



*Plan de reafirmación profesional en la carrera Cultura  
Física de la Universidad Guantánamo  
Professional reaffirmation plan for the Physical Culture  
career at Guantánamo University*

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Recibido: 8 de julio de 2020

Aceptado: 6 de marzo de 2021

## Resumen

Es una necesidad brindar mayor atención a la reafirmación profesional. Por tanto, identificar la influencia de la labor de reafirmación profesional mediante un estudio descriptivo, el cálculo de frecuencia y porcentaje en estudiantes de segundo año constituye prioridad. La selección de la muestra fue intencional, se aplicó una encuesta, constatándose que más de la mitad de los estudiantes no tienen conocimiento del plan de reafirmación profesional, al no recibir, la mayoría actividad. Se propone un plan para ejercer influencias desde lo emocional en la formación de la motivación profesional, el interés profesional, la intención profesional y la identidad profesional.

**Palabras clave:** Reafirmación profesional; Motivación profesional; Intención profesional; Identidad profesional; y Orientación profesional

## Abstract

There is a need to pay more attention to professional reaffirmation. Therefore, identifying the influence of the professional reaffirmation work through a descriptive study, calculating frequency and percentage in second year students is a priority. The selection of the sample was intentional, a survey was applied, and it was found that more than half of the students are not aware of the professional reaffirmation plan, since most of them do not receive any activity. A plan is proposed to exert emotional influences on the formation of professional motivation, professional interest, professional intention and professional identity.

**Keywords:** Professional Reaffirmation; Professional Motivation; Professional Intention; Professional Identity; and Professional Orientation.

## Introduction

It begins at an early age and does not end with the graduation from a professional center, it extends to the first years of professional life, it is systematically reaffirmed and continues during the training in the career being studied, it is conceived, therefore, as part of the process of education of the subject's personality. Several authors agree in affirming that the professional education of the personality goes through different theoretical moments or stages, among them stand out González and Mitjás (1989), González (2003), Matos (2007), Prado (2010), García (2018), Rose (2018), Villalón, González, and Odio (2018).

González and Mitjás (1989), for their part, distinguish three fundamental stages.

- First stage: development of interests and basic skills, which corresponds to preschool and primary education, in which the family and school play a significant role.
- Second stage: development of professional motives and professional choice processes, covering secondary and pre-university education where circles of interest play a determining role in parallel to family and educational influences.
- Third stage: professional reaffirmation, which is characterized by the consolidation of professional motives and intentions in the process of study or preparation for the performance of the future profession and in the work activity itself. An important role in this process is played by the educational influences within the study center and the plans, programs, extracurricular activities, teachers, tutors, trainers. The relations with the work group and the development of this depends on what has been achieved in the previous stages.

González (2003), highlights four fundamental moments or stages of vocational guidance, which do not correspond exactly to certain ages or levels of education, but rather they take place depending on the level of personality development achieved by the subjects and the moment of their insertion in vocational education and working life, which reaffirms vocational guidance; they are:

- Vocational training
- Preparation for professional selection
- Formation and development of professional interests and skills

- Consolidation of interests, knowledge and professional skills.

For their part, Matos (2007) and Rose (2018), share the stages proposed by González (2003), while Prado (2010), García (2018), Villalón (2018), and the authors of this paper, assume the stages proposed by González and Mitjás (1989) because they explicitly highlight the undeniable role that in the development of the stages of career guidance play the educational influences of the family, educators, plans, programs and levels of education, from Preschool to Higher Education.

According to UNESCO (1998), the mission of Higher Education in the present century is to train competent professionals committed to social development. Today, a competent professional is not only one who possesses the knowledge and skills that allow him/her to perform successfully in his/her profession, but also one who guides his/her performance in the exercise of the profession with independence, flexibility and creativity based on the integration of knowledge, skills and values that are expressed in a professional performance based on a solid professional motivation that allows him/her to continue in the search for solutions to professional problems, aided by his/her professional knowledge and skills, professional interests, professional intentions and professional identity in an ethical and creative perspective. In the words of UNESCO, it is not enough to know and know how to do, it is necessary to be professional, Delors (1996).

According to González (2007), the contemporary university poses new challenges to the training of the professional, which are expressed in the need to guarantee the formation, not only of knowledge and skills for the performance of a profession, but also and fundamentally of motivations and results that allow the person to perform with efficiency, autonomy, ethics and social commitment in different contexts.

Horrutiner (2006) states that "The transformations produced in Cuban higher education have caused profound changes in the concepts related to full access to higher education" (p.132).

The criteria expressed by González (2007) and Horrutiner (2006) are shared, due to the extraordinary role acquired today in Cuba by the formation of professional motivations in correspondence with full access to higher education, school retention, efficiency and desired effectiveness.

Regarding the need for the new challenges demanded by the Cuban state to our universities, Horrutiner (2006), states that:

In the regular daytime courses, only in the 17 education centers attached to the MES, there are about 4 000 dropouts every year and the clean efficiency (for a cohort, within five years) does not exceed by far 60%. The university cannot be indifferent to this academic mortality. Moreover, it must feel this problem as its own (p. 133)

Guideline 120 of the economic and social policy of the Party and the Revolution for the period 2016-2021, emphasizes the need to continue advancing in raising the quality and rigor of the teaching-educational process, thus strengthening the role of the teacher in front of the student and increasing the efficiency of the school cycle, and Guideline 124 calls to ensure together with the entities of production and services, political, student and mass organizations and with the participation of the family, vocational training and career guidance.

According to Juvier, Trujillo, Cobas and Marchena (2015), there is no doubt that career guidance is an indicator of efficiency in the training of professionals, and Dominguez (2019), highlights that in career guidance, the specialized theoretical and methodological preparation of cadres and teachers continues to be a challenge.

According to González and Mitjás (1989), Prado (2010), Pérez (2015), García and Fuentes (2018), professional orientation finds its greatest development in professional reaffirmation, which expresses the highest level of professional motivation in which professional intentions are consolidated, thus the professional identity manifested through experiences of realization, recognition and personal security.

According to González and Mitjás (1989), professional reaffirmation encompasses two sub-stages: the first focuses on the process that takes place during the preparation for the profession, and the second is generally linked to the first years of work activity. Regarding the first sub-stage, Pérez (2015) considers that it can be divided into two parts: one that includes the first two years of the career and the other, the other years of the same in the regular daytime course modality.

At present, in spite of the achievements in the country with the implementation of Study Plan E, it is a fact that the professional reaffirmation activities need to be consolidated. Hence, the present study has the objective of identifying how the professional reaffirmation plan influenced the educational teaching process in students of the second year of the Physical Culture course at the University of Guantánamo, and its reelaboration in function of a greater incentive of professional motivation.

## Development

An exploratory study with a descriptive non-experimental design was conducted during the 2018-2019 academic year. The sample, represented by 43 second year students of the Physical Culture career was selected by convenience, due to the fact that it was the year with the highest number of leaves (4) in the faculty during the course (2017-2018), which affected the efficiency of the main indicators of the educational teaching process.

The research methods applied were the review of documents of the educational teaching process and the survey, the latter prepared and endorsed by a group of experts of the Faculty of Physical Culture of the University of Guantánamo, which consisted of the following.

Dear students, due to the importance of professional orientation in the training quality of the students of the Physical Culture career and its graduates during the first two years of work experience, we need to know your opinion about the professional reaffirmation of the career in order to contribute to its constant improvement.

Opinion survey: Questionnaire.

1. Do you know what a professional reaffirmation plan is? Yes\_\_\_ No\_\_\_ Yes\_\_\_ No\_\_\_
2. Among the activities of professional reaffirmation are: scientific expositions about the latest advances in the Physical Culture career, interviews with magisterial personalities, visits to specialized institutes, conferences, participation in events.
  - a) Did you receive any activity of this plan during your studies in the first and second years of the course? Yes\_\_\_ No\_\_\_ Yes\_\_\_ No\_\_\_
  - b) Were the activities received through the plan related to the contents or subjects you were taught in the different study programs? Yes\_\_\_ No\_\_\_ Yes\_\_\_ No\_\_\_

Mention in hierarchical order the reasons why you consider this plan important.

Do you know of any other activities not mentioned in question 2 that are included in the professional reaffirmation plan?

Do you consider that sports teams and schools are adequate teaching scenarios to carry out vocational reaffirmation activities? Why?

Do you propose any other vocational reaffirmation activity that you would like to be included during your integral formation as a future graduate in Physical Culture?

The following variables were evaluated:

- Knowledge of the professional reaffirmation plan; precise answers aimed at exploring such knowledge and evaluating the policy of the Ministry of Higher Education and the National Institute of Sports Physical Education and Recreation in relation to this type of activity were used.
- Professional reaffirmation activities aimed at verifying the relationship, level and motivation of the student; it consisted of three items, the hierarchical order of such activities was given a result, thus critical considerations regarding the contents and subjects taught.
- Knowledge of activities not mentioned in the survey, aimed at the respondents to expose other activities devised by them so that they can enhance their reaffirmation for the degree course in Physical Culture.
- The acceptance of the "PITI in the Street" project was explored as a way of training Physical Culture professionals.
- Proposal of activities with the objective that they elaborate others that encourage the search and the student initiatives.

The information was organized and frequencies and percentages of the variables were calculated.

## **Results**

When exploring the mastery of the professional reaffirmation plan, out of a total of 43 students, 58% responded that they had no knowledge, while 42% were aware of it. The highest percentage, 72%, did not receive any activity related to professional reaffirmation, and 28% did receive it, although sporadically. Regarding the relationship between the contents of their year with the activities to be performed, 56 % understood that the activities that reaffirm the profession are not related to the contents taught in their year and 44 % answered the opposite. The highest percentage of respondents, 67%, said that these activities motivate students in their professional performance and 33% did not see any motivation. When exploring whether the students were aware of other activities that were not in the traditional plan, it was found that 77% had no knowledge of other activities and only 23% responded that they did. Seventy-nine percent thought that the sports teams are not adequate teaching scenarios to carry out all the activities of this type and 21% thought they were.

Regarding the proposals of activities that students consider should be included in the professional reaffirmation plan, 21 % did not propose any activity, 14 % proposed the same activities, 14 % considered that knowledge meetings between Physical Culture faculties should be included, 7 % proposed visits to sports facilities and high performance centers, 2 % considered that they have no knowledge of the subject, 30 % proposed activities that integrate the theoretical with work and research practice, 5 % included the presence of a suitable teacher and 7 % considered that information and participation in national and international events should be added.

With the proposals of activities by the students and the previous professional reaffirmation plan, the new plan corresponding to the school year 2020-2021 is elaborated, aimed at encouraging professional motivation towards the Physical Culture career, which is shown below:

No.	Definition of tasks	Year	Activity	Place	Date	Responsible
1	Detect the development of motivations and professional skills	1st to 4th	Diagnosis	Physical Culture Faculty	October and May	Senior Professor of the Year
2	To characterize in a general way the career of Physical Culture	1st to 4th	Professional classroom instruction	Physical Culture Faculty	October and March	Senior Professor of the Year
3	Guiding professional self-study	1st to 4th	Guidance for professional self-study	Physical Culture Faculty	Every two months	Principal Teacher of the Year, Guiding Teacher
4	Develop Exercises and problems with implicit professional orientation.	1st to 4th	Exercises with implicit professional orientation	Physical Culture Faculty	Every two months	Senior Professor of the Year
5	Prepare students for class contests	1st to 4th	Preparation for contests	Physical Culture Faculty	Every two months	Senior Lecturer of the Year and Guiding Teacher
6	Prepare Student Assistants	2nd to 4th	Student Assistant Training	Physical Culture Faculty	Monthly	Senior Professor of the Year and Tutor Professor
7	Attending high-achieving students	2nd to 5th	Attention to planned students	Faculty of Physical Culture	Monthly	Senior Professor of the Year and Mentor Professor
8	Visiting sports teams	1st and	Visits to	Popular	October and	Senior

	and high performance centers.	2nd	sports centers	councils of the municipality	marzo	Professor of the Year and Guiding Professor
9	Attending student scientific interest clubs by sphere of action	1st	Attention to student scientific interest clubs	Faculty of Physical Culture	Cada dos meses	Senior Professor of the Year and Mentor Teacher
10	Attending student scientific collectives by field of action	2nd to 4th	Attention to student scientific groups	Faculty of Physical Culture	Cada dos meses	Senior Professor of the Year and Tutor
11	To carry out activities to integrate theory and research work practice.	1st and 2nd	Class monitoring of internal teaching practice	Faculty of Physical Culture	Mensual	Senior Year Teacher
12	Meeting with outstanding personalities of Physical Culture.	1st to 4th	Exchanges of experiences	Faculty of Physical Culture	Cada seis meses	Career Coordinator
13	Participate in student scientific events	1st to 4th	Student Scientific Day	Faculty of Physical Culture	Semestral	Senior Year Professor and Tutor
14	Information on the different fields of study and the different ways for future graduates to improve their skills.	1st to 4th	Conference	Faculty of Physical Culture	Junio	Senior Year Professor
15	Meetings of knowledge between	1st to 4th	Round Table	Faculty of Physical Culture	Junio	Career Coordinator
16	Meetings with recent graduates	1st to 4th	Round Table	Faculty of Physical Culture	Octubre	Career Coordinator
17	Receive a diploma in Physical Education	Trained students	Physical Education Diploma	Faculty of Physical Culture	Semestral	Career Coordinator a
18	Receiving a Diploma in Sports	Trained students	Diploma in Sports	Faculty of Physical Culture	Semestral	Career Coordinator



19	Diploma in Recreation	Trained students	Recreation Diploma	Faculty of Physical Culture	Semestral	Career Coordinator
20	Receive a diploma in Prophylactic and Therapeutic Physical Culture	Trained students	Diploma in	Faculty of Physical Culture	Semestral	Career Coordinator
21	Receive Propaedeutic courses for doctoral formation	Trained students	Physical Culture	Classroom for doctoral training	Semestral	Career Coordinator
22	Evaluate the progress of the professional reaffirmation plan.	1st to 4th	Courses for doctoral training	Faculty of Physical Culture	Julio	Career Coordinator and Senior Professor of the Year

Table 1. Professional reaffirmation plan, Physical Culture career.

Source: Personal elaboration.

## Discussion

The Cuban university faces the current challenge on solid bases, by political will and decision of the State and the National Institute of Sports, Physical Education and Recreation, whose institutions are in charge of achieving equity in physical and mental health, prioritizing the necessary resources in effective interventions that privilege the actions of promotion and prevention of a healthy mind in a healthy body.

The practice leads to respond to the problems, thus to project development strategies based on the existing conditions. This requires professional reaffirmation as a necessary basis for professional success. In universities that do not carry out activities of this type, it is difficult for students to develop scientific thinking.

The results of this study show the need to promote activities to reaffirm the profession of the Bachelor's Degree in Physical Culture until reaching the levels required by the Cuban university. In this group of students, there are possibilities and potentialities.

The results of the survey on the subject are encouraging, since most of the students say that a plan should be implemented that includes a set of activities that they can exercise from the first year of the course. This strategy should be based on interrelated activities that they proposed in order to acquire skills.

The knowledge about this activity, massive participation of the students, in relation to the content according to the year and the knowledge of other activities to encourage the profession, were unfavorable, the students were dissatisfied.

In summary, there is dissatisfaction in the respondents because they do not perform activities that reaffirm the chosen profession and this, according to González (1983), is closely related to intrinsic motivation, it can be said that professional reaffirmation at the time of the research was not motivating for most of the students due to the inappropriate way of its implementation, not feeling satisfied with the teaching scenarios and the way the contents are taught, they do not obtain from it internal rewards such as feelings of achievement and self-realization, although they like the profession.

UNESCO (1998) states that the training of competent professionals committed to social development is an essential mission in contemporary higher education, and within these professional competencies it is essential to achieve in students daily motivations and interests. This cannot be achieved under conditions of low levels of personal satisfaction, which implies the need for an intervention that favors a positive change in the intrinsic motivation of this work. It is necessary to conceive professional reaffirmation as a permanent training process, which is built and developed gradually and continuously during the first years of professional performance, in order to lead to a responsible and efficient professional performance.

The frequency with which students carry out activities to contribute to the development of their professional skills is not at the required levels, this depends on their motivation towards the profession and the frequency with which the subject performs the actions and notes that he/she is achieving better results on each occasion.

The proposed professional reaffirmation plan should be implemented, as it is expected to contribute to the professional training process, the formation and development of interests, knowledge and professional skills in students.

## **Conclusions**

Most of the students surveyed are unaware of the professional reaffirmation activities, although they consider them important; they reflect the difficulty in the development and application of the professional reaffirmation plan. For this, it is necessary to control and organize the work to be done, which greatly influences the quality of the future professional. Taking into account the

results obtained, the authors draw up a representative plan for the Physical Culture course at the University of Guantánamo, highlighting the activities which, in their opinion, have the greatest influence on the students, from the emotional point of view and in the formation of interests, habits and professional skills.

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