
***Diagnóstico de la formación de maestros primarios en
orientación educativa para la convivencia
intergeneracional***
***Diagnosis of the education of primary teachers to guide
intergenerational coexistence***

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Resumen: El proceso de formación de maestros actualmente incluye la función orientadora, sin embargo, se aprecia el desconocimiento de la calidad que en tal sentido se alcanza y la carencia de una metodología específica para su constatación. Se reconoce la contradicción entre las aspiraciones expresadas en el modelo del profesional y el diseño curricular para satisfacerlas. El trabajo tiene como objetivo presentar un estudio diagnóstico y una caracterización del estado actual del proceso de formación de maestros primarios para el ejercicio de la función orientadora en la Universidad de Holguín.

Palabras clave: Formación de maestros; Función orientadora; Orientación educativa; Convivencia intergeneracional

Abstract: The teacher training process currently includes the guiding function, however, ignorance about the role its quality has is still perceived, and there is still lack of a specific methodology for measuring it. Though there is certain recognition of the contradictions between the aspirations expressed in the model of the professional, the curricular design to satisfy them is flawed. The aim of this paper is to present a diagnostic study and a characterization of the current state of the process of education of primary teachers for the guiding function at the University of Holguín.

Keywords: Teacher training; Guiding function; Educational orientation; Intergenerational coexistence

Introduction

The study of data related to aging population reveals that in Holguín the number of people over 60 years old in the next ten years will be much higher than the children, adolescents and youth who will be in working age. The difference between the total number of people in

age groups ranging from 10 to 24 years and groups from 50 onwards is lower for the first in 955 156 people compared to the second.

The demographic situation related to population aging affects the formation of multigenerational families. The dynamic in the coexistence that is generated in these families is very specific and not always its members are prepared to interact in it. From this perspective it recognizes the existence of a social necessity that must be attended by various professionals, among them the teachers.

The teacher-training process should be perfected by the social needs of families. In this sense, it is valuable to study the process of preparing teachers in the undergraduate level to assess the various influences they receive in their training for the performance of the guiding function. The aim of the work is to present a diagnostic study and characterization of the current state of the process of formation of primary teachers for the exercise of the guiding function at the University of Holguín.

Development

This study, carried out in the period 2014 to 2017 in the primary education course of the University of Holguín, is descriptive. We used methods of the type survey or quest, and analytical studies (Colás and Buendía, 1994), and techniques such as interview, questionnaire and valuation scales. Analysis of the appropriate D curriculum and study plan E was included.

Two dimensions were determined with indicators and criteria of analysis:

1-curricular treatment to the contents of educational orientation and learning of intergenerational coexistence. For the analysis of this dimension were taken into account the fundamentals of the curricular design (Addine 2011), and the procedures followed by Ramírez, A. M (2016) and Álvarez L. (2016) on the training as counsellors of the specialists in Pedagogy-psychology. From this theoretical systematization, the following indicators were determined:

-declaration of objectives and teaching contents on the learning of intergenerational coexistence, and the guiding function of the primary teacher.

-the transversalization of the content by the years of the major.

-presence of the content in the different modalities of the pre-professional practice.

The documents selected for the analysis of the curricular treatment are the model of the professional, and the programs of disciplines and subjects. In the analysis of the content of the programs of discipline and subjects we took into account the didactic fundamentals that contributed Addine (2004) on the components that make up the content of teaching, namely: conceptual, procedural and attitudinal, and those linked to the educational orientation and the learning of intergenerational coexistence are specified.

The curricular analysis is carried out taking into account the structuring of the necessary and sufficient content, as a result of the theoretical systematization on the fundamentals that support the learning of intergenerational coexistence and the guiding function of the primary teacher. They integrate concepts, skills and values into the content.

The concepts are as follows: educational orientation, types and areas of guiding, guiding content, methods for guiding, communication in the process of guiding, mediation in the resolution of conflicts, resources to facilitate the process of mediation, integration of educational guiding in the teaching-learning process, coexistence, intergenerational coexistence, intergenerational communication, intergenerational dialogue, multigenerational family, intergenerational conflict, strategy of solution to intergenerational conflicts, generational groups, learning of intergenerational coexistence.

The Skills are:

-diagnose the educational reality of the families taking into account the generational differences (students of first and second year)

-planning an educational strategy, taking into account the generational differences (third year students)

-execute and control an educational strategy taking into account the generational differences (fourth and fifth year students)

The values are:

-solidarity taking into account the generational differences

-respect for the diversity of families of schoolchildren in stimulating the learning of intergenerational coexistence and in their preparation

-Preparation of teachers of the major for the formation of primary teachers in educational guiding for the stimulation of learning intergenerational coexistence.

For the analysis of this dimension were taken into account the indicators provided by Recarey (2004) on the preparation for the performance of the guiding function and the conception of training of education professionals in Cuba, according to García and Addine (2004), Horruitiner (2012), Ramírez (2016) and Álvarez (2016). The study derived the following indicators and criteria for analysis:

-conception of educational guiding. It analyses the knowledge they have on general foundations of the educational orientation, on which the following topics are considered essential: definition of the concept; the current situation on which it is supported; the pathways, techniques and methods of guidance that the teacher can use; relationship between education-guiding-training; importance of the structure of the teacher's guiding function for guiding in the educational institutions.

-conception of training of professional education. It takes into account the mastery of the training model of the education professional in Cuba, its foundations from the philosophy of education (educational policy), the humanist approach, the theory-practice relationship, the professional character of the training, and the curricular strategies and the principles of curricular design.

-preparation for the performance of the tasks as tutors: training received as tutor, tasks that encompasses this function, quality of the performance as tutor and contribution to the integral formation of the student, methods that most often uses in the tutoring, years of experience in higher education, knowledge they possess, qualities as an educator, political-ideological preparation.

-mastery of the content of intergenerational coexistence. We consider the knowledge related to: intergenerational coexistence, intergenerational communication, intergenerational dialogue, multigenerational family, intergenerational conflict, strategy of solution to intergenerational conflicts and generational groups.

For the analysis of these dimensions, the selection and triangulation of the following methods was carried out:

- theoretical systematization with analysis and synthesis for the determination of indicators and criteria of valuation in the analysis of the dimensions of the study.
- of the type survey or quest, of the type analytical studies, and of the type of observational studies (Colás and Buendia), with use of techniques like the survey to professors, to students, and to tutors of the work practice.
- analysis of documents with the technique analysis of content for the revision of the programs of disciplines and subjects, in the observation to classes, in the presentations of reports of work practice, and in the elaboration of educational projects.
- interview leading professors of the major and disciplines.

We used intentional and stratified sampling that included students, professors and professors tutors of the major:

- 39 students: 12 of 1st year, 11 of 2nd, 6 of 4th and 13 of 5th.
- the principal professor of the major.
- the principal professor of the integrative main discipline and the professors of the following subjects: Methodology of the teaching of Civic Education, Methodology of the teaching of the Spanish language, Methodology of Educational Research.
- professors of the subjects Psychology, Pedagogy and Didactics of the discipline General Pedagogical Education.
- the four principal professors of the four academic years.
- 19 professors and tutors of the work-research practice of the municipalities Holguín, Gibara, Rafael Freyre and Cacocum (the municipalities of higher level of aging in the province).
- 19 tutors of the University.

From studying the model of the professional, the following results are presented:

- there is explicit preparation for attention to diversity, i.e. it is recognized that gender

differences, differences in development and learning, and cultural differences should be taken into account. However, it is implicit in the aspect that refers to generational differences, so that the recognition of the characteristics of intergenerational coexistence in the preparation of the future teacher is considered insufficient.

-in General Objective number two the document refers to the diagnosis and design of strategies to meet the needs and potential of the family, and in the professional problem five it refers, among other aspects, to the development of the potential of the family. However, in none of the pedagogical-professional skills, nor in the tasks determined for each function of the professional role, this purpose is concretised, which reveals inconsistencies in the components of the professional model.

-in the task one of the teaching-methodological function, referring to the integral pedagogical diagnosis, is implicit the determination of peculiarities of the intergenerational coexistence in the families of the schoolchildren.

-in the task one of the guiding function is implicit the educational orientation for intergenerational coexistence which favors, to a lesser extent, the understanding of its importance and the conscious use in the training of the professional. Task three does not deepen generational differences taking into account that educational communication must be made from recognizing generational differences. In task four, the place of generational differences in the coordination of educational activities with the family is very unclear.

-values such as intergenerational solidarity and respect for diversity are not sufficiently expressed.

The analysis of the discipline and subject programs was made from determining the presence of contents related to learning of intergenerational coexistence and educational orientation. The analysis is shown in table 1.

Table 1. Inclusion of knowledge of the learning of intergenerational coexistence

Knowledge of the learning of intergenerational coexistence	Discipline General Pedagogical Training			Integrative Main Discipline			
	Psychology	Pedagogy	Didactics	ME MQ	ME LE	ME GC	M EE C
Coexistence				x			X
Intergenerational Coexistence							
Communication and intergenerational dialogue				x			
Multigenerational family				x			
Intergenerational conflict and solution strategy							
Generational groups							
Learning intergenerational Coexistence							

Source: The author

Important absences are found in relation to knowledge on educational guidance, as shown below.

Table 2. Analysis on treatment to basics of educational guidance

Knowledge of educational orientation	Discipline General Pedagogical Training			Integrative Main Discipline			
	Psychology	Pedagogy	Didactics	MEM Q	MEL E	ME GC	M EE C

Definition		X						
Functions								
Principles								
Methods for guiding		X						
Modalities								
Relationship of guidance methods and educational methods								
Areas	School	X						
	Personal	X						
	Professional	X						
	Familiar	X	X					
Integration of educational orientation in the teaching-learning process								

Source: self-elaboration

The course methodology of the teaching of the world in which we live offers treatment to the concept of social coexistence. The subject methodology of the teaching of civic education does not offer treatment to the concept community coexistence, that is treated from the curriculum of the primary school, which evidences a point of rupture between the educational practice of the primary school and the initial teacher training process. The course methodology of the teaching of the Geography of Cuba presents characteristics of the Cuban population and their treatment for the primary school teaching.

The concepts intergenerational coexistence, communication and intergenerational dialogue, multigenerational family, intergenerational conflict, strategy of solution to intergenerational conflicts, generational groups do not appear among the contents of the base curriculum, neither the particular, nor the optative.

For the analysis of the programs of the subjects of the didactics particulars are taken into account those that pay to the education in the primary school, articulating thus the curriculum of the initial formation with the model of primary school and its curricular design.

Table 3. Subjects in which they are linked

Primary teacher Initial Training courses	Primary education Subjects
Teaching methodology of the <i>El Mundo en que Vivimos</i>	<i>El Mundo en que Vivimos</i>
Methodology of the teaching of civic education	Civic education
Methodology of the teaching of the geography of Cuba	Geography of Cuba
Methodology of the teaching of the natural sciences	Natural Sciences

Source: self-elaboration

In the subject psychology is studied the definition of educational orientation, types and methods, without treating the relationship educational methods and guidance. From the didactic subject it is not addressed the concept of integration of the orientation in the teaching-learning process, and the students remain in the ignorance of how to do it and the value that it has.

The content related to family orientation appears in the subject Pedagogy. It delves into a curriculum of its own, specifically in family types, the family orientation process, the different ways of school-family relationships and in different orientation alternatives, however, it does not particularize in the characteristics of multigenerational families.

The discipline General Pedagogical Training includes contents linked to the structure of the guiding function. The diagnosis is largely weighted. Table 4 shows the Analysis.

Table 4. Contents of the guiding function

Contents of the Guiding function	Discipline Training			Integrative Main Discipline			
	Psychology	General Pedagogy	Pedagogical Didactics	MEMQ	MELE	ME GC	ME EC
Diagnose the characteristics of the subject and the school group	X	X	X	x	X	X	X
Modeling the educational strategy							
Implementation of the Strategy							
Evaluation of the development achieved by schoolchildren and the group		X	X				

Source: The author

The ability to diagnose is included from the first year of the major with the subject Psychology. Then it particularizes in the subject pedagogy with the concept of integral pedagogical diagnosis. It does not include the content related to the diagnosis of generational peculiarities. In addition, it is approached from its general foundations and does not include its dimensions and indicators, the impact that have the characteristics of different generations in the education of schoolchildren, and it does not include the inquiry on the intergenerational coexistence for the characterization of the family.

The skills to diagnose, model and implement an educational strategy are systematized from the third year. There are limitations in the content determined for the strategies, taking into account the generational differences of the groups of parents with whom it has interaction.

In the attitudinal aspect is asked in the curricular treatment that is offered to the following aspects:

-inter-generational solidarity

-respect for diversity. It was determined that it is insufficient to carry out stimulation actions that favor the professional commitment to care taking into account the different generations.

They identify the following regularities on curricular treatment:

-lack of contents necessary for the performance of the guiding function.

-there is no breach of the interdisciplinary approach between subjects of the general Pedagogical Training and particular Didactics on orientation for the learning of the intergenerational coexistence from class.

In the study of the teacher preparation dimension, it is clear that the guiding work needs to be enriched with the methods, techniques and guidance modalities. The stimulation for the learning of intergenerational coexistence and the educational orientation to achieve it are absent during the initial education process.

With regard to the tutors on the conception of orientation, 51.2% considered that guiding is guiding, 14.6% is teaching, and that is to direct 19.5%. 4.8% conceive it as publicizing how things should be done and 4.8% as pointing out the right path and controlling the oriented, which evidences a directive position in which the student is a simple recipient.

It is contradictory that 82.9% of teachers who are tutors consider being prepared to contribute to the training student who attends to fulfill their educational function, and that 51.2% said to be prepared to advise the interrelation of studies Students with the daily development of their work as a primary teacher. 24.3% is moderately prepared for the performance of this task, while 14.6% is not, indicating that it is necessary to prepare the tutors for the exercise of their tasks and functions.

Only 14.6% identifies this process as a relationship of aid and cooperation, 9.7% conceives it as an interaction, as a collaborative work and as an aid to eradicate bad habits, limiting to the attention of weaknesses, and 4.8% see how to teach to do the work , monitoring, stimulating for the good, providing support, teaching knowledge, explaining actions, sharing criteria and convincing, as something systematic and supportive. In this way they give a restricted character, because they confuse it with the creation of the guiding base of the activity. Some of the questions raised by the tutors do not correspond to the essence of the

relationship of aid, and show inadequacies on their general grounds, because they have not received training in this respect in their postgraduate education.

78% referred to be prepared to guide the organization and conduct of the different educational extracurricular activities, and after school activities to ensure compliance with the objectives for the year and level.

As regards the analysis of personal strengths for the guiding function as tutors, the following elements are indicated:

-years of experience (51.2%).

-the knowledge they possess (24.3%).

-personality and communication qualities (14.6% and 10.5% respectively).

-the profession and the interest they have, the political-ideological preparation they possess and the labor discipline; as well as its management capacity (4.8%).

Among the problems they have for the performance of the guiding function analysis indicate the following:

-problems over time (78.04%).

-The preparation of all the subjects and the support that they must give to the university studies (14.6%).

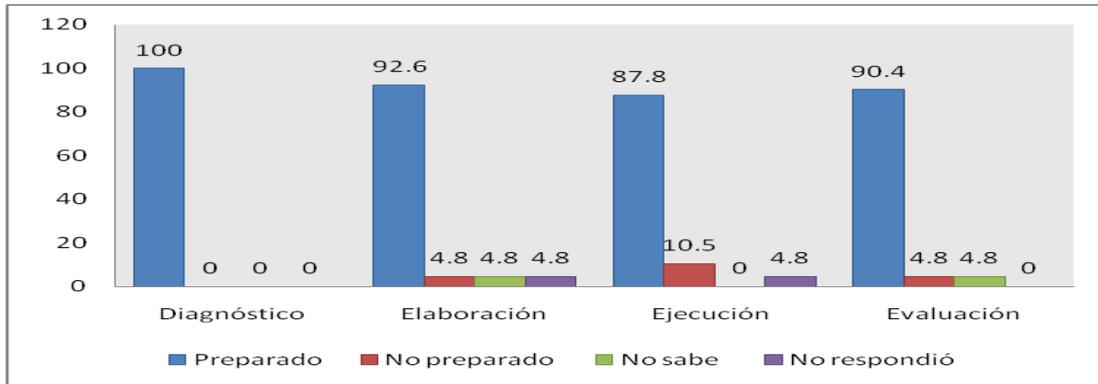
-inadequate preparation as a tutor (4.8%).

In relation to the students, 4.8% noted selflessness; the lack of vocation, maturity and responsibility. Among other aspects, 10.5% mentioned the overcrowding in the groups, the 4.8% the labour requirement, the work premises and the guidance texts.

In the types of relationships they establish with their tutored, 82.9% of the tutors believe that these relations are frank, the 78% that are of collaboration, the 73.1% that are of professional exchange, the 60.9% that are open, and the 4.8% that are of friendship and of affection.

The preparation of teachers and tutors in each phase for the development of an educational strategy was the subject of analysis. The results are shown in Chart 1.

Chart 1. Preparing teachers for the development of an educational strategy



Source: The author

The professors surveyed (38) feel prepared on the educational strategies, although without full correspondence between the phases, because in the phases of execution and evaluation the percent decreases. The following results could be found:

-lack of deepening in the diagnosis of the basic needs of the students for the performance of their guiding function, and on the mastery of the knowledge concerning the intergenerational coexistence.

-there is no total correspondence between the diagnosis and the elaborated strategy.

-the strategy has a general character, it does not reach the differentiated attention on the educational orientation for the stimulation of the learning of intergenerational coexistence.

In relation to the tasks as a tutor, the survey asked the following:

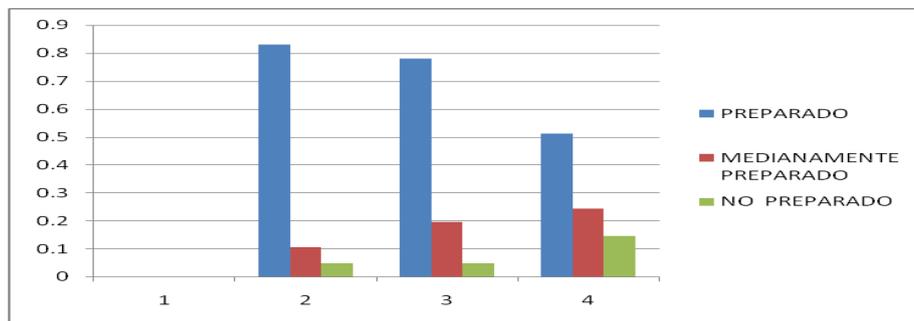
-to contribute to the fulfillment of the educational function.

-to guide the organization and the accomplishment of the different educational extracurricular activities, of the schoolchildren with the family and of the schoolchildren in school to guarantee the fulfillment of the objectives of the year and level.

-to advise the interrelation of the university studies with the daily development of his work as primary teacher.

The evaluation of the preparation of the tasks as tutor was made from the categories: 1) prepared, 2) moderately prepared and 3) unprepared.

Chart 2. Homework Preparation as a tutor



Source: The author

It is remarkable how teachers are considered prepared in Tasks 1 and 2, which coincides with the phases of diagnosis and planning of the educational strategy. There is a contrast between these results and those reached by the students because they show preparation in the diagnosis and planning phase, which favors the fulfillment of their educational function. This contrast is due to the active participation that the teachers give to the students in these phases, allowing them to be observant, and partaker of their design and execution.

The preparation of the professors is characterized by the following traits:

- insufficient preparation to exercise the guiding task.
- ignorance of what a help relationship means.
- a tendency towards the high in the preparation for the performance of his functions as a tutor, being the function that more difficulties presents the one referred to the consultancy in the interrelation of the university studies of the students with their daily development.
- the existence of strengths to guide their tutored for years of experience, knowledge in the subjects they give and their methodology, communication with their tutored, and love for the profession.
- the main problems they face are the following: the available time, and with the students the disinterest, and the lack of responsibility and maturity.
- family-oriented actions in correspondence with generational peculiarities are not visible.
- the relations with their tutored are frank, of collaboration and of professional exchange.

Conclusions

The study reveals the need to continue improving the initial education process of primary teachers for the performance of the guiding function. From this perspective, the contents that appear in the current curriculum on educational orientation do not sufficiently satisfy the aspirations of the professional model. It is also important to increase the preparation of teachers in educational orientation to influence the training of students for the performance of the guiding function.

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