



Translated from the original in Spanish

Towards the family approach of the pedagogic professional orientation

Hacia el enfoque familiar de la orientación profesional pedagógica

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ABSTRACT

The study tries to solve the problem about the need of improving pedagogic professional process by a new approach. It is a research task from the "Vocational guidance to access into pedagogical careers project". This project belongs to the Study Education Science School (CECE) as spelling in Spanish, from Pinar del Río "Hermanos Saíz Montes de Oca" University, Cuba. The documentary analysis method was made. The essential aspects related to the family and

professional guidance, using the methodology of conceptual mapping with the purpose to identify the main characteristics of the family approach of the orientation towards pedagogical job. The main results were obtained in eight thematic axes of analysis which allow to typify the family approach of pedagogical professional orientation.

Key words: professional orientation; pedagogic professional orientation; family approach.

RESUMEN

Este estudio contribuyó a la solución del problema relacionado con la necesidad de perfeccionar el proceso de orientación profesional pedagógica desde un nuevo enfoque y forma parte de una tarea del proyecto «La orientación profesional vocacional para el ingreso a carreras pedagógicas», del Centro de Estudios de Ciencias de la Educación (CECE) de la Universidad de Pinar del Río «Hermanos Saíz Montes de Oca» en Cuba. Se aplicó el método de análisis de documentos en función de exponer los aspectos esenciales de los estudios relacionados con la familia y la orientación profesional, empleándose la metodología de la cartografía conceptual con el propósito de identificar las principales características del enfoque familiar de la orientación hacia la profesión pedagógica. Se exponen los resultados que se obtuvieron en ocho ejes de análisis que desde la ciencia pedagógica cubana permitieron el alcance del objetivo relacionado con identificar las principales características del enfoque familiar de la orientación profesional pedagógica.

Palabras clave: orientación profesional; orientación profesional pedagógica; enfoque familiar.

INTRODUCTION

The pedagogical professional orientation in Cuba becomes very important based on the social need given by the deficit of teachers at different levels of education. Situation that requires a cohesive work between the school and the educational agents that influence the student, in which the family stands out, which sometimes becomes others to the process of professional orientation that develops from the school.

In spite of the actions developed in Cuba to guarantee the pedagogical professional orientation in the different educational levels, as well as the participation of the family and the community in this process, the plans to enter pedagogical careers in the province of Pinar del Río, in the last four years, only 50.3%. In addition, in the exploratory study carried out, it was obtained as a result that the majority of the students surveyed affirm that they know almost nothing about the pedagogical profession, recognizing that they do not possess the requirements that this career requires. As well as the poor influence of the family on the orientation of their children towards Pedagogy. (Cueto, Caro, and Fernández, 2017)

In the bibliographic analysis carried out by the authors, it can be seen that the pedagogical professional orientation has been approached from different authors and positions, among which are the studies of (Pino, 1998), (Mariño, Pino, and Olivares, 2009), (González, 2011), (Calderón, 2012), (Castilla, 2014), (Ávila, 2016), (Barrera, 2016), (Pino, Matos, and Parra, 2016) and (Cancio, 2018), among others, meeting as scientific results: models, strategies, as well as different approaches and conceptions, linked to the professional orientation process and the

pedagogical professional orientation. They emphasize mostly in direct work with the student, teachers and / or managers, as well as with different social factors.

The above evidences the search for alternatives from science to respond to the difficulties detected, which has an unquestionable value as a background for the research carried out and therefore for the content of this article. However, as far as the authors have been able to consult, the work aimed at the family based on whether it contributes to the process of pedagogical professional orientation, which is developed from the school, is an issue that requires levels of approach from different perspectives. Therefore, the search for theories and alternative solutions to the problems that appear in this framework are of great importance.

On the other hand, in this study one of the theses about the mediated character of the human psyche is taken into account as a result of the complex interaction of man with the world, interaction mediated by the objects created by man.

For the purposes of this work, the family becomes the agent that mediates the influence of teachers on students by executing actions that include educational messages that are oriented to them in school.

Taking into account the aspects analyzed and the influence of the family in the process of pedagogical professional orientation that develops from the school, the objective of this article is focused on identifying the main characteristics of the family approach of the pedagogical professional orientation.

MATERIAL AND METHOD

The study began in 2017, for the establishment of the theoretical basis of the doctoral thesis *the family approach of the pedagogical professional orientation*, as part of the project: *The pedagogical professional orientation with multifactorial approach*, of the University of Pinar del Río «Hermanos Saíz Montes de Oca». For the achievement of the stated objective, the documentary analysis defined as «...a process based on the search, retrieval, analysis, criticism and interpretation of secondary data was used, that is, those obtained and registered by other researchers in documentary sources: printed, audiovisual or electronic». (Arias, 2012, p.5), which consisted of searching for and selecting documents that address related topics based on work collected in the Google Scholar and the Centers for Learning and Scientific Research Resources (CRAIC) of the University of Pinar del Río «Hermanos Saíz Montes de Oca», Cuba.

Similarly, conceptual mapping was applied, defined as "... a strategy to systematize, build, communicate and learn highly relevant concepts and theories ..." (Tobón, 2015, p.3). According to this author, it is a methodology that allows to study in depth a concept systematizing the information that exists on it and thus build the missing aspects, for which the information that exists is taken as a basis, understand it and communicate it to the scientific community. It is equally applicable to theories, approaches and methodologies. This made possible the analysis of a group of axes, which allowed an approach to the novelty of the family approach of the pedagogical professional orientation.

RESULTS

As a requirement for the selection of the documents, it was basically taken into account that they approached the professional orientation and the pedagogical professional orientation from different approaches, both in Cuba and in its historical evolution at international level and that they were the results of studies backed by the results of registered research in publications recognized at least in the countries of the authors.

Among these authors is (Pino, 1998), who refers to the problematic approach of the pedagogical professional orientation as a pedagogical conception that fosters the learning and transformation of reality from a continuous and conscious process of questioning and criticizing the subject-world bond. The dialogue, the search and the confrontation of the contradictions of the subject in the knowledge process and its relationship as a source of development are inherent.

On the other hand, (Mariño, Pino, and Olivares, 2009) coined the experiential creative approach. This approach is based on experience as a key element in the development of creative potential to favorably influence professional motivation towards teaching.

For its part (González, 2011) synthesizes the following approaches:

The factorial approach. The choice of the profession as an act not determined by the subject, but as the result of the correspondence between the natural aptitudes and the demands of the profession, revealed by the psychological tests.

The behavioral approach It focuses its attention on the need to reinforce those

learning experiences that guarantee an efficient professional choice.

The focus on personality. The understanding of vocational development as a process of personality development that conceives of Professional Guidance as an educational process aimed at developing the subject's autonomy in professional decision-making.

In addition to the approaches that have been given to professional guidance and pedagogical professional guidance, other studies have been carried out from the relationship with the family, among which are:

(Cueto, Y., Cueto, R. and Sánchez, S. 2014) who perform a comparative analysis of the importance of this social group in the professional orientation process. For its part (Castilla, 2014) integrates the artistic and pedagogical dimensions in the Lic. Instructors of Art career based on professional tasks of artistic-pedagogical orientation.

For its part, (Ávila, 2016) deals with family and pairs group as other protagonists in the professional orientation of students of Higher Secondary Education in Cuba.

(Barrera, 2016) contributed the **group approach** by presenting a pedagogical model in which the principle of the group

character of the pedagogical professional orientation is proposed. As well as, a set of categories that favor the development of professional interests towards teaching in students of Higher Education and (Pino, Matos, and Parra, (2016) propose a conception of vocational training and professional orientation for work in the Ministry of Education of the Republic of Cuba.

More recently, (Cancio, 2018) proposes a strategy for the development of professional orientation towards pedagogical careers in Basic Secondary education characterized by a multifactorial approach.

These authors, regardless of the particularities of their work, show the need to achieve greater cohesion of the school with the family, depending on achieving better results in the process of pedagogical professional orientation, an aspect that is taken into account by the authors of this article when continuing to refine this process from a new approach.

In the study carried out by the authors about professional orientation, pedagogical professional orientation and family, it is evident that there is no theoretical approach that establishes the bases for the development of the pedagogical professional orientation process with a family approach. Table.

Table - Criteria for the application of conceptual mapping.

Axis of analysis	Central question	Components
1. Notion	What is the etymology of the concept of family approach to pedagogical career guidance, its historical development and the current definition?	-Etymology of the family approach. - Historical development of the approach. - Current definition.
2. Categorization	To which immediately greater class does the family approach of pedagogical professional orientation belong?	-Immediate class: definition and characteristics. -Class that follows: definition and characteristics.
3. Characterization	What are the central elements that give identity to the family approach to pedagogical career guidance?	Key features of the approach taking into account the notion and categorization.
4. Differentiation	From what other close approaches and that are in the same category does the family approach differ from the pedagogical professional orientation?	Close approaches are described, defined and differentiated.
5. Classification	In which subclasses or types is the family approach of pedagogical career guidance classified?	-The classification criteria are established. -The types of family approach of the pedagogical professional orientation are determined according to the selected criteria.
6. Linking	How does the family approach of pedagogical professional orientation relate to certain theories, social processes and epistemological references that are outside the categorization?	-One or several different approaches or theories to categorization are described that provide contributions to the understanding, construction and application of the family approach to pedagogical professional guidance. -The contributions of these approaches or theories to the

		family approach of pedagogical career guidance are indicated.
7. Methodology	What are the minimum methodological elements involved in addressing the family approach to pedagogical career guidance?	The general steps to apply the approach are described.
8. Exemplification	What could be a relevant and relevant example of the application of the family approach to pedagogical career guidance?	Describe a specific example that illustrates your application.

A following analysis results for each of the axes are exposed through the answers to the questions of the conceptual mapping.

Considerations about the family approach in the work of pedagogical professional guidance based on the analysis of the conceptual mapping of the table

What is the etymology of the concept of family approach to pedagogical career guidance, its historical development and the current definition?

When talking about approach, reference is being made to the most dissimilar and complex interrelationships of social thought. It also refers to a meaning from an optical, photographic and plastic point of view.

According to the criteria of (Ruíz, 2005) the term focus in the field of scientific research corresponds to the philosophical foundations when conceiving the study of a phenomenon in correspondence with the conception of the world of researchers. As

well as, for the conception assumed when trying to solve a specific problem based on the general strategy and the objectives established by the researchers.

The authors of this article assume this approach about approach since they consider the family as a link to support the professional orientation that develops from the educational process of the school. So, take advantage of all the potential of this human group in solving one of the educational problems of the school depending on the scope of the objectives related to the approach of students to the world of the pedagogical profession.

Taking into account that in the professional orientation there are different approaches already mentioned and that these are not exclusive, they can be used interchangeably depending on the objectives and problems faced by educators. In this article, the authors intend to achieve an approach of schoolchildren, to the pedagogical profession, from the integrated work of the school with the family, being conceived

as a mediating agent between the educational institution and its children.

In the dynamics of family functioning, its members display a spiritual cultural function related to the use of free time and the increase in the possibilities of personal fulfillment, based on the overcoming and maximum development of their creative potentials. As well as a biosocial function, which focuses on the love of the couple and procreation the members of this human group, provide others with a very significant effect when making a life project and the orientation towards the couple's choice, procreation and family planning.

Specifically, for the development of professional orientation with a family approach, it should be taken into account that the family constitutes an irreplaceable educational factor in which an economic function is deployed, within which the members of this human group carry out activities and relationships, such as those related to the development of knowledge and values, as well as the production of material and spiritual goods by its members.

In this process there are different effects and contributions that have to do with the incorporation to study and work, and the way in which the family budget is distributed, in such a way that its members do it in a conscious, active and equitable way, reached the development and personal growth of all equally in correspondence with the most precious values of the society in which they live.

Project researchers Vocational guidance for entering pedagogical careers defines Vocational Pedagogical Vocational Guidance as:

a multifactorial proces, which under the conditions of current Cuban society acquires an ideopolitical connotation, aimed at educating the pedagogical vocation to establish a supportive relationship through which students are offered ways, methods and procedures for search and encounter of a suitable place for the pedagogical profession within the system of professions, as well as the conscious and self - determined choice of a pedagogical career in line with social needs. (Cueto, Y., Cueto, R. and Sánchez. (2014): 3)

The authors of this article consider that the family plays a role of transcendental importance in the effort to bring their children closer to the world of professions. Its role is meant to professionally guide students to the election for pedagogical careers, prioritized today because of the high social value it has for current Cuban society, provided that this issue is approached from the epistemological apparatus of Pedagogy as a science of education.

In this way, the pedagogical professional orientation with a family approach is defined as a *multifactorial process that involves a relationship of help from the employment of the family as a mediating agent between the school and its children, in the education of the pedagogical vocation from the personal characteristics of the students and the family group in relation to pedagogical science, in such a way that as a result of a systematic dialogue and a coherent action, there is a greater integration between the school and the family for the approach of their children to teaching.*

To which immediately greater class does the family approach of pedagogical professional orientation belong?

The familiar approach of the pedagogical professional orientation is based on the theoretical foundations of the Cuban Pedagogy and the materialist dialectical approach, with a Martían conception, which has as an object of study to education and is based on the precepts of the Vigostkian cultural historical school.

In addition, the theoretical and methodological bases of the orientation, the educational orientation, the professional orientation, the pedagogical professional orientation and the family orientation in the context of the educational process of the second cycle of Primary Education are taken into account.

What are the central elements that give identity to the family approach to pedagogical career guidance?

In correspondence with the principles of the direction of the pedagogical process exposed by Addine, (2011), there are two that address the role of the context in which the subjects are inserted in the education of their personality, one of them is the one that presupposes the linkage of education with life, the social environment and work and the other refers to the unity between activity, communication and personality education.

The authors of this article assume the criteria of the group of authors of the *Theoretical-methodological Approach project to some epistemological problems of Cuban Pedagogy* (Remedios, 2014) who propose the principle of the integration of educational influences in the conception and execution of the pedagogical task.

This way of approaching the principle contains the term educational influences, which are organized from the school in an integrated way with the family and the community environment. These influences condition their effect to the way in which the implication of all subjects is achieved for what they must gain personal meaning and meaning in such a way that the energies that make it possible to assume the demands of society in a self-regulated manner in the way they receive them. Considering the family environment where personality is educated, as one of the social factors that enable the realization of a result that presupposes a strategic projection.

From the cultural historical conception of Vigotsky and his followers from pedagogical and psychological science, it is in the activity that the relationship with objects occurs. What is specified in the communication and the interrelation between the subjects, in such a way that the participation of all the actors of the pedagogical process is potentiated to achieve the objectives set. These are aspects that must be taken into account as theoretical starting points and that become key elements to address the pedagogical professional orientation, which strengthens the integration between the school and the family. Such integration is a key element to favorably influence the approach to the pedagogical profession.

On the other hand, the principles of the pedagogical professional orientation proposed in the project *The Training and improvement of the teaching staff and managers for the direction of the Pedagogical Professional Orientation* (Calderón, 2012), such as:

- The personological character of the pedagogical professional orientation.

- The unity between learning opportunities and personal experience leading to decisions translated into personal and professional projects.
- The integration of the pedagogical professional orientation as part of the pedagogical process in order to achieve the greatest possible harmony between the needs of the subject and the demands of said process.

It is clear that these principles do not explicitly appear the possibilities that are assumed with a professional orientation that starts from the harmonious articulation between the family and the educational institution, in order to strategically conceive the exploitation of the family's potential to apprehend the high social and human value of pedagogical science in defense education as one of the most transcendental conquests of the Cuban social project.

The **characteristics of the family approach to pedagogical career guidance** can be summarized as follows:

- It provides a familiar dimension when studying the pedagogical professional orientation.
- Family orientation and pedagogical professional orientation are integrated.
- It enriches the educational process by strategically conceiving in an integrated way the essential aspects of the pedagogical professional orientation from the family context.
- It involves the conception of the family as a mediating agent between the school and its children in the approach to the pedagogical profession.
- The definition of family career guidance is provided.

From what other close approaches and that are in the same category does the family approach differ from the pedagogical professional orientation?

Based on the results of the documentary analysis, the family approach to pedagogical professional guidance differs in the international context from the approaches: factorialist, behavioral and personality-centered; while in the Cuban pedagogical context it is distinguished from the problematizing, integrative, creative experiential, group and artistic approaches, including in the multifactorial character of the pedagogical professional orientation.

In Which subclasses is the family approach of pedagogical career guidance classified?

While it is true that deep levels of systematization have not been achieved in order to offer a classification with all the requirements, the authors of this article consider that the familiar approach of the pedagogical professional orientation can be framed in the educational process in the primary school, and to the extent that the results of this study have an impact on the context for which it is being conceived, it could be classified as:

- Family approach to pedagogical career guidance from didactics in different educations.
- Family approach to pedagogical career guidance from the community context.
- Family approach to pedagogical career guidance from the graduate.
- Family approach to pedagogical career guidance from the initial training of teachers.

How does the family approach of pedagogical professional orientation relate to certain theories, social processes and epistemological references that are outside the categorization?

The family approach to pedagogical professional orientation is based on family education from family education schools as a space for reflection for the improvement of the family in supporting the school in significant aspects for the education of their children. In the same way, theoretical experiences and the practice of family orientation from psychopedagogy are taken into account, conceiving the family as an effective instrument for the home-school link.

The results are taken into account in relation to professional orientation and pedagogical professional orientation (Pino, et al 2016, which addresses, with an important level of relevance, the conception of vocational training and professional orientation in the Ministry of Cuban Education.

What are the minimum methodological elements involved in addressing the family approach to pedagogical career guidance?

- **Integration of education and family orientation, with professional guidance and pedagogical professional guidance in the elementary school educational process.** This entails linking personal and personalized components of the educational process when the family is conceived as a mediating agent between the school and its children in the attempt to bring them closer to the pedagogical profession.

- **Integration of the contents of professional orientation towards pedagogical careers with those of family orientation.** Aspect that implies a necessary interdisciplinary character to involve the family with the future professional of their children from a joint action of the school with the family in order to take advantage of all the potential of the human group of students' origin for the approach to the world of the professions, especially the pedagogical.
- **Integration of the family to the educational work of the school.** What entails the formation of groups of parents and a parallel action to that of the students from the spaces, both teaching, as extradocent and extracurricular, conceived from the educational strategy of the group as part of the institutional educational project prioritizing the universe of the professional of education and its most significant values.

What could be an example of the application of the family approach to pedagogical career guidance?

Among the ways that favor the application of the family approach of the pedagogical professional orientation, the orientation to the family stands out since it favors the development of the process of participation of the latter in education, establishing a coordination relationship between family and school.

Taking into account the above, the Family Orientation Program, *The Family and the future professional of the children*, which will be developed in the form of sessions, where the participants will be the families of the students that make up the circles of interest, who they are monitors or show

attitudes related to the pedagogical profession.

The general objective of the program is to increase the preparation of the family to fulfill its educational function and contribute to the process of pedagogical professional orientation that is carried out from the school. For the preparation of the same, it was based on the results obtained in the initial diagnosis, essentially with regard to the knowledge and attitudes of the family in relation to the professional future of the children. The program was analyzed with the teachers of the second cycle of Primary Education of the centers included in the study, with the purpose of motivating them and committing them to this task.

Starting from the fact that the preparation of the teachers is basic for the fulfillment of the general objective proposed in the program, they previously received training through workshops. These were directed by psychopedagogues, where they delved into other aspects, in the importance of adequate communication with the family, the diagnosis of the same and the techniques to be used to reach reflection and self-reflection, in order to achieve cohesive work with the school in the process of pedagogical professional orientation.

Next, one of the developed sessions is presented, as a sample to develop the pedagogical professional orientation from the family approach.

Session 2

Title. Helping my son in building his future.

Objective: to reflect on the family's performance in relation to the professional future of the children, which favors the integrative work of the latter with the

school based on the Pedagogical Professional Orientation (OPP) process.

The meeting begins with the greeting and thanks to those present for their participation in it.

Next, a dramatization prepared previously is presented. This shows a family that directs all their efforts in order to prepare their 6th grade son as a musician, so from 3rd grade he receives private piano lessons, music theory and music appreciation, among others. The child is punished because, despite providing him with the resources necessary to develop in this area, he does not show encouraging results and the family keeps claiming him for the sacrifices and expenses incurred.

After the dramatization, the teacher starts the debate based on the following questions:

What positive elements can be seen in this situation?

What negative aspects are evidenced in the actions of this family?

What can be the causes that the child does not have the results that his family expects?

After listening to the criteria of the participants, the teacher points out that the future professional of the children is a concern of most families, which influence them based on their aspirations.

He then invited the participants to reflect on the following questions:

What expectation do you have regarding your child's future career? Why?

What actions are you taking to reach your child?

Do your child's aspirations or preferences match yours?

How can you help him prepare to reach a professional future according to his preferences and real possibilities?

The teacher controls the interventions, so that the discussion deepens the need to guide the student in the preparation of a life project, but not to do it in a tax way, but respecting the tastes, inclinations and preferences of the project.

The teacher presents in cards or electronic presentations, some recommendations that allow the family to contribute favorably with the professional guidance of their children, among which are:

- Know the wishes and fears of children as to what they would like to do and be in the future.
- Help children express how they look in the future, exchanging opinions about the information they have.
- Participate in school activities related to the movement of monitors and circles of interest, among others.
- Become aware of the influence they exert on their children's positions so that they can help them and not control or impose them.

These recommendations are analyzed and debated by the parents, which will favor the development of a family model that contributes to the professional orientation of their children.

To close the session, the teacher invites the participants to share their ideas, reflections and opinions about what has been experienced in it. This reflection can be developed from the following questions:

I learned something new?

What was discussed here, what could I use with my son?

How will my child respond if I act accordingly?

How else can I contribute to my child's professional future?

The activity is closed, thanking everyone for their participation and inviting them to the next session.

The analysis of the eight axes of the conceptual cartography has allowed the framing of the aspects that allow identifying the main characteristics of the family approach of the pedagogical professional orientation, namely:

1. Approach from the etymological point of view in time to reach a definition.

2. The epistemological location within the Cuban pedagogical science and its concretion in the processes of orientation, educational orientation and pedagogical professional orientation, specifically in the educational process in primary school.

3. The theoretical bases are based on the principles of the direction of the pedagogical process and the pedagogical professional orientation, an aspect that offers a peculiarity when establishing a family dimension in the study of the pedagogical professional orientation, from the strategic point of view.

4. It has similarities with other approaches, both internationally and nationally and relationships are established with different theories, processes and epistemological references external to categorization.

5. It presupposes the fulfillment of minimum methodological requirements that give it possibilities for the application of strategic actions.

6. It allows its exemplification in the context for which it was conceived.

DISCUSSION

This approach involves the employment of the family as a mediating agent between the school and its children in order to contribute to the development of the vocation by the pedagogical profession, seen this as: supportive relationship that the family makes in an intentional way, marked by the influence of the school and the execution of educational actions, which allow it to positively influence their children, in relation to a future professional choice that responds to their affinities and social needs in relation to teaching.

Another distinctive element of the approach is related to the term pedagogical professional orientation with a family approach, understood as: *multifactorial process that involves a relationship of help from the employment of the family as a mediating agent between the school and its children, in the education of the pedagogical vocation taking into account the personal characteristics of the students and the family group in relation to the pedagogical profession, so that as a result of a systematic dialogue and coherent action, there is a greater integration between the school and the family for the approach from his children to the teaching .*

The approach is contextualized in the second cycle of Primary Education through the linking of students and family

members based on a joint work that contributes to the improvement of the pedagogical career guidance process.

The authors of this article start by recognizing as factories at the international level the factorialist, behavioral and personality-centered approaches. As well as the problematizing , creative experiential, group and multifactorial approaches, produced in the Cuban context as significant contributions for the solution of the problem related to the professional orientation towards the pedagogical careers; being a national priority in the scope of the balance necessary for the satisfaction of the demands of the teaching force necessary for the achievement of a total teaching coverage that guarantees the future of education as one of the main conquests of the Cuban social project.

The familiar approach of the pedagogical professional orientation starts from taking into account as background, works such as: Pino, Matos, and Parra, (2016), and Cancio, (2018), where in one way or another, they link education and guidance family, as well as professional orientation and pedagogical professional orientation, which is supported by studies that show the lack of a clear interconnection between the process of family orientation with professional orientation and specifically with pedagogical.

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