

La preparación para la orientación profesional: una necesidad en la formación del Licenciado en Pedagogía-Psicología

Preparation for professional orientation: a need in the training of the Bachelor in Pedagogy-Psychology.

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Resumen

El presente artículo aborda el tema de la Orientación Profesional (OP). El objetivo se dirige a ofrecer sugerencias que desde el proceso de enseñanza-aprendizaje (PEA) de la Disciplina Orientación Educativa, favorezcan la preparación de los estudiantes de la carrera Pedagogía-Psicología para el cumplimiento de su función orientadora. La principal transformación se evidencia en la calidad de las actividades de orientación Profesional ejecutadas por los estudiantes de la carrera en las escuelas donde desarrollan el componente laboral y el aumento del nivel de satisfacción con el proceso de formación profesional avalado por las entrevistas y encuestas realizadas.

Palabras Clave: Preparación; Orientación profesional; Función orientadora; Orientación educativa

Abstract

This article deals with the topic of Professional Guidance (PO). The objective is directed to offer suggestions that from the teaching-learning process (PEA) of the Educational Guidance Discipline, favor the preparation of the students of the Pedagogy-Psychology Program for the fulfillment of their guidance function. The main transformation is evidenced in the quality of the professional guidance activities carried out by the students of the career in the schools where they develop the work component and the increase in the level of satisfaction with the professional training process, as supported by the interviews and surveys carried out.

Keywords: Preparation; Vocational guidance; Career guidance; Guidance role; Educational guidance

Introduction

Since the triumph of the Revolution, Professional Guidance has been prioritized as one of the most important objectives of educational work and is aimed at preparing students for their incorporation into the complex world of production, services and defense, so that they are able to make a conscious professional choice, based on their interests and real possibilities in correspondence with the needs of the country.

Therefore, one of the components that reach wide dimensions in the pedagogical process is the need for professional guidance to achieve the professional education of the personality. González, F. (1994), González, V. (1994) and Gómez, (1997).

Several authors have made incursions into the topic of PO at the national level. According to Del Pino (2002), most of these studies have approached the problem following the line of the personological approach of González, (1995). Among the research carried out, those headed by the Direction of Teacher Training of the Ministry of Education, the Central Institute of Pedagogical Sciences, as well as the University of Pedagogical Sciences "Enrique José Varona", the University of Oriente, Camagüey and Guantánamo stand out.

Specifically, in the latter territory, researchers such as Matos (2003), who focuses his work on the process of PO in pre-university, Trimiño (2008) and Daudinot (2012), specifically made incursions into the stage of professional reaffirmation, while Dominguez (2015), Bell (2016) and Mengana (2016), made contributions in different educations.

Despite what has been written and discussed about the topic, it continues to be of interest for pedagogical and psychological sciences, inasmuch as it remains as a problem to be solved by the educational system and as part of it, in military education.

Considering the social task for this type of education, it is worth noting that in recent years there has been a worrying trend towards a decrease in the interest of students in the choice of the military profession. Hence, the need for the different educational agents involved in the process of personality formation to have an early impact on the knowledge about this type of careers and the qualities for their choice.

In this order, the Bachelor in Education of the Pedagogy-Psychology specialty occupies a fundamental place within the system of influences that the student receives by becoming the

leader of the guidance process. Hence, he/she receives contents that contribute to his/her preparation for the fulfillment of his/her guidance function, as stated in the Professional Model of this specialty.

Professional Guidance is part of the contents received by the students of the Pedagogy-Psychology career through the Educational Guidance Discipline, which is taught from the 3rd year onwards. However, it has been observed that during the period of labor practice there are insufficiencies in the preparation that limit their performance to provide an adequate Professional Guidance towards different careers that are priorities for the country, in this case those with a military profile.

In this sense, it is recognized that although at this stage, the student has not completed his training, and that many aspects of his profession will be acquired during the postgraduate course or his own professional performance, there are potentialities from the content of the subjects to expand his level of knowledge and face professional problems in the framework of the work practice. Therefore, it is considered as a problem the preparation of the students of the Psychology Pedagogy career for the Professional Orientation towards careers with a military profile.

There are many alternatives to solve the professional research problem, however, we start from a conception that allows structuring methodologically the treatment of Professional Guidance, from the teaching-learning process (PEA), taking as a basis the potentialities offered by the Educational Guidance program of the Pedagogy-Psychology career to include aspects that characterize military careers and specialties.

The objective is aimed at designing teaching tasks for the Professional Orientation towards careers with military profile from the Educational Orientation discipline in the Pedagogy-Psychology career.

Development

The society of the 21st century demands the training of professionals who are able to perform with autonomy, competence and flexibility in scenarios that are increasingly heterogeneous and changing. This requirement explains why educational guidance is recognized as one of the

actions that cannot be postponed, which ensure the formative influence in the transit through school.

Together with this effort, the training of the Bachelor in Education in the Pedagogy and Psychology specialty is intentionally promoted, which occupies a prominent place in the institutions of the different educational levels, as well as in other types of centers.

The fundamental aspirations of the career are specified in the model of the professional for Study Plan E, in which the object of the profession, the mode of action, the spheres of action, fields of action, in addition to professional problems, objectives, functions associated with the professional role are based. It is an official document that defines the essence of the initial university education, in this case, in the Bachelor of Education in Pedagogy and Psychology. (MES. Model of the professional: Career Bachelor's Degree in Education Pedagogy Psychology. Curriculum E, 2016).

For the achievement of these purposes, the integral formation of the Bachelor in Pedagogy Psychology includes in its study plan different disciplines. However, it is considered pertinent to note the discipline Educational Guidance for its essential character in the training of this professional, since it allows penetrating into the essence of the object of the profession and the object of work, that is to say; the pedagogical process, the teaching-learning process and the formative process as a whole.

In the current Study Plan E, the program of the Educational Guidance Discipline comprises the subjects: Educational Guidance I, II and III. It has been improved, hence, the discipline is in better conditions to fulfill its formative purposes. It is characterized for being the transversal axis that distinguishes the formation of the Bachelor in Pedagogy Psychology; its essential contents are structured on the basis of contents contributed by other disciplines, restructuring itself in a new dimension: guidance in all contexts of pedagogical performance.

Educational guidance has been a category investigated by multiple professionals, among which the following stand out: Suarez (1993), Recarey (1995), Calvino (1998), Del Toro (1998) Bermúdez (2005), Pérez (2005), Aranda (2005), Paz (2005), Del Pino (2006). Some point to orientation as a skill and others as a function.

It is assumed as a starting conception in the present work that guidance is: "the helping relationship that the counselor (psychologist, teacher) establishes with another or other people

(patient, student...), with the objective of facilitating decision-making in problematic or conflictive situations that have not been able to resolve" (Bermúdez, 2005, p. 146).

Within educational guidance it is important to consider Vocational Guidance as a systematic process that seeks to insert in the formative process of children, adolescents and young people the education of professional interests and the profession from the earliest ages, as a way of awakening motivation for the future professional work to which they will devote themselves.

This subject has been addressed by different authors, among them: González, F (1983, 1989, 1989, 1995, 1997), Mitjáns, (1989), Del Pino (1992-2007), González (1994), Gómez (1994, 1999), González (1995), Dominguez (1995), Matos (2001-2003), Samón (2003).

Career Guidance is considered to have two different connotations, and depending on the point of view from which it is analyzed, its meaning varies. In the first place, the conceptualization of Career Guidance, prior to the initiation of higher studies, represents all those tools and activities dedicated to guide the person to select the profession that best suits his/her interests and vocations, so that he/she can make the best decisions about professional life.

On the other hand, Career Guidance is focused on those who have already obtained their professional degree and for some reason or another are unemployed, want to change jobs or get a better job (promotion). Thus, professional orientation consists of informing, advising and training people so that they can achieve an optimal labor insertion or can achieve their professional development.

Hence, authors such as Santiago (1993), define Vocational Guidance as:

The function aimed at helping an individual to choose a type of education or vocational training according to his aptitudes, abilities, interests, employment opportunities, in order to facilitate his adequacy and adaptation to the education or vocational training regime, to develop his potentialities and to prepare him for life. (p. 25)

In the research that has been carried out on Vocational Guidance from an educational perspective, based on a cultural-historical approach to human development, we find González (2003), who has defined Vocational Guidance as:

The helping relationship established by the professional counselor (psychologist, pedagogue, teacher) with the person being guided (the student) in the context of his/her education (as part of the educational process that takes place in the school, the family, the community) with the objective of propitiating the necessary learning conditions for the development of the student's personality potentialities that will enable him/her to assume a self-determined performance in the process of professional choice, formation and performance. (p.10)

It is fair to emphasize that the term guidance does not only mean advising, since it is not only that, but it requires a series of processes that involve the knowledge of the person, the environment, the labor and social world in order to help the oriented person to his/her own self-realization in whatever context, whether educational, organizational-labor, socio-community or personal.

Therefore, Vocational Guidance is a process of technical assistance directed to a person or group with the intention of acquiring complete knowledge of their own abilities, aptitudes or potentialities with the objective of adapting the professional choices and integrating them in their personal, educational, and social and labor development.

One of the classic definitions of Vocational Guidance is that of Super in the middle of the 20th century:

The process by which a person is helped to develop and accept a complete and adequate image of himself and his role in the world of work, to test that concept against everyday reality, and to convert it into a reality for his personal satisfaction and for the benefit of society. (Super; 1951, p. 88)

The counselor serves as a guide, stimulus and support to the person being counseled through accompaniment and mediation. In short, the counselor is a career educator and will act by advising, informing and providing learning experiences to favor the acquisition of knowledge, attitudes and competencies that every person needs to be able to successfully develop his or her career. Guidance is a planned and preventive process in which the person being guided has the role of protagonist and main asset until a responsible and efficient self-guidance is achieved.

In this order, it is considered by the authors of this work that the quality of the Professional Orientation is given in the following aspects:

The effectiveness of the ways and procedures used by the different educational agents to provide sufficient information and affective link with the professions, so that the student shows conformity and satisfaction with the career granted by remaining in it obtaining satisfactory results and in correspondence with the social demands.

It is clear how important it is for the future Licentiate in Pedagogy-Psychology to master elements that from the theoretical and methodological point of view prepare him/her to structure this relationship of help with the student, to advise teachers and professors to orient professionally, to orient students whose situation due to its complexity needs more specialized attention and to coordinate the work of the other agents involved in this process, while the students must decide at the end of the course about their professional future.

In relation to the above, teaching tasks play a fundamental role in the teaching-learning process by concretizing the student's activity both externally and internally, through the different links of the process. Hence, the suggestions proposed in this paper are based on the teaching tasks that, from the Educational Guidance Discipline, promote greater preparation of students to guide them towards careers with a military profile.

For Álvarez de Zayas (1999), "the teaching task is the cell of the educational teaching process", in it there is knowledge to assimilate, a skill to develop, a value to form.

In correspondence with the interest of the research, we share the criterion of Silvestre (2002) that teaching tasks have the following characteristics:

- Varied: so as to present different levels of demand that promote increasing intellectual effort in the student; from the simple exercise to the solution of problems, the formulation of hypotheses, the search for solutions, the conception and execution of projects, the creation of problems.
- Sufficient: so as to ensure the necessary exercise both for the assimilation of knowledge and for the development of skills. If the student is to learn, he must learn by doing. It should be noted that this doing is only effective if the student is prepared to overcome difficulties, if he is offered the help he needs, if there is control of the process that allows him to find the error and control of the result that allows him to know what he was able to achieve satisfactorily.

- Differentiated: in such a way that the task is within the reach of all; that facilitates the attention of the individual needs of the students, both for those who need a greater dosage of the tasks carrying small goals that go driving the progress of the less successful student, and tasks of higher level of demand that drive the development also of those more advanced students.

As already mentioned, educational practice has shown that currently students with superficial motivations towards military careers enter the "Camilo Cienfuegos" military schools, due to insufficiencies in the professional orientation process. Hence, the tasks suggested are directed to the acquisition of knowledge in this order, from the Educational Guidance discipline, have different degrees of complexity and are structured as follows:

- Tematice
- Objective
- Activity

Task 1

It is proposed to guide this task by addressing the content related to misinformation, myths and prejudices as obstacles in Career Guidance.

Thematic. The meaning of the military profession

Objective: to explain the characteristics of the military profession from a professional activity in function of the development of skills of its orientation function.

Activity:

Analyze the following approach

During the concentrated practice, it is up to you to professionally guide the 8th grade students about the recruitment that the teachers of Los Carmelites Pre University do in their school.

Demonstrate from an example what knowledge you would offer students about this profession that would help to eliminate myths and prejudices about it.

What ways would you use to develop students' emotional attachment to this profession?

It is suggested to visualize independently the Material: series "Algo más que soñar" Fragment of chapter 3 and propose how you would treat it in the school.

The evaluation of this activity will be carried out within the framework of the work practice.

Task 2

The orientation of this task will be carried out when approaching the content referred to the school-family-community relationship in Professional Guidance.

Thematic. The school-family-community integration for the professional orientation towards the military profession.

Objective: to analyze the ways to be used to offer the family and the community knowledge about the military profession from their role in the school.

Activity:

Argue from your professional experience the actions of the school to influence the preparation of the family and the community in function of the professional orientation of adolescents and young people. Specify the actions directed to the acquisition of knowledge about the military profession.

Elaborate the methodological structure of a family education activity aimed at the preparation for the professional orientation towards the military profession.

The evaluation of this activity can be carried out during the workshop on this topic or during the work practice.

The tasks presented here are part of a system of teaching tasks that are currently applied in the Pedagogy-Psychology career and whose effectiveness has been validated from interviews and visits to the students' work practice. Likewise, there is an adequate level of satisfaction by parents and teachers of the centers for this work.

Conclusions

The teaching tasks implemented for the preparation of students allow structuring methodologically the treatment of Professional Guidance, from the teaching-learning process,

taking as a basis the potentialities offered by the Educational Guidance program to include aspects that characterize military careers and specialties.

The proposal presented favors the acquisition of methods and techniques for educational guidance and contributes in a general way to the integral formation of the future graduate in Pedagogy-Psychology, providing him/her with assertive ways for intervention.

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