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## *Orientación profesional del instructor de arte para el desarrollo de la identidad profesional pedagógica*

### *Professional orientation for developing teaching identity in arts instructors*

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**Resumen:** Atendiendo a la importancia que reviste el desarrollo de la identidad profesional pedagógica del instructor de arte, el presente trabajo tiene como objetivo diseñar talleres de reflexión pedagógica desde la asignatura Teoría y Metodología de la Educación Artística I que contribuyan al desarrollo de esta. Se presentan los fundamentos epistemológicos en relación a la motivación como factor determinante de la orientación profesional para el desarrollo de dicha identidad a partir de la implementación de los talleres en un grupo de estudiantes de primer año de la Licenciatura en Instructor de Arte.

**Palabras clave:** Orientación profesional; Identidad profesional pedagógica; Talleres de reflexión; Instructores de arte

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#### **Abstract:**

Taking into account the importance that the development of the arts instructor's pedagogic professional identity has at present, this paper's objective is to recommend workshops for the pedagogic discussion about the subject Theory and Methodology of the Artistic Education I, which will contribute to the development of this important subject. The epistemological foundations presented here regarding motivation are viewed as a decisive factor for the professional orientation and the development of identity, starting with the implementation of the workshops in class, for students of first year of the Arts Instructors' major.

**Keywords:** Vocational Guidance; Professional identity; Pedagogical identity; Workshop; Arts instructors.

#### **Introduction**

The historical background of the study on professional orientation in the last two decades of the twentieth and early twenty-first century has been very productive in Cuba in the field of

pedagogy, highlighting González Rey (1983), who makes important approximations from his research On the conceptualization of professional motivation and its place in the structure of personality; González (1998), who confirms that the professional identity is achieved in the training and development stage in the university center, highlighting elements that intervene in the motivational training of the graduate. Others like Del Pino (1999), directs his analyzes to the motivation and the development of the professional identity from the class with problematizing approach; Oliva Feria (2011), emphasizes professional identity as an essential quality in initial training, given by commitment, responsibility and psychopedagogical preparation; Llerena (2013), proposes a model of professional orientation for the development of motivation towards the profession in students of the semipresencial modality.

Researchers from the territory of Villa Clara have addressed the issue. It is worth mentioning Martínez (2001), who refers in his studies about the teacher identified with the profession and the favorable image he achieves with the object of work of the education professional; Pérez (2011) proposes a didactic system from the subject of introduction of the specialty in the training of the nurse for the development of the professional identity; García (2013) relates professional self-determination and teacher reaffirmation with the self-assessment of its effects on professional identity. Related to the training of the art instructor are the group of researchers Tamayo, Fonseca and Robledo (2011), with the proposal of workshops aimed at the vocational guidance in first year students for their pedagogical training.

The authors consulted have common points about the educability of professional motivation based on a personological approach, the need to direct this process of educational orientation in initial formation towards the achievement of professional identity, the active role of the subject in the development of Professional interests, psycho-pedagogical knowledge, commitment, responsibility, as well as the influence of the teaching-learning process, considering the professional identity of the teacher as an indispensable quality. These aspects are considered as professional identity constructs that are developed as a process that begins with the choice of the career, which is manifested only when the professional role is assumed and when it can be exercised in a personalized way, that is, with personal commitment and with creativity.

In this sense the direction of the work of pedagogical professional orientation is aimed at helping students in the development of their identity with the profession and their professionalism in

order to contribute to their development and professional, personal, and social recognition as professional in charge of the Education of others, so that it can respond with greater autonomy to the needs that its professional task demands. This implies first of all making them aware of the social need of the pedagogical profession and, from there, stimulate the commitment with it.

Despite what is established, the reality in the pedagogical career Bachelor in Art Instructor, indicates opposite results to the desired. The students when entering the University show tensions for assuming a pedagogical formation that contradicts the artistic training received in the upper secondary school (School of Art Instructors), and deficiencies in the intrinsic motivation towards the pedagogical profile, which has affected his interest in the career and permanence in the University. Situation that must be taken care of from the educational process of the career, the year and the disciplines.

This problem is a subject of analysis in the race group with the purpose of intending to improve the academic, labor, research and extension components; Which is reflected in the improvement plan of the career, the educational projects of the years and in the strategy of professional orientation towards the achievement of the professional pedagogical identity of the instructor of art from the first year. Considering the importance of developing the pedagogical professional identity of the instructor of art in initial formation, the present work aims to design pedagogical reflection workshops from the subject Theory and Methodology of Artistic Education I that contribute to the development of the identity Professional instructor of the first year student of the Art Instructor Degree.

## **DEVELOPMENT**

The development of professional motivation as a determinant of professional identity

On the subject of professional guidance in Cuba, psychology starts from the postulates of the authors of the former socialist countries and more specifically in the Soviet Union, in researchers like Lomov (1977), Bozhovich (1978) and Leontiev (1981), among others, Based on the historical cultural approach, that focus their studies around the evolution of interests and cognitive motivations in schoolchildren as the basis of professional selection.

Pérez, Bermúdez, Acosta and Barrera (2004) affirm that: "Motives are everything that stimulates and drives the activity of man with a view to satisfy his needs. The motive mobilizes and directs the behavior of the subject "(p 51). The authors state, in relation to professional reasons, that

when the young man says that he studies because he wants to be a highly qualified professional, that motive effectively regulates his behavior, which means that the activity of the man is directed and oriented essentially by Conscious motives.

They also point out that in the personality the motives are always hierarchically structured, where some are main and others are secondary, depending on the relevance or significance they have for the subject, so that educational influences should be directed to foster Realization of varied activities that allow the student the formation of broad and stable reasons for the profession.

There have been several researches in Cuba that address the problem of motivation and professional orientation, such as González (1983), who orientates his work from a personal point of view, calls professional intentions to the higher level of professional motivation, whose existence Presupposes conscious-volitional regulation in the sphere of action.

The professional intentions condition the existence of the subject of a high personal involvement in the profession, whose contents are elaborated in a personalized way and this is reflected in the own valuations on the same, with great emotional nuances, an active search and elaboration on the profession and An integration of the same to the life projects of the subject (Recarey and Del Pino, 2011). This presupposes that motives are expressed in behavior, in reflections, in evaluations, and from these forms they mobilize the subject towards the essential goals of his life.

The professional orientation is formed by a complex system of dominant motives that embodies the aspirations of the man in the society in relation to the formation and the professional performance (D 'Angelo, 2001). This is amplified by Llerena (2013) when affirming that:

The study of the content of the motives allows to determine the existence of different levels of integration of professional motivation. The upper and middle levels of integration of the same are characterized by a specific motivational training that is called professional interest, where cognitive motives intrinsic to the content of the profession predominate. The lower level is characterized by the existence of diverse motivational formations that participate in the regulation of the professional activity, where predominate personal or social reasons extrinsic to the content of the profession. (P.24)

The analysis carried out allows us to assume what Del Pino (2011) asserts, that motivation is an important element in the process of training, development and action of the motives towards the profession or the working life. To understand "it is necessary to know the significant links

established by the subject, by interacting with different scientific contents related to the profession, their work and the people who are part of these contexts where the experiences are decisive" (p 129) . Consequently, this author recognizes the professional orientation as an aid relationship established with the student to facilitate the process of development of the professional identity of the same, through different techniques and routes, integrated into the general educational process, according to the evolutionary stage And the specific situation in which it is.

Regarding professional identity, Martínez (2001) refers that the teacher identified with the profession has a favorable image of the work object of the education professional, assumes the profession as a component of the meaning of his life.

Chirino (2002) argues that "professional pedagogical identity is understood as the traits and conditions that typify the professional education that differentiates it from other professionals" (p.161). The author refers to the feelings of belonging to the pedagogical profession in the awareness of what an educator is prepared to face the educational reality, the changes that it faces and the improvement of the educational system, which forces to think systematically about Of professional performance.

In relation to the above Del Pino (2011) considers that "professional identity expresses the personal sense of belonging to a profession, who thinks, feels and acts as a concrete professional shaped from his national identity in a particular sociopolitical context but through His personal history "(p.96).

From this perspective, important elements that intervene in the process of constructing and developing the subject's personal and professional identity, where the relations between the cognitive, affective and volitional, and between the individual and society, are shown by the authors. It is assumed by Pérez (2011), which summarizes in his research that the professional identity is the "subjective configuration of the personality that expresses his professional satisfaction and a favorable image of it based on the integration of deep ethical principles and a High sense of belonging to the profession "(p.35)

From this perspective, González (2011) reaffirms that the stage of the formation and development of interests and professional skills in the University is essential for the achievement of professional identity, to which the entire curricular system must contribute.

In the theses presented by the authors consulted, motivation is evidenced as a fundamental element in the process of professional orientation, highlighting the affective component of the personality in relation to the cognitive, influencing the development of attitudes, interests, ideals, self - Aspects that configure and actively elaborate the contents related to the profession so that they become meaningful and personalized by the subjects, which will allow to develop in the future professionals feelings love and belonging to the pedagogical profession and the awareness of the ideal Of Cuban educator, revealed in suitable modes of action.

Romero (no date), in relation to the image of teacher of Arts Education exposes that the two conditions that should not be lacking in this as a humanizing teacher are the love of the profession and double preparation: disciplinary and pedagogical. Emphasizes the adequate pedagogical preparation that allows them to understand and apply theories on the teaching and education of the arts, the management of academic, artistic, emotional and social activities, the application of didactic strategies, the interaction with models, approaches and methodologies of The pedagogy of the arts, and preparation in the design, management and evaluation of a curriculum in Arts Education, which needs professional motivation.

The consultation of the specialized bibliography and the documents that gather the result of the investigations allow the authors of this article to reflect on the necessity of the appropriate direction of the pedagogical professional orientation of the student of Bachelor in Instructor of Art towards the knowledge of The artistic-pedagogical profession for the achievement of a positive affective bond with it, through the quality and integration of the academic, research and labor activities included in the curriculum to contribute to the development of professional pedagogical identity.

Understanding that the identification of the art instructor with his profession implies: the recognition as an art educator, the assumption of ethical behavior models, the constant valuation and conscious reflection of his professional performance, the development of autonomy, commitment to himself and With others, responsibility for the fulfillment of their functions and tasks, which contributes to the development of motivational formation of interests, feelings, and attitudes in the professional sphere.

### **Methodological design**

For the development of the work, the qualitative methodology is assumed by applying the participatory action research method during the 2011-2012 school year with the implementation of the "D" study plan. The first task is to characterize the real state of the behavior of the professional motivation by the pedagogical profession in a group of 20 students of the first year of the race, for which the theoretical methods are applied: analytic-synthetic, inductive deductive, historical Logical, structural systemic, modeling; And empirical level: document analysis, observation, participant observation, in-depth interview, investigator journal, group discussion, data triangulation.

Interviews with key informants (1st and 2nd grade primary teachers), participant observation, interviewing students, as well as the experience of the authors in the positions of Head of department, Head of career and Head Of the year, show the following regularities:

- Students express dissatisfaction with the chosen profession when prioritizing within their expectations to form as a professional artist, insufficient knowledge about their professional role, disinterest in the subject general pedagogical training, unreflective attitude in classes.
- It does not take advantage of all the potential offered by the content of the subjects from the first year of the race to enable students to learn to think, feel and act as a professional with an artistic-pedagogical profile.

The consultation to the "Professional Model" of the Degree Bachelor of Art Instructor allows to corroborate that the object of work is the educational process of artistic manifestations in the different scenarios, public and organizational forms where it takes place, in which it assumes a protagonist role as educator by the art directed to the formation of the personality of the new generations. It is also verified that the curriculum designed is composed of disciplines that guarantee the preparation in the artistic specialties, the general and specific pedagogical preparation of music, dance, theater and plastic arts.

Based on these results, the integrating guiding discipline of the Theory and Methodology of Artistic Education course is assumed, encompassing the didactics of artistic specialties, through which the theoretical and methodological bases for the development of interests and abilities are centered Professionals from the study of professional functions: teaching-methodological, research and vocational guidance.

Once the results of the initial diagnosis have been analyzed, the pedagogical reflection workshops are elaborated and applied.

### **Proposal of pedagogical reflection workshops**

In the Methodological Teaching Work Regulation of the Ministry of Higher Education (RM 2010/2007), the workshop is characterized as: "the type of class that has as a specific objective that students apply the knowledge acquired in the different disciplines for the resolution of Problems of the profession, starting from the link between the academic, research and labor components "(p.20).

According to González (2010), "the workshop is aimed at the transformation, construction or discussion of content, for the integral solution of professional problems in a group, for the group and with the help of the group, where interdisciplinary relations prevail" ( P.3).

Accordingly, the proposed pedagogical reflection workshops deal with conceptual, procedural and attitudinal issues, based on the study of the functions and tasks of the professional role of the art instructor. The workshop is organized on the basis of group work, so that students inquire about their professional work under the successful and effective direction of the teacher of the subject selected for this purpose. The problem method will be a decisive element to promote the development of professional motivation through debate and reflection. In this process, self-assessment, co-evaluation and evaluation of the teacher will be used as evaluation types.

The different phases of the workshop will be respected. The initial phase, aimed at the preparation of preconditions for the realization of the workshop, for which a work guide is prepared, the activities are distributed according to the content to be addressed, the responsibilities of the participants are specified by the teacher ; And the execution phase, which contains, at the same time, the stage of preparation of conditions, motivation, execution of tasks and evaluative closure. A reasonable amount of time will be allocated for the individual preparation that encourages the process of reflection.

What is reflection? According to the dictionary of the Spanish Royal Academy, to reflect is "to consider a thing or thing new". To consider is "to think, to meditate, to reflect a thing with attention and care". According to Blandez (1996), "reflection is a way of thinking that involves deepening, analyzing, studying, meditating on something carefully, with attention, with care. It implies, in the first place, to question all that is done, as a systematic method of investigation

"(p.22). It means that one can only reflect if one has an open and sympathetic attitude towards the criticism of oneself, and then we speak of self-criticism, as that derived from other people.

From the analyzed, it is deduced that the reflection is the process of the thought that makes possible the analysis, the revision and the conscious valuation of practical or cognitive experiences for its better understanding and thus to be able to act on the object of reflection, to perfect it, to change it or Keep it.

Selected Topic.- The Professional Model.

Workshop 1.- Modes of action of the art educator

Objective.- To base the importance of the development of an ethical-professional attitude and value supports that serve as framework for the improvement of the pedagogical practice.

Method: expository. Procedures: conversation, debate, modeling.

Teaching means: blackboard, study documents, synoptic table.

Bibliography.- Document on the Work of the Art Instructor (Circular MINED-MINCULT, 2004); Model of the Professional of the Bachelor Art Instructor.

Methodological Orientations.- We return knowledge studied about the objectives and work functions of the Art Instructor who perform in educational centers. The theme is presented and the objective of the workshop is oriented.

Students will be presented with different concepts of modes of action to be analyzed to determine the essential traits in each of them, the common, the different, and build their own concept. For this, it will be consulted in the text Selection of readings of Methodology of Educational Research, of Sierra and Caballero; Chirino's article "Research as a function of the educational professional: modes of pedagogical professional performance" (p. 28-29). The criteria of the students will be evaluated with a summary scheme in the blackboard where the ideas are generalized. The debate is promoted based on the following questions: how do you conceive the ways of action of the art educator ?, refer to the Model of the professional; Are you identified with your profession? Value achievements and weaknesses of the present knowledge, skills, abilities and attitudes of their modes of action in educational practice.

Workshop 2.- The teaching-methodological role of the Art Instructor

Objective.- To characterize the methodological teaching function of the instructor of art in the pedagogical practice that contributes to the improvement of his modes of action.

Method: joint development

Procedures: heuristic conversation, debate, demonstrations, modeling.

Means of instruction: blackboard, synoptic table, reference texts.

Bibliography.- Model of the professional; Text Professionalism and Pedagogical Practice compilation by Gilberto García Batista and Elvira Caballero, Chapter 2 "The teaching methodological role of the teacher from the perspective of his professionalism" (pp. 16-19).

Methodological orientations.- The general characteristics of the Teaching-Methodological function are analyzed taking into account the criteria of García Batista and Caballero, their repercussion in the modes of professional performance and how this is achieved when there is a positive perception of self as a professional, commitment Social, personal involvement and motivation for change. From the analysis each student will make his reflections about the sense of belonging achieved and his satisfactions for the chosen profession. Subsequently, four teams are formed by students of the same artistic specialty (music, dance, plastic and theater) to reflect on the tasks that arise in the Professional Model corresponding to the Teaching-Methodological function and how they are fulfilled since The pedagogical practice in the different levels of teaching exposing their experiences in the planning, execution, control and evaluation of the teaching-learning process. The conclusions reached are related to these contents with the work objectives of the instructor of art in the educational centers as established in the Circular MINED-MINCULT, 2004.

It is oriented to the next workshop the consultation of diploma work to review the topic addressed by the authors and the structure of the same.

Workshop 3.- The art instructor as researcher

Objective.- To evaluate the qualities of the art instructor as a researcher contributing to his professional pedagogical identity.

Method: expository. Procedures: discussion, modeling, demonstration.

Means of teaching: results of student scientific work, text of consultation. Bibliography: Maria V. Chirino's articles "Research as a Function: Modes of Pedagogical Professional Performance" (pp. 17-31) and "Regularities of the Teaching Profession" in Selected Educational Methodology readings from Regla Silva and Elvira Caballero. Process of teaching learning of educational research "(160-163).

Methodological guidelines.- Teams formed by students of the same artistic manifestation. The analysis of the diploma work consulted on the issues addressed, the structure, proposed solution and the transformations achieved is done. The criteria of Maria V. Chirino that are stated in the article on the essential contents of investigative function (pp. 21-22) are brought to the debate, which are compared with what was proposed in the Professional Model and analyzed in the Works Diploma courses consulted. To conclude, we take into account what the author proposes about the relation between the learning of educational research and the development of professional pedagogical identity as regularities of the teaching-learning process of educational research (pp. 160-161). The criteria are shared and two elements are questioned: how will I be a researcher? And what problems will I investigate?

It is oriented to the next workshop the elaboration of a page where they express how the artistic Education contributes to the development of the personality, and exemplifies with the experiences of the educative practice.

Workshop 4.- The educational instructor's work of art instructor

Objective.- To evaluate the work of the art instructor from the accomplished work of education through art, contributing to their identification with their professional role.

Method: joint elaboration Procedures: heuristic conversation, modeling.

Means of instruction: blackboard, pages, reference texts.

Methodological orientations.- The preparation of the students is controlled (elaborated sheet), according to the results the workshop will be developed through an exchange of experiences of the pedagogical practice among new teachers that are formed in the University. It is organized taking into account the following thematic axes: 1. Interaction with the cultural promoter of the Popular Council to achieve cultural work in the community, 2. Comprehensive attention to respect for cultural diversity, preservation and care of physical health And emotional and

environmental education, 3. Art in special education or therapeutic work with children with educational needs.

The interventions are organized, debates, exchanges, confrontations, reflections are promoted, based on the criteria consulted. The quality of the work and the participation of the students are evaluated.

Workshop 5.- The competent and creative performance of the art instructor in the school

Objective.- Apply the contents studied in the exhibition of his experience as an artistic-pedagogical novice teacher.

Method: practical Procedures: discussion, reflection, exemplification, demonstration.

Means of instruction: blackboard, texts written by the students or others selected by them.

Methodological orientations.- The debate will be centered on the following questions: What is to be an art instructor? Can an art instructor act professionally who "knows his profession" but does not "feel it"? Do you feel satisfied? With the chosen profession? Each student will state his / her criteria according to the experiences shared in the subject, the level of satisfaction with the chosen profession, interests, level of commitment and responsibility to the study. They will be evaluated based on the quality of their reflections.

### **Discussion of results**

During the implementation of the reflection workshops, categories and subcategories emerged that allowed the evaluation of the transformations of the subjects in the research process from the academic, affective and behavioral components, which show significant changes in all the cases studied related to: - Assimilation of the Knowledge of the profession, - Acceptance by positively valuing their professional role, - Initiation of their recognition as art educators and education professionals and of the significance of the profession at a social level, - Samples of satisfaction for the chosen career when expressed In defense of the profession, - Successful fulfillment of the study tasks, showing interest, independence and initiative, - Establishment of relations of exchange, cooperation and respect among the members of the group.

The results obtained are in an initial process of the formation and development of professional pedagogical identity, so this work must continue with other proposals in the career.

## CONCLUSIONS

Professional orientation towards professional motivation are fundamental elements for the portion and development of the professional pedagogical identity in the initial formation of the professional in the University.

The tensions of the students who initiate the race Degree in Art Instructor are marked by the low motivation for the pedagogical formation when considering within its expectations to form like a professional of the art.

The pedagogical reflection workshops lead to the critical and collegial reflection of the students, contributing to the formation and development of interests, intrinsic motivations, in the assumption of the professional role, revealing the pedagogical professional identity of the participating students.

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