

---

***Programa de superación para el docente de Educación Especial para fortalecer la orientación profesional vocacional***

***Capacitating program for special education teachers to strengthen vocational guidance***

**Jeanis Chivás - Pérez****Yarileisy Medina-De la Paz****Osnelio Alfonso-Luis**

Centro Universitario Municipal Yateras. Universidad Guantánamo. Cuba

Centro de Superación y Capacitación del MINAG. Guantánamo. Cuba

**Correo(s) electrónico(s):**

jeanischp@cug.co.cu

yarim@cug.co.cu

osnelio@cug.co.cu

---

Recibido: 9 de marzo de 2018

Aceptado: 6 de junio de 2018

---

**Resumen:** Se expone un programa de superación para los docentes de Educación Especial que atienden escolares con discapacidad intelectual, en función de fortalecer la orientación profesional vocacional hacia oficios que son prioridades sociales. Con la utilización de los métodos analíticos- sintéticos, inductivos - deductivos, la modelación teórica, el enfoque sistémico y el estudio documental se pudo elaborar y poner en práctica la propuesta.

**Palabras clave:** Superación; Orientación Profesional Vocacional; Discapacidad Intelectual; Oficios

---

**Abstract:** A program of improvement is presented in this paper for the teachers of special education that attend school children with intellectual disability, with the aim of strengthening the vocational professional orientation towards trades that are social priorities in Cuba. With the use of analytical-synthetic methods, inductive-deductive methods, theoretical modeling, systemic approach and documentary study the research could be developed and the proposal put into practice.

**Key words:** Training; Vocational guidance; Intellectual disability; Trades

---

## **Introduction**

The schools of Special Education in Cuba present a system of work similar to the rest of the teachings in terms of organization, structure and forms of work, closely linked to life, the community and social practice.

In correspondence with the above, schools for the disabled attend schoolchildren from early ages, through different teaching and extraclass activities performed by the teacher as a fundamental mediator; a preparation aimed at this can be incorporated into social and labor active life once the studies are completed.

Teachers who educate students with intellectual disabilities have an essential role in the formation of a workforce capable of meeting the needs in terms of professions or occupations considered social priorities. In order to achieve this, there are curricular avenues to work on vocational professional guidance, among which are the circles of interest, the teaching workshops as subjects of the work preparation process.

Practice has shown that there are still missing elements to make this work feasible, which are closely related to the vision of Professional Vocational Guidance (PVG) in the special education. If the above is taken into account, it is important in the education of schoolchildren with intellectual disabilities to use effective methods and ways to enhance the sensory-perceptive and volitional-motivational levels. Therefore, the need to teach improvement programs with content and adequate means to work in the circles of interest towards the professions, social priorities, and the insertion of knowledge in classes with greater scientificity. Any path chosen to carry out professional vocational guidance must direct its objectives towards the integral education of the personality, with a marked practical approach that facilitates the scholar's full knowledge of the profession and the development of positive values as a demonstration of the attitude to social and individual expectations.

In the work of professional orientation, the contributions of Otero (1997, 2001), del Pino, (1997), Matos (2003) in the design of pedagogical models stand out; the works of González (2005), Zulueta (2005) on pedagogical strategies; of methodologies by Gómez (1993); the programs by del Pino (1998), Simón (2005); and the systems of activities by Aleaga (2005), and Pérez (2005). Although these authors contributed to partially solve problems that occurred in the vocational guidance process in schools, the difficulties identified are undeniable. These demonstrate the limitations that still exist in the centers to direct the vocational guidance process in school children with intellectual disabilities.

Many of these difficulties are corroborated in the preliminary investigation process of an exploratory nature, which focus on:

- Insufficient methodological guidelines for vocational guidance work.
- Lacks in the preparation and self-preparation of teachers for professional vocational guidance.

Therefore, the objective of this paper is to design a program of improvement for Special Education teachers who attend schoolchildren with intellectual disabilities, in order to strengthen professional vocational guidance towards trades considered as social priorities.

## **Development**

The capacitation of the teacher has been a priority of the Cuban educational system that has been in constant transformation due to the priority granted after the revolutionary triumph. This is evidenced in first instance with the creation of the Institute for Educational Improvement (ISE in Spanish) in 1960, which led to the initiation of a system of improvement activities for the personnel of the Ministry in a massive and continuous way, using as ways of capacitating courses, programs, and seminars.

Different researchers have analyzed the behavior of teacher improvement. Castillo (2004) makes a comparative study of capacitation in Cuba, Leyva (2007) addresses the improvement for teachers who attend school with low vision, and García (2010) studies the improvement in Special Education for methodologists. These authors study the subject from its historicity, and perform an analysis according to the objectives, means and methods of training used, always taking into account the specific historical context in which it develops.

It is important to emphasize that within the socio-educational practice, the teacher's improvement must be focused on providing a systematic treatment to professional vocational guidance since its emergence, therefore, the concepts of vocational guidance, vocational training and vocational practice are addressed in this research, about which there are different criteria.

The first definition was offered by Fitch in 1935, cited by González, (1999, p.1), stating that: "Vocational Guidance is the process of individual assistance for the selection of an

occupation, preparation for it, initiation and development in it." Del Pino (2000, p.7) states that:

The development of educational guidance in the twentieth century will then become a consequence of three fundamental phenomena: the particularities and challenges of the contemporary world. The specific development of education and the search for answers to the so-called school crisis. The development of Psychology and its application to the educational field.

Later he adds:

The guiding function contribute to the scientific activity of defining how to effectively help someone at a given time and space to facilitate the highest level of personal growth possible, according to the specific stage of development they are in and their concrete social and personal situation in the educational orientation. That someone is the student and the space is the school environment. (p.8)

The above are important reflections on the importance of the guiding work today, where the school emerges as one of the social actors that must dominate it more by its very essence. It is clear then that professional or vocational guidance, given the acquired boom, also strengthened the educational orientation, but became independent as a discipline long ago and gave strength to educational guidance.

For the purpose of this research it is assumed, based in the theoretical systematization made of the literature consulted and the research results obtained, the concept of Professional-Vocational Guidance given by Matos (2003, page 32):

Professional-Vocational Guidance: is a multifactorial process directed to the education of the vocation to establish a relationship of help through which the learner is offered ways, methods and procedures for the search, and meeting of a suitable place within the system of professions that allows to learn and choose one trade in a self-determined and conscious way in accordance with social needs.

Professional vocational guidance is characterized as a continuous process of helping students to develop their cognitive and motivational potential, which allows them to

consciously choose a profession or trade and commit to the quality of their training during the study of it. A process in which all the educational agents participate in the orientation actions: teachers, school psychologists, pedagogues, parents, representatives of the community, in which the vocational orientation is carried out not with the isolated individual attended in an office, but with the individual related to a school, institutional or community group.

All these elements are of great importance to raise the knowledge of teachers, which lead to exposing the needs for improvement that they have in terms of the PVG. These are:

- General scientific knowledge about PVG.
- Knowledge about the role of agents and socializing agencies in the PVG.
- Knowledge about the trades considered social priorities.
- Elements for the elaboration of the programs of circles of interest.

The practice demonstrates the importance of teacher preparation to face the professional vocational guidance process, in a pleasant and systematic way where the school is the center, which can not be considered as an isolated aspect in a moment of the development of personality, but, a process that passes the stages of general vocational training and its pedagogical demands declared by González (1994), which are assumed in this article considering that they allow the psychopedagogical articulation, these are:

**Stage of general vocational training:** find its manifestation in the first stages of life, first as cognitive interests and general knowledge. The child should be encouraged to approach the most varied spheres of reality, be interested in knowing the world and create curiosity about the new and the unexpected. The need for the child to develop personality qualities that favor the further development of interests and the potential to learn and grow is emphasized. Here the development of independence, perseverance, adequate self-assessment and flexibility is important.

**Stage of preparation for professional selection:** is aimed at developing cognitive interests, knowledge and skills related to different areas of knowledge and social work towards which the adolescent has been showing inclinations or preferences through the subjects and other

activities carried out in the training process. It is important that the young person becomes aware of these possibilities and of the various ways through which he can channel personal qualities into society.

**Stage of the formation and development of interests and professional skills:** it coincides with the entrance to a vocational training center (higher or intermediate education), the important thing is to develop values, convictions, interests and knowledge towards the content of the profession, as well as assimilation of skills and habits, to be able to configure a professional identity with a view to the future performance. The fundamental objective of the stage would be the achievement of professional identity, to which the entire educational system should contribute.

**Stage of consolidation of interests, knowledge and professional skills:** can be started from the last two years of training or already during the exercise of the profession, not necessarily linked to the existence of the training center. At this moment the young person must have formed certain professional interests, know the essential foundations of his work and perform it with some skill. However, the student is facing a stage of improvement, consolidation of skills and personalization of the professional work. This stage can be extended throughout life, depending on the professional growth achieved by the subject.

All of them are justified in the particularities of vocational guidance in schoolchildren with intellectual disabilities, which is nothing more than preparation for independent adult life, which becomes the fundamental axis of educational work in Special Education to confer an essential value to the autonomy and independence of the students, the development of habits of self-validation, the diversification of the labor preparation to achieve the incorporation and permanence in the labor activity; as well as promoting the cultural, sports, recreational and computer movement with ways to achieve the maximum development of the potential of the students.

With respect to the job preparation of students with intellectual disabilities as a subject of the curriculum in Special Education there are several experiences that have contributed positive results such as those of Rodríguez, (1996), Gayle (1995, 2001), Medina (2002), Guerra (2002), Ortiz (2002), Domínguez (2006), Abad (2002), Trujillo (2008), La Rosa

(2008). Many of them state that schoolchildren must graduate from the education system with basic training for their incorporation into family, social and work life, in accordance with their potential.

Taking into account the theoretical references analyzed, a program of improvement for teachers is proposed with indispensable elements of the professional vocational guidance process addressed above that materialize in the different activities carried out in the school.

### **Program of improvement for the teacher**

**Objective:** to prepare the teaching staff for the strengthening of the professional vocational orientation towards the trades considered social priorities of the territory, for schoolchildren with intellectual disability in primary levels.

**Total hours:** 8

### **Argumentation:**

The socialist society, charged with raising the overall general culture of the people, gives special attention to the preparation of teaching staff as the main mediator in the education of the children of this generation. The vocational guidance process in education of these times has as a part of our educational system a high priority in the Cuban educational system with the primary objective of preparing our children, adolescents and young people regarding the choice of a profession.

In order to strengthen this process it is necessary to prepare teachers in all the elements that distinguish professional vocational guidance and more specifically in Special Education, which main objective is to train independent men and insert them into an active socio-labor life. Therefore, the importance of the preparation of the staff that attends this type of student.

### **General objectives:**

- Contribute to the knowledge that teachers should have regarding the OPG.
- Promote the development of knowledge to achieve the education of emotions, wills and attitudes regarding the OPG in schoolchildren with intellectual disabilities.

### **Specific objectives:**

- Explain the general scientific elements of professional vocational guidance.
- Support the role of the school, the family and the community in professional vocational guidance for schoolchildren with intellectual disabilities.
- Determine the main problems evident in professional vocational guidance of school children with intellectual disabilities.
- Explain the fundamental ways to carry out the vocational guidance process for schoolchildren with intellectual disabilities
- Familiarize teachers with the trades considered as social priorities.
- Encourage the development of emotions, wills and attitudes regarding professional vocational orientation towards social priorities of schoolchildren with intellectual disabilities.
- Contribute to the elaboration of the programs of circles of interest towards occupations, and trades considered social priorities in the territory.

### **Thematic plan:**

<b>No.</b>	<b>Themes</b>	<b>Hours</b>
1	General scientific elements of professional vocational guidance. Main problems that are evident in vocational vocational guidance of school children with intellectual disabilities.	2 h / c
2	Role of the school, the family and the community in vocational vocational guidance of school children with intellectual disabilities. Fundamental ways to carry out vocational vocational guidance process.	2 h / c
3	Crafts social priorities. Development of emotions, wills and attitudes regarding professional vocational orientation towards social priorities of schoolchildren with intellectual disabilities.	2 h / c

4 Programs of circles of interest towards occupations social priorities  
in the territory. Course Evaluation.

2 h / c

Total 8 h / c

**Knowledge system:**

**Topic 1:** General scientific elements of professional vocational guidance. Main problems that are evident in professional vocational guidance of school children with intellectual disabilities. **2 h / c**

**Objectives:**

- Explain the general scientific elements of professional vocational guidance for schoolchildren with intellectual disabilities.

**Content:**

- Vocational professional guidance. Main problems. Fundamental categories. Relationship between them.

**Topic 2:** Role of the school, the family and the community in professional vocational guidance of school children with intellectual disabilities. Fundamental ways to carry out professional vocational guidance process. **2 h / c**

**Objectives:**

- Base the role of the school, the family and the community in vocational vocational guidance, explaining the fundamental ways to carry out the process in school children with intellectual disabilities.

**Contents:**

- The role of the school, the family and the community in the professional vocational orientation of schoolchildren with intellectual disabilities.
- Fundamental ways to carry out the vocational guidance process for schoolchildren with intellectual disabilities

**Topic 3:** Occupations considered social priorities. Development of emotions, wills and attitudes regarding professional vocational orientation towards occupations considered social priorities in school children with intellectual disabilities. **2h / c**

**Objectives:**

- To familiarize teachers with the social priorities trades favoring the development of emotions, wills and attitudes regarding professional vocational orientation towards social priorities trades in school children with intellectual disabilities.

**Contents:**

- Crafts social priorities.
- Development of emotions, wills and attitudes regarding professional vocational orientation towards social priorities of schoolchildren with intellectual disabilities

**Topic 4:** Programs of circles of interest towards occupations considered social priorities in the territory. Conclusions and evaluation. **2h / c**

**Objectives:**

- Explain the most important elements that make up a program contributing to the development of programs of circles of interest about the occupations considered social priorities in the territory.

**Contents:**

- Most important elements that make up a program.
- Programs of circles of interest towards occupations that are social priorities in the territory.

**General methodological indications**

It is suggested to apply a diagnosis - it can be group or individual to the professor's consideration - of the knowledge that the teachers have about the professional orientation, to introduce the theoretical-practical elements of professional vocational guidance with an inductive sense, starting from the experimental and based in the experience of each teacher;

the content must be focused in influencing the education of the modes of action with a professional approach in the treatment to the issue.

On the other hand, there must be a predominance of participatory methodologies, the use of a group dynamic that actively involves the group, stimulates the forms of dialogued communication, offers security and confidence, and allows the teacher to address the knowledge system of the program for pedagogical orientation.

In developing this program, the teacher must become a model of professional action, always promoting the protagonism to achieve the development of reflective thinking and creativity in the work to support the process. The documents and resolutions related to this subject that are reflected in the legal system of the country should also be consulted.

It is important to distinguish the role of the teacher as the main social activist in government and state policy because of the role and leading task PVG plays. In order to work with the elements that make up the programs of circle of interest, it is necessary to provide ways and concrete examples of how to elaborate them with their associated components.

The evaluation of the improvement program is fundamentally based on the systematic nature of the participation of teachers in practical activities, oral and written controls that the teacher considers necessary to perform. An integrative exercise is suggested where teachers solve a professional vocational guidance problem that is related to school, family and community.

### **Basic bibliography**

Blanco Pérez, A., y Recarey Fernández, S. (2005). *La orientación como función profesional del maestro*. La Habana: Pueblo y Educación.

Del Pino Calderón, J. L. (1997). *La motivación de la orientación profesional como problemáticas educativas de actualidad*. Material de Consulta. Maestría en Educación. La Habana, Ministerio de Educación.

Hedesa Pérez, I. (1988). *¿Cómo orientar hacia las profesiones en las clases?* La Habana: Pueblo y Educación.

Ministerio de Trabajo. (2004). *Reglamento de las relaciones laborales de las personas con discapacidad*. Resolución 22. MTSS. La Habana.

Ramírez Domínguez, E. T. (2010). *La formación laboral de los alumnos con Discapacidad intelectual desde una nueva concepción pedagógica*. La Habana: Pueblo y Educación.

Matos Columbié, Z. (2014). *Proyecto Metodología para el desarrollo del trabajo de OPV hacia las carreras prioridades sociales en Guantánamo. Compendio de resultados Proyecto de Investigación*. Universidad de Ciencias Pedagógicas, Guantánamo, Cuba.

### **Complementary Bibliography**

Brito, H. (1986). *Aproximación al estudio de la efectividad de la motivación profesional*. Magíster. Boletín No.1. Facultad de Pedagogía del Instituto Superior Pedagógico Enrique José Varona. Julio / diciembre. La Habana, Cuba.

González Maura, V. (1995). *Psicología para Educadores*. La Habana, Pueblo y Educación.

Matos Columbié, Z. (1987). *El trabajo del profesor guía para establecer el vínculo escuela-familia en la educación de los adolescentes*. Informe de investigación, ISP. “José de la Luz y Caballero”. Holguín.

### **Conclusions**

With the proposed program for improvement, the preparation of teachers towards the improvement of the vocational guidance process for schoolchildren with intellectual disabilities continues to be strengthened; transformations are assured in the needs of teachers to face professional vocational guidance.

It offers guidelines for the direction of vocational guidance in the school and its activities, which acquire a relevant meaning when analyzing the potential that the objectives and contents provide, and its continuity in the teaching and extra class activities, all aimed at strengthening the vocational professional orientation towards professions considered social priorities of the territory in schoolchildren with intellectual disabilities from the first grades in correspondence with the demands posed by Cuban society.

### **Bibliographical References**

- Del Pino Calderón, J. L. (2009). *Motivación y Orientación Profesional hacia el magisterio*. Curso Pre- Congreso Pedagogía, ICCP, La Habana.
- García Grillo, L. E. (2010). *Estrategia para la superación profesional del metodólogo de la Educación Especial en la atención a la diversidad*. (Tesis de doctorado). Universidad de Ciencias Pedagógicas “José Martí Pérez”. Camaguey, Cuba.
- González Maura, V. (1999). *El Servicio de orientación vocacional-profesional (SOVP) de la Universidad de La Habana: Una estrategia educativa para la elección y desarrollo profesional responsable del estudiante*. CPEES. Universidad de La Habana, (monografía)
- González Maura, V. (1994). *Motivación profesional y personalidad*. Bolivia, Talleres Gráficos de la Imprenta Universitaria.
- Ministerio de Trabajo, (2004). *Reglamento de las relaciones laborales de las personas con discapacidad*. Resolución 22. MTSS. La Habana.
- Ramírez Domínguez, E. T. (2010). *La formación laboral de los alumnos con Discapacidad intelectual desde una nueva concepción pedagógica*. La Habana: Pueblo y Educación.
- Trujillo Castellano, O. (2008). *La preparación laboral un reto en la educación de escolares con Discapacidad intelectual leve del tercer ciclo*. (Tesis de maestría). Departamento de Educación Especial, Universidad Pedagógica “Raúl Gómez García”. Guantánamo.
- Matos Columbié, Z. (2003). *La orientación profesional-vocacional. Un modelo pedagógico para el preuniversitario del territorio guantanamero*. (Tesis de doctorado). ISP. “Enrique José Varona”. La Habana.