and social work) of the National Autonomous University of Nicaragua (UNAN-Managua) support, prepare, manage and supervise the student for the performance of their professional practices. Explaining in turn, the relationship between the way that practitioners implement their knowledge and methodologies learned in the course of their scientific training, to achieve the articulation of professional practices and social projection. Finally, to present axes strategies to improve the development of the professional practices of the Faculty of Humanities and Juridical sciences.

One of the main theoretical bases to develop this research, is the institutional strategic Plan 2011-2015 of the UNAN-Managua, being one of its strategic objectives: "To strengthen the articulation of the university with its environment (population, companies, state, social and political organizations) through their social and cultural integration and dissemination of the University's work "(UNAN-Managua, 2010, pág. 25)

The importance of this research lies in its suitability as an analysis of the reality between the professional practices and the social projection, of the Faculty of Humanities and Juridical sciences. The social relevance, in the transcendence being a diagnosis for the improvement of the professional practices, being the beneficiaries of the practitioners and the teachers. The practical implications of solving the current situation of professional practices and social projection in determining whether the projects and work that are generated through professional practices, have as a result, alternative solutions for the problems that society presents. Finally, within the usefulness are presented strategies that contribute to the improvement of the development of the professional practices, extension and social projection.

It is important to study the Social projection model of the university. To incorporate the university extension that is determined by principles that orient the transversal axes: empowerment of the communities, work of human and communitarian promotion, the alliances between civil society, State, public sector and the lines Strategic employment, education, health and nutrition, culture and services. Therefore, the social projection includes diverse academic practices, investigative processes, internships, accompaniment to vulnerable communities, consultancies, inter-institutional projects, training to generate projects of Entrepreneurship, social and cultural management, strategies to support the reconstruction and cohesion of the social fabric and the promotion and impulse of self-sustainable projects related to productivity and competitiveness.

Therefore, different studies have been developed on professional practices, projection and social extension, at international, national and local levels. At the international level, in 2004, Parent, Esquivel and Heras, developed an investigation called “professional practice, an indispensable function”, whose objectivity is to analyze the reality of university students who require a preparation Practice to enter the world of work. In 2007, Lopez and Weiss, in Mexico, published “A different look at the practices: an electronics workshop at the National College of Technical Professional Education (CONALEP)”. In 2012, Erika Yadira Macías Mozqueda, professor at the Guadalajara Lamar University, Mexico, published a scientific article called “meaning of professional practices”.

At the national level, in 2003, Kulakova O. Publishes a scientific article in the magazine University, called “professional practices, a contribution to the improvement of the curriculum in the psychology major of the UNAN-Leon”. In 2007, the Central American University (UCA), publishes “Curricular Project and pedagogical model” in the context of the curriculum as an educational project and as results, the teaching is conceived as a process that promotes the development of the students. In 2009, Maritza Haydeé Martínez M and others published a scientific article called “Pre-professional practices in administrative and computer sciences of URACCAN-Nueva Guinea”.

At the local level, in 2015, Reynaldo Gómez García affirms that, in the curricula of UNAN Managua (2011), the investigation is a transverse axis of the process of vocational training and is treated as a systemic process, reflexive and critical, which considers the interdisciplinary. The pedagogical model of UNAN Managua (2011) considers that research is an essential component of the educational process; therefore, the development of research work is aimed at addressing the most relevant, at both the national and regional levels.

There are different theoretical elements immersed in the understanding of the process of professional practices, extension and social projection. According Ramie (2005), the professional

practice is characterized by “not only consist in applying treatments and derivative protocols an abstract knowledge of other disciplines, also apply care, based on paradigms, you begin to generate in the discipline in the second half of the century X” (Ramio, 2005, pág. 31).

The professional practices constitute a guided and supervised exercise in which the knowledge acquired during the formative process of the student is put at stake. They allow concretize theories applied to real problematic situations. This professional exercise enables students to recognize the limits of the theory and to access the requirements of reality.

The professional practice proposes a two-way link in that theory and practice are assimilated mutually resulted, giving rise to a new meaning and significance of the social reality and professional; covers an experience multidimensional centered in the know in practice, understood as learning according to an interaction between the experience and competence.

They are called professional practices, the set of activities carried out by the student who is working temporarily in a company or institution, placing special emphasis on the process of learning and job training. Practitioners are students in search of the acquisition of useful skills to develop a professional major or technical study. (Universidad de Tarapaca. Vicerrectoría de posicionamiento estrategico, 2011).

Guillén F. (1990) On the other hand, retakes Wilensky, who in the Seventies describes the professionalization in five stages:

The first is reflected in the period in which the exercise of the profession is performed without a previous period of formal learning; the second stage includes the organization of educational programs, which allow to control the entrance to the profession and to standardize its practice. Third, when the profession has too many members to the existing market, professionals established are associated to protect their interests, pressing for a favorable legislation, thus the third part is established. The fourth stage is determined by the regulation of compulsory licenses in order to be able to carry out professional certification. Fifth, the adoption of a formal code of professional ethics implies professional consolidation, corresponding to the fifth stage of the process (pág. 31).

Therefore, it is necessary to establish that there are different social, economic, political and economic institutions that are linked in the professional practices with the extension and social projection, therefore, it is necessary to define what the institutions are.

The institutions are determined by their principle of integration: reproduction (the family), territory (the municipal groups of neighbourhood, biological principle (organizations based on physiological or anatomical sexual differences, occupational principles and professionals (institutions for the exercise of teaching, for research (Malinowski, 1970, pág. 77).

According to Frei Betto, the universities were born in the shadow of the church as humanist institutions. And every university is curiously multicultural, because it brings together

different disciplines and learning methods. Why then are they called universities and not pluri diversities? The reality is that within a university, all the diversity of disciplines, from philosophy to medicine, follows the same pedagogic strategic objective.

It is an institution aimed at the formation of skilled labor for the market, in the case of capitalist universities, or professionals, or professionals in a position to respond to the demands of the population, which should be the purpose of the Universities in the socialist countries (Betto, 2016).

It is necessary that the university always submit to a permanent process of self-criticism. Ask whether it is an island of knowledge indifferent to the real needs of the country or a factory capable of providing the nation with tools and theories to solve the problems that affect it. Universities emerged as educational social institutions of great importance for socio-cultural development.

The university institution, as a social system, institutionalizes and reinforces norms and values that influence the behavior of employees, teachers and students. "It is through the adapting properties of their perceptions that they try to make coherent their opinions, attitudes, knowledge and values with those of society and, particularly, within the institution" (Castillo, Lengua, 2011, pág. 2).

It retakes the author Paulo Friere and his work of the pedagogy of the Oppressed (1970). Freire's proposal is the problematic education that denies the unidirectional system proposed by the banking education because it gives existence to a return communication, and eliminates the contradiction between educators and learners. Both educators and learners educate each other while establishing a dialogue in which the educational process takes place. With problematic education it is clearly aimed at liberation and independence, it destroys the passivity of the education and incites it to the search for the transformation of reality, in which oppressor and oppressed will find the liberation becoming more human (Freire, 1970).

On the other hand, the social projection is defined as: "The permanent relationship that the institution 111 establishes with the Community or external means to articulate and to link with them with the purpose of treating and solving academically problems of interest and against which the institution will generate social contributions" (Fundación Politécnica-CORPO, 2010, pág. 14).

The social projection of the university is found in the student's participation, one of its most interesting manifestations. Such participation may in turn present various forms or modalities. Reference may be made firstly to an immediate socialization through team work with colleagues around the themes of each subject. "This is authentic socialization that should

complement individualized work to encourage students to communicate and social cooperation skills” (Rosales, 1999, pág. 20).

It is important to determine the difference between social extension and social projection. First, the Extensionist function “arises as an expression of the role of the university in the reproduction and socio-cultural change, by promoting the scientific, technological, artistic, physical, popular culture and the values of a certain society” (Zaballa, 2007, pág. 3). On the other hand, the social and cultural extension is considered to be as the interaction of scientific, cultural and technological knowledge; it is a process of integration that shares, problematizes, enrich, know and do.

Social responsibility is developed when an organization becomes aware of itself, its environment, and its role in its environment. It presupposes the overcoming of an egocentric approach. In addition, this awareness organizational seeks to be comprehensive and integral (includes both to individuals and to the ecosystem, for both workers and clients) and at the same time, getting in all parts of the organization (all the people of the organization must be able to access this level of consciousness).

Like the company that has had to overcome the philanthropic approach of social investment (as an extra expense), to understand itself under the new paradigm of social responsibility, the university should try to overcome the approach of “social projection and University extension “as appendices, well-intentioned to its central function of student training and production of knowledge, to be able to assume the true demand of the university social responsibility.

The university social responsibility requires, from a holistic vision, to articulate the various parts of the institution in a project of social promotion of ethical principles and of equitable and sustainable social development, for the production and transmission of Responsible knowledge and training of professionals and the training of equally responsible citizens.

According to Ramio, the professional identity is acquired when the person is integrated into a professional group and adopts the knowledge and skills of the profession in question, through the construction of individual identity and collective identity, adopting the Culture of the profession (knowledge, values and norms, attitudes that characterize it. “The process of professional socialization is a process of acquiring identity, developing feelings of belonging and it is essential to develop a consolidated professional identity” (Ramio, 2005).

MATERIAL AND METHOD

The research paradigm is mixed. According to the method of research the present study is observational and according to the initial level of depth of knowledge is descriptive (Piura,

2006). According to the time of occurrence of the facts and record of the information, the study is retrospective and according to the period and sequence of the study is transversal, and according to the analysis and scope of the results, the study is analytical (Canales, Alvarado & Pineda, 1996).

The present study was carried out at the National Autonomous University of Nicaragua (UNAN-Managua) of the university campus Rubén Darío (RURD). The selected universe was the Faculty of Humanities and Legal sciences. With the qualitative aspect, the criteria of the selection of the theoretical sample were: Students who have been in the fifth year of their major, teachers and authorities who were immersed in the professional practices and activities of extension and social projection Within the 2014-2015 in the UNAN-Managua.

Four majors were selected with research profiles from the faculty such as: social anthropology, geography, history and social work, because they are part of the 1999 plan. The sample, from the quantitative paradigm, was characterized by being non-probabilistic as for convenience, being 55 subjects of study.

Based on the data that was collected, the corresponding database was designed using the statistical software SPSS, v. 20 for Windows. Once the quality control of the recorded data was carried out, the relevant statistical analyses were carried out. According to the nature of each one of the variables (quantitative or qualitative) and guided by the commitment defined in each of the specific objectives, the descriptive analyses corresponding to the nominal and numerical variables will be carried out, Among them: (a) The frequency analysis, (b) The descriptive statistics according to each case.

The philosophical approach of research is naturalistic and constructivist. The latter is the one that determines the organization of learning from the perspective of the subject who learns.

The method, techniques, tools and instruments for data collection are: Documentary research. The techniques used were: interview, observation, field work and focal group. The tools used in the field were: Camera, recorder, Notepad and field diary, very typical of anthropological science. The instruments: Observation Guide, interview and focal group.

For the analysis of data, since, the anthropological emphasis was used the ethnographic method. It was also used as a method of data processing, the ethnomethodology, which works to understand the conversations with the informants, in other words the information obtained from the interviews. On the other hand, the technique for data processing was data analysis and transliteration. Finally, a triangulation of the information was made to generate reliability and qualitative validity.

ANALYSIS AND DISCUSSION OF RESULTS

The UNAN-Managua is located at the Rotonda Universitaria Rigoberto López Pérez 150 meters east. It is an institution of higher education of public character that enjoys academic, organic, administrative and financial autonomy, that contributes to the development of the country, through teaching and research on a multidisciplinary basis, lifelong and inclusive education, social projection and cultural extension, in a framework of genuine cooperation, equity, commitment, social justice and harmony with the environment.

According to PhD Luis Alfredo Lobato, former dean of the Faculty of Humanities and Legal sciences and current secretary General of the UNAN-Managua:

The UNAN-Managua has been one of the institutions, that above the cyclical crises of the political and economic models, has maintained a vertical and constant line in defense and promotion of knowledge, where the centrality of the know-how part of the experience and the Living thinking of man and woman in everyday praxis (Lobato, 2014).

It is characterized by having more than 40.000 students between grade, postgraduate and special programs. 97-degree courses are offered in the following areas of knowledge: education and languages, health sciences, engineering and architecture, economic and administrative sciences, humanities, legal and social sciences. It has a teaching staff of 847 teachers, mostly with master's degree and doctorate.

The National Autonomous University of Nicaragua (UNAN) was created in 1958 by decree that gave the university autonomy, taking background at the University founded in 1812 in the city of Leon. It is the last of the universities established by Spain during the colony in America. "The University Campus "Rubén Darío" began its operation in 1969. On April 29, 1982, by decree of the National Reconstruction Board of government, the UNAN-Managua was constituted as an independent institution" (UNAN , 2016).

Faculty of Humanities and Legal Sciences

It is characterized by offering nine majors: social anthropology, law, philosophy, geography, history, psychology, knowledge management, coordination for development and social work.

The Faculty of Humanities and Juridical Sciences was founded on June 9, 2006, as part of the new structure adopted by the university in which two new faculties were created: Education and languages, humanities and juridical sciences. It is an institution of recent creation: it has only eight years.

MAJORS WITH RESEARCH PROFILE

Social Anthropology

This is a humanist discipline of scientific character that studies the social behavior and identifies sociocultural problems that can affect the development of a community and in this way propose alternatives of solution to it from the understanding of the culture. It is located in Pavilion 44 of the UNAN-Managua.

The origin of the Department of Anthropology should be sought in December 1991, when the first course of anthropological methods was conducted by anthropologists and anthropologists committed to the populations and communities of our Latin American towns. This was the starting point of the founding group of the current Department of Anthropology, whose Social anthropology major was approved by the University Council of the UNAN- Managua in October 1994 (Alvarez Arzate & Andino, 2017).

The Department of Anthropology is an active member of the Central American Anthropology Network since its founding, likewise, the leadership of the Executive secretariat of the network is maintained for two consecutive periods, 2012-2014 and 2015-2017.

The labor field of Social anthropologist is characterized because its work performance is oriented to the exercise of the profession in the communities, organizations and institutions dedicated to promoting the improvement of the quality of life of the population. The strength of the competencies is in the commitment to scientific research in order to participate actively in the construction of a multicultural society with equity of rights from a position that incorporates society with thought critic and cultural identity.

The practice system is characterized by (familiarization practices, specialization practices and professionalization practices), which are always linked to the research lines.

The first practices, the students perform them in the III year, then in IV year and last V year.

The percentage of hours devoted to the system of professional practice in relation to the total number of hours of the study plan is 390 hours of 3330 to 11%.

The forms of management of the professional practices, are characterized by having a planning by the director of the department Dra. Elvira Maritza Andino, which selects the institutions where the practices will be developed, in correspondence to the major research lines. At another time, an induction workshop of professional practices with students is created. As an academic unit, it only supports them with a letter of validation that are active students and perform the practices. They do not have the support of transportation, food, economic stipend or teaching materials.

The follow-up form is characterized by a single tutor, who must review the student's work process. No continuous supervisions are made. In addition, there is no regulation as such, only guided by the basic aspects that are known, such as the hours already established, the form of evaluation, which is 100 points that establishes the department and the other 100, the evaluation of the institution, both notes are added up and divided by two and the result is the final grade the student gets. Students must submit a self-assessment report of professional practices, and another report to be carried out by the institution/organization where the student performs his/her professional practices.

Geography

Geography is the science that studies and describes the phenomena or facts, geographical, physical and human, in the surface of the earth. From its beginnings of (1997) up to the actuality the National Autonomous University of Nicaragua is the only institution that prepares bachelors in geography.

In its system of practices, the subjects that are focused on their entirety are: practice of familiarization, practice of specialization, practice of professionalization, with a total of 360 hours.

1. It performs an induction course of preparation for the students.
2. They place their students in the professional practices, according to the lines of investigation.

History

In the face of demand, the training of increasingly dynamic and capable professionals, there is a general demand for the social sciences and, in particular, on historical science, and it encloses the need to strengthen the institutions of higher education in public character, linked to the problem of the country, the formation of professionals of history, that strengthen the critical spirit, the values of national identity and the defense of principles of tolerance, respect and freedom (Departamento de Historia, 2016).

The Department of History is born as a product of a long process that has to do with the development of the teaching of history in the national education and particularly in the university; the implantation of studies as far as the specialty of the history or related specialties is concerned; the changes in the political, social and economic structure that occurred in the country, especially the existence of a revolutionary process that moved the foundations of the prevailing political system until then, as well as the organic and academic processes that happened in college education.

Students begin their preparation from the second year. Students receive economic stipend, induction workshop, explanation to systematize experiences and develop workshops with participatory methodology. The vocational training practice system is characterized by: I semester, familiarization I; III semester, familiarization II; IV semester, familiarization III; V semester Specialization I; Semester VII, specialization III; IX semester, professionalization I; Semester X, professionalization II.

Social Work

It is a discipline of the social sciences that is in charge of the study of the social reality and its dynamics, with the aim of identifying participative proposals of social intervention that allow the accompaniment of processes of local community development.

The social work major emerged in Nicaragua in the years 60. Its origin is highlighted by the link with the Institute of Social Security, who begins to develop a model of care advised by the experience of the system of care implemented in Peru. “The model was focused on individual and family case studies to determine the relevance of allocating social security services to the Nicaraguan population. Later, the labor camp expanded to health and other social areas” (UNAN, 2016).

In the academic unit of **social work**, the system of professional practices is characterized by three moments: the *Practices of familiarization* begin in the third year of the major, according to plan 2013. *Specialization practices* begin in the fourth year of the major, according to plan 2013. *Professionalization practices* begin in the fifth year of the major, according to plan 2013. All of these are linked to the lines of research.

Familiarization practices, specialization practices and professionalization practices. The familiarization practices are carried out with direct coordination with state institutions, INSS, MINED MIFAV, MINSA. Specialization practices are carried out with community organizations (NGO). The practices of professionalization, are another dynamic, is not going to any organization or institution, but they are carried out in a neighborhood, by which apply a diagnostic process by the Community for the students to practice the theoretical (Ignacio, 2017).

The professionalization workshop is an ideal project to get closer to the population, to know its dynamics and to understand its reality to motivate local community development. The environment of a neighborhood as a space for learning and social action.

The process of organizing practices is as follows: contact and identification of NGO/ practice institutions, coordinating insertion and evaluation of the needs of the NGO/institution, determining collaboration agreements with NGO/institutions, Confirmation of student registration, distribution of students according to NGO/institution request, organization

of tutors by NGO/institutions, induction of students in classroom, Induction of students in classroom, presentation and induction of students in practice centers, development of practice/ tutoring and the closing of the process (presentation of reports/issuance of records, perception of the students on the linkage between the Social reality in the professional practices with the, forms of management, follow-up, regulation and work plans of the academic units.

In accordance with the interrogated persons, on having realized its practices, what more they received like support on the part of the entity, organization and community were: transport and feeding. What less they receive is: accommodation, didactic team, useful of office and economic salary.

In accordance with the interrogated persons, the majority of the competencies developed in the professional practices are focused on the collaborative work, being these in the first place with 75, 1% the multidisciplinary vision; Secondly, with 58% learning in groups; And in third place, with 11% teamwork. According to respondents, from 100%, a 54.5% say they were good practices, but 20% say they did, but they did not really learn.

According to respondents, the main limiting factor is the little or no economic stipend they receive to develop their professional practices, by the majors and institutions or organizations. Secondly, there are learning methods; thirdly, limited knowledge; fourth, first-year pre-failure; And finally, the monitoring period is very short. A 55% say that the way in which teachers tutors are prepared in charge of practices should be changed. A 67% affirms that it should not be changed in the method with which the practices are prepared, a 78% also claims that there should be no change in the environment. But if it should be changed in the preparation of beginning of the practices and the way in which the student is prepared.

Of all the reality described above, it is stated that the main findings from the results obtained are as follows:

1. The form of construction of academic units with research profiles for the projection and extension of the Faculty of Humanities and Legal sciences, fulfills the mission and vision of the UNAN-Managua. According to the objectives, forms of management, follow-up, regulation and work plans of the academic units with research profile, they integrate the social reality in the professional practices.
2. The academic units with research profile, of the Faculty of Humanities and Juridical sciences must rethink their practices, towards initiatives of university social responsibility.
3. There is a relationship between the way in which practitioners execute their knowledge and methodologies learned in the course of their scientific training to

achieve the articulation of professional practices, extension and social projection, but at the level still very partial.

4. The Faculty of Humanities and Legal sciences so that their professional practices, generate a higher level of impact at the level of projection and social extension, should be further prepared, through the creation of a centralized professional internship commission.
5. Professional practices must be aimed at combining the following results: teaching and skills development, social projection and economic development, research and sustainable development, management and human development, more development of capabilities.
6. It is important to have a policy or regulation, which can be formed by means of the proposal, of a handbook of rights and duties for students and teachers who will enter into professional practices, responding to their needs or well-being of the community, generating proposals for development, projects of enterprising ideas.

CONCLUSIONS

The academic importance of professional practice lies in the fact that, curricularly, a graduate has had an approach to the reality to which it intends to transform, which makes it more suitable for the full exercise of the profession. At present, there is the urgency of the debate in the university institutions implying changes, curricular adjustments, essentially modifiers of the curricula so that the formative action is realized from integrative visions of the Knowledges Acquired and those that are still building.

Traditionally, the professional practice has been conceived, as one of the final instances of the training process of undergraduate student, therefore, is one of the opportunities where the student contrasts, with the medium, what he/she has learned during his/her years of study. Thus it is necessary, to verify the contribution, through feedback, of these practices in the training processes of undergraduate, in order to give information to the Faculty of Humanities and Juridical sciences, respect if they are sufficiently considered to adapt the programmatic content of the curricula and thus, the professional profile of the graduates of the majors, the needs of the medium with which they are linked and where the students of our faculty.

The most relevant results of the survey indicate that the students make a positive assessment of their professional practice, conceiving it with a decisive element in their training, also contributed to the development of skills, values and attitudes necessary.

The objectives, work plans and follow-up forms, which have the academic units with a research profile, to carry out the professional practices, integrate the social reality in 85%;

even when each academic unit uses its research lines to select the places where the practices will be developed. Therefore, the management of practices and their regulation should be improved, because 90% of practitioners do not receive, for example, an economic stipend for their internships.

In view of the reality raised above, strategies are proposed to improve the rights and duties of students and teachers who will enter into professional practices, responding to their needs or welfare of the community, generating Proposals for development, projects, and entrepreneurial ideas. At the organizational level, there is still a need to improve in: there is a specific coordination for each academic unit for professional practices, whose coordination works with the hand with each one of the functions, the academic units do not have a Regulation of professional practices signed by the relevant authorities or at the faculty level. It is proposed the creation of a mission and vision of the professional practices of the Faculty. The absence of this harms the development of practices and their connection with social reality.

It proposes the integration of the social responsibility of the university, guiding the research towards the learning based on projects with social impact, supporting the student volunteering. Promoting the development of the country (social projection, university extension, technology transfer, consultancy, strategic association with municipality, training of professionals).

It is necessary to create workshops of learning in the faculties, greater articulation between the disciplines (by the necessity of a multi and interdisciplinary approach to deal with the social problems) and greater articulation between teaching, research and the social projection.

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