

Programa de orientación profesional hacia especialidades agropecuarias en el plan turquino en Sagua de Tánamo

Professional orientation program towards agricultural specialties in the Turquino plan in Sagua de Tánamo

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Resumen: La investigación parte de las insuficiencias que presentan los estudiantes de Secundaria Básica del Plan Turquino en Sagua de Tánamo, acerca del dominio del contenido de las especialidades agropecuarias, en su preparación para la selección profesional que forma parte de la continuidad de estudios. Se propone un Programa de Orientación Profesional a partir de la integración escuela-familia-entidad agrícola con el objetivo de ofrecer herramientas al profesor de secundaria básica para el desarrollo de la orientación profesional hacia especialidades Agropecuarias.

Palabras clave: Orientación Profesional, Programa de Orientación Profesional; Especialidades agropecuarias; Plan Turquino

Abstract: The research starts from the insufficiencies that the Basic Secondary students of the Turquino Plan present in Sagua de Tánamo, about the mastery of the content of agricultural specialties, in their preparation for professional selection that is part of the continuity of studies. A Professional Orientation Program is proposed based on the school-family-agricultural entity integration with the aim of offering tools to the basic secondary school teacher for the development of professional orientation towards agricultural specialties.

Keywords: Professional Orientation, Professional Orientation Program; Agricultural specialties; Turquino Plan

Introduction

In Cuba, the integration of study with work has deep historical roots; from the 19th century its importance was valued by recognized pedagogues such as Félix Varela (1788-1853), José de la Luz y Caballero (1800-1862) and José Martí (1853-1895) who is considered as the synthesis of such a revolutionary trend ; since from his pedagogical conception he considered work as an element of great importance and clearly postulated the need for it in the

multilateral formation of the human being, in this regard he stated: "Man grows with the work that comes out of his hands" (1975 , t. VIII, 285).

The above reaches special expression in the Basic Secondary; that is why in the constant changes made at this level, the expression of the continuity of study in the process of comprehensive training of adolescents is maintained as an essential aspect within the aim of this education. In this sense, there is no doubt about the role of professional guidance within the current curriculum in Basic Secondary, however, in pedagogical practice, the potential of the class, the school as an institution, the integrated intervention of the family and the strengths of the community as sustenance in the decision of the continuity of study, nor its axiological possibilities.

This theme has been addressed by many authors who contributed to orientation theory and assumed it in parallel with the training process, mainly in the professional and school vocational area. In Cuba, the contributions of Collazo B. and Puentes M. (1992), Calviño M. (1996), Suárez C. (1999), which contribute to the development of orientation in the field of education, stand out. From 2000 and based on materialistic dialectical positions of development, the Historical-Cultural theory of psychic development, the conception of developmental teaching and theoretical systematization, the works of Recarey S. (1998, 2009) are recognized; del Pino J L. (1998, 2010); García A. (2001, 2010), Pérez R. (2007) and Cuenca Y. (2010) who defend the integrative trend of orientation and its insertion in the educational process of the school.

As part of the results of the studies carried out, it has been found in pedagogical practice that in the vocational guidance process it is frequent to replace the orientation with the assignment, which immediately affects the cognitive and volitional sphere in relation to one's student personality formation. For this reason, the need for the orientation process is assumed as a starting point to influence the profession and that it is expressed as the manifestation of the decision in the continuity of study of adolescents in High School.

The initial characterization of the problem, which included the diagnosis made for the students of the Basic Secondary School of the Turquino Plan, allowed us to verify that, in the

professional orientation process, specifically referring to the agricultural specialties, deficiencies are manifested as: the poor mastery of the content of agricultural specialties in High School students; the poor level of development of professional interests towards agricultural specialties and little motivation to continue studies in agricultural specialties.

The school is responsible for this guiding and training work in agricultural specialties, which at the same time has its expression in political work in favor of the economy. As a response to this economic, political and social demand, the problem of the insertion of man in society from the labor point of view is not new, it is always a concern how he selects a certain profession or trade. Difficulties of this nature require its transformation, especially in the area of the Turquino Plan of Sagua de Tánamo, which, due to the representative nature of its enrollment, constitutes a valuable source for the work of Professional Orientation towards Agricultural specialties.

In the educational contexts of Sagua de Tánamo, and particularly in the Turquino Plan scenarios, some of these limitations that are not fully resolved by science and that are corroborated by the application of empirical research methods, mainly observation, analysis of normative and methodological documents of the pedagogical process are presented. Sagua de Tánamo is a municipality whose fundamental economic activity is based on agriculture, for which reason the training of the qualified force for it is demanded, however, the vocational and professional interests of the students towards agricultural specialties do not prevail, especially, those who have in the rural sector, their area of residence.

It is contradictory that students who live in contexts of peasant roots show indifference to agricultural training, when on the other hand, they are sensitive to values of the culture and tradition of the mountains in terms of their music, festivals, crafts, games, art culinary, forms of coexistence and expressions of peasant idiosyncrasy. So the objective that guides this research is the development of a professional orientation program towards agricultural specialties in the ninth grade of the Turquino Plan in Sagua de Tánamo, based on the school-family-agricultural entity integration.

Development

The professional orientation towards agricultural specialties constitutes a process of help or assistance to promote the development of personological mechanisms through reflection, awareness and involvement. It must be done according to the characteristics of the student and his learning needs, with the use of various techniques, exercises and procedures to stimulate the preparation and participation of 9th grade teachers and students.

For the elaboration of the program, the elements contributed by García, A. (2001) on the family orientation program and Cuenca Y. (2010), a program for the development of life projects, have been considered. The professional orientation program that is proposed is implemented as a process that starts from the analysis and reflection on the importance of agricultural specialties and is transforming to coordinate, integrate, and sensitize the ninth grade student about the actions to follow for taking decision, according to the specialty he wants, the context in which he lives and the time he has for each proposed action. The logic of the program is projected from the particularities of the orientation process as shown below and is structured in four stages: Diagnosis. Design. Implementation and Evaluation.

I. Diagnosis:

It is considered as a process that is carried out by using research methods and techniques that allow us to know the current state of the object that is diagnosed, expressed in its causes and consequences, in its evolution and development trend to facilitate the preparation of the prognosis. It allows to detect the basic learning needs of the students about the different agricultural specialties, to know their current state and behavior during and after their application. It follows a participatory approach with modifications made in each phase and is supported by triangulation. The methods, techniques, and procedures are used for dual purposes, diagnostic at different points in the program, and include follow-up and counseling.

II. Design:

a) Name: Programa de Orientación Profesional hacia especialidades Agropecuarias (POPEA)

b) Objectives:

1. Prepare ninth grade students for the choice of agricultural specialties.

2. Raise the preparation of the teachers of the Turquino Plan, in Sagua de Tánamo, through the stimulation of different contents so that they can carry out professional orientation towards agricultural specialties.

c) Available resources: Human and material.

d) Orientation modalities: individual (tutoring) and group (teachers and group of students).

The design and planning allow the modeling of the professional orientation program to be developed to attend the specific needs of the group of students with whom it works. It must attend to interesting topics about the various agricultural specialties that are essential according to the particularities of the context. It also requires flexibility to be able to include or exclude a certain topic that requires another type of orientation or level of preparation. Topics are limited in time and space is offered in the program for other topics of interest.

III. Implementation:

The program consists of two moments that occur in parallel. The actions of orientation to ninth grade students on Agricultural specialties and the actions of improvement to teachers on how to carry out the orientation towards Agricultural specialties.

A first moment is reflection with the ninth grade students through orientation sessions to promote their active participation, the program must be developed through meetings or sessions, no less than ten, in order to have the necessary time for systematization at work of orientation. Each theme consists of several actions. The themes and their actions constitute a group learning process, where the social is related to the individual, it constitutes an interactive space in a group that allows reflection, awareness, reworking and personal adjustment.

They are organized taking into account different aspects of both content and organization, among which the following stand out: the learning needs of the students, the time available for each session, the frequency agreed upon by all, the conditions of the premises available, the possibility of receive help from other specialists, and the experience of the counselor. The actions are developed taking into account the themes to be worked on in each one, which start from the needs of the students determined through the diagnosis.

Themes and actions for work sessions for ninth grade students of the Turquino Plan, in

Sagua de Tánamo.

Theme 1: Framing. Diagnosis of vocational interests.

Actions:

1. Interview students to determine their vocational interests.

Theme 2: Characteristics of Agricultural specialties. Importance of them from the demand of the territory.

Actions:

1. Hold a vocational conference on the characteristics of agricultural specialties. Its importance from the demand of the territory.
2. Participate in open doors in centers where agricultural specialties are studied. Mixed Center "Luis Artemio Carbó Ricardo" and "Followers of Che".
3. Make visits to the different forms of production, CPA "Disembarkation of Granma" and "Followers of Che", Military Farm "La Zarza", Integral Agricultural Company of Mountain "Arturo Lince".
4. Organize the contest at the center level: May 17, "Cuban Peasant Day".
5. Celebrate all the allegorical ephemeris to agriculture, which will be accompanied by the setting up of exhibitions that will stimulate teachers and students who, due to their social responsibility, carry out agricultural activity.

Theme 3: What are we going to study if we choose an agricultural specialty?

Actions:

1. Conduct preparation sessions on the subjects that make up the study plan of the agricultural specialties, (Agricultural Production I, II, III, Basic Agricultural Technique, Technical Information Practical Office, Irrigation and drainage, Agricultural Health, Comprehensive Soil Management, Agricultural Production Base).

Theme 4: Main concepts to master in the agricultural specialties.

- Fertilizer
- Plow
- Vivarium
- Intensive garden
- Attached classrooms
- Plantation

- Crops

Actions:

1. Conduct preparation sessions on the subjects that make up the study plan of the agricultural specialties, (Agricultural Production I, II, III, Basic Agricultural Technique, Technical Information Practical Occupation, Irrigation and drainage, Agricultural Health, Comprehensive Soil Management, Base of Agricultural Production).

Theme 5: Express your knowledge about the contents of the agricultural specialties.

Actions:

1. Carry out a working session with the teachers of the agricultural specialties to learn about some of the main concepts that are worked on in them (soil, nursery, attached classrooms, irrigation, compost fumes), among many others

Theme 6: Do we meet our expectations?

Actions:

1. Carry out an individual interview with the students to verify the knowledge they have acquired on agricultural specialties.
2. Conduct evaluative sessions on the motivations of students for agricultural specialties.

The analysis of the second moment is carried out from the determination of the improvement needs of the teachers of the Turquino Plan, in Sagua de Tánamo, for the work with the ninth grade students that requires, in addition to knowledge and skills, the overcoming of prejudices and stereotypes, the modification of attitudes, the rearrangement of expectations and demands towards agricultural specialties, to focus the orientation on the positive and on the potentialities for the deployment of its educational function.

Thus, the improvement of teachers must lead to results on two levels: in the teachers' own personality, which influences motivation towards agricultural specialties and the acquisition of professional action modes; as well as in the technical domain of orientation.

These themes and the actions derived from them can be carried out in several work sessions. In this way, the work of overcoming teachers of the Turquino Plan, in Sagua de Tánamo, allows

them to carry out this task with better conditions. It analyzes the diagnosis of needs, the characterization of the teachers and their correspondence with the strategic objectives of the Basic Secondary and specifically of the Turquino Plan, to determine and specify the objectives, content and organization of the other orientation modalities.

In this sense, the improvement of teachers to carry out the professional orientation towards agricultural specialties is aimed at:

1. Mastery of updated theoretical positions on career guidance for ninth grade students.
2. The importance and need of the different agricultural specialties in the Turquino Plan, in Sagua de Tánamo.
3. Establishment of relationships between the individual and the group in the choice of different agricultural specialties.
4. Mastery of intervention strategies for modification in students based on:
 - The way of conceiving their lives and their professional future.
 - Points of view, evaluations, emotional expressions and disposition for reflection on themselves.
 - Ways of reacting to the same stimuli of objective reality.

Themes and actions of work sessions for teachers of the Turquino Plan, in Sagua de Tánamo.

Theme 1: Framing. Awareness of professional orientation towards agricultural specialties.

Actions:

1. Carry out a professional exchange on José Martí's pedagogical ideology related to agricultural education, its validity.
2. Conduct preparation sessions on the importance of training a competent professional in agricultural specialties.
3. Establish a discussion about the education of the professional orientation of the students' personality.

Theme 2: The class as a fundamental way to guide agricultural specialties.

Actions:

1. Carry out the methodological preparation of the teachers where the study and deepening of the contents of the subjects and their relationship with the contents of the Agricultural specialties are guaranteed, in the methodological treatments of units, class systems and in the design, planning and execution of classes adjusted to the results of the diagnosis of the students and groups, among other activities.
2. Develop a methodological workshop where the best experiences are valued, in order to enrich and have a better command of the work to be implemented with the students during the school year.
3. Create in the center and in each classroom the professional orientation mural towards the agricultural specialties, where students can document the curriculum of these specialties and other necessary information about it.
4. Develop a demonstration class that guides professionally from an interdisciplinary approach towards agricultural specialties.
5. To develop in the subject groups activities where different alternatives are presented to favor the work of professional orientation towards the agricultural specialties.

Theme 3: Preparation of the family to help the professional orientation of their children.

Actions:

1. Carry out a Family Education School on: The role of the family in the professional orientation of their children.

Theme 4: Do you know the subjects of the study plan of the agricultural specialties?

- Agricultural Production I, II, III.
- Agricultural Health.
- Integral Soil Management.
- Technical Information and Legal

Practice

- Basic Agricultural Technique.
- Irrigation and drainage.
- Agricultural production base.

Actions:

1. Develop professional exchange with teachers of agricultural specialties to learn about the subjects of the study plan of these specialties and their characteristics.

Topic 5: List of agricultural entities. Do you know what they are?

Actions:

Coordinate visits to different productive forms, CPA "Disembarkation of Granma" and "Followers of Che", Military Farm "La Zarza", Integral Agricultural Company of Mountain "Arturo Lince" to know how these production entities work and how they can contribute to the training of a competent professional in the Agricultural branch.IV.

Evaluación:

It is carried out based on an assessment of the process of professional orientation towards agricultural specialties, so its criteria are taken into account on how they are individually evaluated, how work sessions are evaluated, and the acquisition of knowledge about the elements that make up the specialties. Agricultural, the satisfaction they experience and attitudinal mobilization. It seeks to stimulate participation and promote the exchange of experiences, reflections, meaning and individual meaning of each topic.

Methodological suggestions for professional orientation work towards agricultural specialties:

For the development of the topics of professional orientation towards the agricultural specialties with the participation of the agricultural entities that include theoretical aspects of professional orientation, this reference is a starting point to match the actions to be developed with the results of the diagnosis, it is for This is because the order of execution of the activities will be given not by the content of each one of them, but by the deficiencies and potentialities reflected in students and teachers, as well as didactic-methodological aspects in correspondence with the contents of the professional orientation towards agricultural specialties and the forms of organization of work with them.

For the development of actions with the family, the planning of family education schools is proposed, with the aim of preparing parents based on the professional orientation of their children towards agricultural specialties and thus achieving their integration of them in the

professional guidance work at school. In them the teachers, the collaborating parents and specialists of the selected agricultural entities will play a leading role.

For the development of the preparatory actions with the teachers, it is proposed that, based on the diagnosis and the learning needs, activities be planned on: The instruments that can be used to carry out the diagnosis of their students. On how to diagnose and tabulate the diagnosis.

For the conduct of the actions, the participation of selected collaborators, previously prepared collectively, among which stand out: teachers, parents and specialists of agricultural entities is necessary. The collective preparation of the participants must be carried out in sufficient time before the date of its completion. In the topics, it must be taken into account that the counselors are selected according to the domain of the topic to be discussed, the number of participants that allows debate, dialogue and a correct organization of the venue. The student must be involved in the profession selection process.

Conclusions

The process of professional orientation, in the integral formation of adolescents, constitutes a prevailing necessity, to fulfill the objectives foreseen in High School education. In this sense, the diagnostic study carried out on the ninth grade students of the Turquino Plan, confirmed that insufficient levels of information and motivation towards agricultural specialties are manifested and, by penetrating the essence of the problem, deficiencies are required in teachers to influence positively and efficiently in the process of professional orientation towards agricultural specialties, as well as in the levels of motivation, knowledge and application in the integration family-school-agricultural entities.

The proposed program and its incorporation into the teaching-educational process satisfy the current requirements in the comprehensive education of the High School student. For its preparation, the following were taken into account as indicators: knowledge, preparation and involvement of students and teachers to favor professional orientation towards agricultural specialties, from the school-family-agricultural entities integration.

The process of evaluating the results from the application of the Program confirmed through the methodological workshop, that the proposal of work sessions with students and teachers,

strengthen the professional orientation towards agricultural specialties in the ninth grade students of the Turquino Plan in Sagua de Tánamo, revealed through the positive transformations in the subjects involved as a path that reveals the interdisciplinarity and intersectoriality of the career guidance process.

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