



# Concepción didáctica de aula invertida para la formación profesional de los trabajadores

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Analítica

A didactic conception of the inverted classroom for the professional formation of workers is presented. It proposes the concept of professional formation in the inverted classroom, its premises, the principle of professional transferability, and the alternative and interactive method of appropriation content of professionalized based on projects, which integrate to the presential modality with virtual modality based on the link between the academic, the labor, and the investigative. It is based on professional pedagogy, distance education, and the relationship between instruction, education, professional growth. The methods of document review, system approach, direct observation in the field, pedagogical pre-experiment, and the chi-square statistical test (X2) are used. The favorable impacts on the development of professional competencies were observed in a sample of 100 university students in Holguin, Cuba with the application of the result. It can be generalized to any worker formation center with flexibility and adaptability to the characteristic of these entities

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## Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- [informa@baratz.es](mailto:informa@baratz.es)