



Original article

## Labor practice, a learning space for the creative mode of action in the Pedagogy-Psychology career

La práctica laboral, espacio de aprendizaje del modo de actuación creativo en la carrera Pedagogía-Psicología

A prática laboral, um espaço de aprendizagem para o modo de agir criativo na carreira Pedagogia-Psicológica

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### ABSTRACT

In the model of the professional of the degree in Education, specialty Pedagogy-Psychology, the mode of professional performance is declared, which is expressed during the realization of the labor practice, as an essential form of organization in the teaching-learning process of the main integrating discipline Investigative Labor Training. In the context of investigative labor practice, problems are identified and proposals for solutions are provided, characterized by the design of actions that specify the indicators of the creative mode of action. That is why the question arises: how to use the space of work practice for learning the creative mode of action in students of the Pedagogy Psychology career? In this article, the objective is declared: to analyze the particularities of labor practice as a space for learning the creative mode of action in students of this career. From a theoretical systematization, a position was assumed regarding the indicators of the creative mode of action and the conformation of the labor practice as a scenario of their learning. It was the result of a qualitative investigation, which used methods such as the survey, analysis of the product of the activity and a self-assessment scale for the students, as well as the analysis of documents, complemented by theoretical methods, such as the analytical-synthetic and the inductive-deductive. It was concluded by evidencing the close link between labor practice and the expression of the indicators of the creative mode of action in solving problems.

**Keywords:** labor practice; learning; creative mode of action.

## RESUMEN

En el modelo del profesional de la licenciatura en Educación, especialidad Pedagogía-Psicología, se declara el modo de actuación profesional, el cual es expresado durante la realización de la práctica laboral, como forma de organización esencial en el proceso de enseñanza-aprendizaje de la disciplina principal integradora Formación Laboral Investigativa. En el contexto de la práctica laboral investigativa se identifican problemáticas y brindan propuestas de solución, caracterizadas por el diseño de acciones que concretan los indicadores del modo de actuación creativo. Es por ello que surge la interrogante: ¿cómo emplear el espacio de la práctica laboral para el aprendizaje del modo de actuación creativo en los estudiantes de la carrera de Pedagogía Psicología? En este artículo se declara como objetivo: analizar las particularidades de la práctica laboral como espacio para el aprendizaje del modo de actuación creativo en los estudiantes de esta carrera. Desde una sistematización teórica se asumió una posición referente a los indicadores del modo de actuación creativo y la conformación de la práctica laboral como escenario de su aprendizaje. Constituyó el resultado de una investigación cualitativa, que empleó métodos, tales como la encuesta, análisis del producto de la actividad y una escala autovalorativa a los estudiantes, así como el análisis de documentos, complementados por métodos teóricos, como el analítico-sintético y el inductivo-deductivo. Se concluyó evidenciando el estrecho vínculo entre la práctica laboral y la expresión de los indicadores del modo de actuación creativo en la solución de problemas.

**Palabras clave:** práctica laboral; aprendizaje; modo de actuación creativo.

## RESUMO

No modelo do profissional da licenciatura em Pedagogia, especialidade Pedagogia-Psicologia, declara-se o modo de atuação profissional, que se expressa durante a realização da prática laboral, como forma essencial de organização no processo ensino-aprendizagem do principal disciplina integradora Treinamento de Trabalho Investigativo. No âmbito da prática laboral investigativa, identificam-se problemas e apresentam-se propostas de soluções, caracterizadas pelo desenho de ações que especificam os indicadores do modo de ação criativo. Por isso surge a pergunta: como utilizar o espaço da prática laboral para a aprendizagem do modo de ação criativo em alunos da carreira de Pedagogia-Psicologia? Neste artigo, declara-se o objetivo: analisar as particularidades da prática laboral como espaço de aprendizagem do modo criativo de ação em estudantes desta carreira. A partir de uma sistematização teórica, assumiu-se um posicionamento quanto aos indicadores do modo de ação criativo e a conformação da prática laboral como cenário de sua aprendizagem. Foi o resultado de uma investigação qualitativa, que utilizou métodos como o inquérito, a análise do produto da atividade e uma escala de autoavaliação para os alunos, bem como a análise documental, complementada por métodos teóricos, como o analítico-sintético e o indutivo-dedutivo. Concluiu-se evidenciando a estreita ligação entre a prática laboral e a expressão dos indicadores do modo de ação criativo na resolução de problemas.

**Palavras-chave:** prática laboral; Aprendendo; modo criativo de ação.

## INTRODUCTION

University professional training is based on the Martí principle of the study-work link, which supports in the study plans the need to carry out an investigative work practice, which complements and guarantees the solidity of learning during the degree. In research labor practice institutions, students become familiar with and deepen their future object of work, from the application of the contents, as well as the generation of new ones. Hence the importance of investigative labor practice as the essential nucleus of the main integrating discipline Investigative Labor Training, and in which different interdisciplinary relationships are established with the other disciplines of the Study Plan.

It is important to plan and organize the investigative labor practice, keeping in mind an integrative approach in the main integrative discipline Investigative Labor Training and that facilitates the training and development of professional skills, as well as the systematization of the remaining components of the content of its process. of teaching-learning, based on different groups of interfunctional relationships between categories inherent to the training of education professionals.

At the international level, authors such as Jiménez *et al.* (2014), Cedeño (2017), Domingo (2021), among others. Cuban authors such as Presilla, Morejón and Cruz, (2020) and Camacho (2021) have carried out studies on this form of organization and have presented its characterization and the performance of teachers and students in the learning process that takes place.

By keeping in mind, the analytical-synthetic method, these works related to this subject are reviewed. It is verified that the recognition of investigative labor practice has been a constant, in its contribution to the professional training, as well as its link to the learning process. There is a lack, not explicit,

although there is no doubt that it may be immersed in these works, in the development of a creative mode of action, which as a result in this learning space makes it possible to express its indicators in the solution of problems identified in the institutions.

The acting model of training of the graduate in Pedagogy-Psychology presents various features, among which stands out its foundation in a curriculum focused on practice from comprehensive pedagogical work, with flexible curricular spaces that respond to the needs of the university student, demands of their practice professional and objectives of the year of study. Hence, the practice is considered a space for professional learning that should be used by the pedagogical group.

In Study Plan E, the conception of the main integrating discipline Investigative Labor Training is introduced, and its subjects support the training and development of the way of acting of the profession, for which reason it is considered the backbone of the professional training process, it is supports the contributions of the rest of the disciplines in their integration for the solution of the professional problems faced by the student, which ensures mastery of the essential mode of action of the profession and the interrelation of each subject with the contents in the main integrating discipline Investigative Labor Training.

The analysis of this discipline provides valuable information, essentially for the third year of this career, in which everything learned in previous years is resumed, plus new knowledge, through teaching tasks, which allow them to move to a higher level in the mastery of knowledge, professional skills, and their application in new contexts of professional performance with a higher level of independence, and motivation, flexibility and originality can be added when executing actions in pursuit of solving problems identified in educational processes in which

they intervene (Marcos, del Valle and González, 2021).

During professional training, it is necessary that students internalize interdisciplinarity as a way of thinking and proceeding, and then it is used in solving problems. This is an essential idea when recognizing the value of interdisciplinarity in student learning, since through it they receive duly articulated knowledge (interdisciplinary nodes), while revealing the link between the different phenomena and processes of reality that are the object of study, overcoming the fragmentation of knowledge. Similarly, interdisciplinarity prepares them to transfer content and apply it to solving new problems, so they are trained in the values and attitudes corresponding to their future profession; essential issue during the learning process achieved in the space of investigative work practice.

There is a need to continue deepening the learning of students during their professional training process to raise the quality of the graduate, who is able to face problems in their performance and provide solutions from their systematized contents. To achieve this goal in the training of graduates in Pedagogy-Psychology as quality professionals, it is necessary to delve into the systemic relationship between each discipline and carry out an evaluative analysis taking into account the moment in which the interdisciplinary work begins and the transfer that can be made. to do towards the other disciplines of the curriculum, and even towards the same discipline, since it is developed at different moments of the career, an essential issue in the main integrating discipline Investigative Labor Training.

The review of some scholarly authors of investigative labor practice confirms features and importance of this form of organization. Domingo (2021) has specified the need to develop a training model, based on the reflective practice of students, which

overcomes the dichotomous approaches between theoretical knowledge and practical knowledge in their university education, and which contributes to a new epistemology of practice in their initial training.

The authors Oliver *et al.* (2015), by characterizing professional practices as a space for continuous dialogue between the training received at the university and reality, in a space for the growth of learning processes. These authors, in investigations carried out in Cuba on professional training in universities in the center of the country and in the Center for Higher Education Studies of the Universidad de Oriente, related to the quality of graduates, show limitations in the training process related to with: the diagnosis of problems related to the profession, the integration and application of knowledge at a professional level, the mastery of techniques to process information and keep up-to-date scientifically, the formulation and verification of hypotheses, the solution of professional problems by through research, the development of communication skills, as well as the independence and creativity to face professional problems. Question that to some extent remains today.

Jimenez *et al.* (2014) point out that professional practices greatly facilitate student participation in dynamic learning contexts, characterized by the establishment of relationships between the training institution and other institutions or sectors that represent professional development in different areas of knowledge. They recognize that professional practices have the purpose of contributing to the integral formation of the student, which allow them, in the face of concrete realities: confront them with real situations of the practice of their profession, develop problem-solving skills, reaffirm their social commitment and ethical, as well as being a source of relevant information for the adaptation and updating of study plans and programs.

The learning to be achieved in the university student guarantees, at first, the systematization of the contents organized in interdisciplinary nodes and integrated into the main integrating discipline Investigative Labor Training and, later, its application as a theoretical and methodological basis in problem solving. professionals, essentially in the context of investigative work practice. Teaching tasks are used as a mediating instrument. From its dynamics and diversity, it facilitates the purpose of forming an intellectually developed, independent, self-regulated, committed, creative, individually and socially responsible personality.

From the investigative nature of the labor practice, supported by the systematized contents of the Research Methodology subjects (as a constituent part of the main integrating discipline Investigative Labor Training), the student performs directed actions, based on the application of the scientific method and the expression of professional investigative skills. Through each of the teaching tasks of theoretical-methodological systematization, modeling and design of alternative solutions to professional and complementary problems, the learning of the systematized contents is structured, and the investigative action that leads to the design and application of actions, which can become revealing indicators of a creative mode of action in the students of the career.

The learning process of systematized contents from the main integrating discipline Investigative Labor Training is specified in the design of these actions. How to consider this creative mode of action? What can be its indicators?

A referential analysis of different positions of Cuban authors such as Rodríguez, Vázquez & del Cristo (2021) and Marcos, del Valle & González (2021), among others, allows systematizing definitions related to the creative mode of action, common and

differential aspects. This makes it easier to assume the definition of a creative mode of action, understood as the behavior in the design and execution of actions in solving problems of the educational reality, linked to their professional functions. They must be characterized by their originality, flexibility and autonomy based on motivation, in accordance with the educational demands of the spheres of action, based on the development and updating of systematized professional knowledge and skills (Marcos, del Valle, & González, 2021).

In the previous definition, it is proposed as its indicators: motivation, originality, autonomy and flexibility, which are harmoniously integrated as a process, under the direction of teachers. Indicators that constitute a concrete and evident result in the design and execution of the actions, to give a creative solution to problems of the educational reality.

The opinion of García, Torres & Torres (2022) is shared when they reveal that the best scenario for the development of competencies, abilities and capacities are the scenarios of educational and pedagogical practices, where not only is knowledge to be learned necessary, but also the transformation of knowledge into spaces that strengthen the integral development of the subject.

In the context of investigative work practice, the need to establish true scientific debates that professionally guide students in the method to be used in each task is specified; For this reason, teachers are prepared to promote reflective learning in students, as pointed out by Marcos, Fernández & González (2020). Hence the need to analyze the particularities that favor the development and expression of indicators of the creative mode of action, from the learning achieved in the investigative work practice, in integration and complement of academic and investigative activities in the Pedagogy-Psychology university career. The objective of the article

is to analyze the particularities of the work practice space for learning the creative mode of action in the students of this career.

four indicators could be characterized in the student sample.

## MATERIALS AND METHODS

In the research that supports this article, carried out by its authors, 24 third-year students of the Pedagogy-Psychology career at the University of Sancti Spíritus were taken as a sample, for the assessment of the development achieved in the expression of the mode of action. creative while carrying out their investigative work practice, for which the following indicators were taken into account: motivation, originality, autonomy and flexibility in the identification and solution proposal to problems related to the execution of their professional functions.

In the stage of the exploration of the educational reality, a search was carried out in the normative documents of the career, based on the documentary analysis method, with which it was possible to verify orientations that could build a desired state on labor practice and expression. of the indicators of the creative mode of action.

A survey was applied to the sample of students, obtaining opinions about their intervention in labor practice and the performance of oriented activities. Using the activity product analysis method, specifically the assessment of actions designed to solve problems.

Finally, they answered a self- assessment scale related to elements linked to the expression of the indicators of a creative mode of action. The processing of the information obtained in the instruments was carried out using analytical-synthetic theoretical methods, which allowed generalizing the behavior of the students in the indicators from an inductive-deductive assessment, in which the expression of the

## RESULTS

With the use of document analysis, specifically the program of the main integrating discipline Investigative Labor Training, it was possible to identify elements that enable student learning in its essential form of organization, although the didactic potentialities of this discipline that can support the development of a creative mode of action.

The statistical processing of the survey applied to the sample of students was carried out, whose objective was to assess the opinion about the work of directing activities in the labor practice by teachers and that contributed to the development of creative behavior, as well as their own performance, the responses to some questions were analyzed.

Regarding the second question of this survey, about the spaces of the teaching-learning process that they considered could express indicators of the creative mode of action such as motivation, originality, autonomy and flexibility, it was assessed that 17 students (70.8%) they pointed out the classes; 15 students (62.5%) selected workshops, such as investigative work practice, when they were carried out and 12 students, for 50%, raised the work practice.

However, seven of these students, representing 29.1%, indicated that in the investigative work practice they could express a certain level of autonomy in carrying out activities, but this did not sufficiently motivate them to participate in this context, since they are not always accepted the proposal of novel or original actions. Although two students argued that in carrying out the investigative work practice they had a certain enthusiasm,

but when they verified the lack of help in the center in which it was carried out, they lost their desire to participate; In addition, they did not always have professors of the career who guided and stimulated them sufficiently. This demonstrated a certain level of recognition of this form of organization as a space for learning the aforementioned categories.

In question four of the survey, linked to their opinions regarding the possibilities of investigative work practice for the expression of a creative mode of action, there was a positive recognition of 15 students (62.5%), since they claimed that during In the investigative labor practice, they were given the opportunity to identify problems and go in search of their solution, supported by staff from the center and some professors of the career who visited them, as well as the possibility of developing independently in the carrying out actions, and even partially applying the knowledge acquired in the degree. This revealed the students' recognition of the potential of this form of organization of the teaching-learning process. Despite this, it was assessed that nine students, for 37.5%, indicated that this practice did not always make it easier for them to express a creative mode of action, since they felt disoriented, not sufficiently supported and were required to strictly comply with the activities. oriented.

In the last question, regarding the proposal of activities that they would like to carry out in the investigative work practice, facilitating their creative action in solving problems, there were only 10 students (41.6%) who expressed some ideas, such as: acting more independent in the diagnosis, in the design of the proposal of solution alternatives, from the content built in the learning. They also raised the need for greater stimulation, guidance and support from teachers of the year, as well as control during activities in practice institutions.

The analysis method of the product of the learning activity was applied to the students in their professional performance, when evaluating the actions designed and executed by them in the third year of the degree, to solve problems identified in educational institutions. Four criteria directly linked to the indicators of the creative mode of action were taken into account, such as:

1. Planning of innovative actions.
2. Defense of personal criteria and independence in the scientific debate.
3. Possibility of designing and executing various actions.
4. Demonstration of the development of motivation and showing their interest in solving educational problems.

The result of this analysis showed that eight students (33.3%) designed novel actions, based on the integration of learned content, although in 13 students (54.1%) they were reproductive and repetitive of others already designed previously. A certain level of dependence on the help provided by the teachers of the major and the practice school was maintained, although a small group of students was appreciated who did show independence in the design and even more in the execution of the actions.

Not all the designed actions were always adjusted to the educational reality where they would be applied, since they did not take into account real conditions that could serve as an obstacle to their execution, so they did not show flexibility traits and had to be redesigned, an issue identified in 16 students (66.6%). Regarding the second aspect related to autonomy, 10 students (41.6%) were observed with difficulties in designing actions adaptable to the conditions of application, while in relation to the development of motivation, 11 students were revealed (45, 8%) who still did not show sufficient interest

in solving problems during the investigative work practice.

In general, 15 students (62.5%) showed commitment to their participation in research work practice activities, interest in solving the problem and even defending personal criteria about the theoretical and methodological foundations of the Actions. Despite this, it was possible to identify a group of nine students (37.5%) who had to be constantly encouraged to participate in activities, which affected the grade obtained in this form of organization.

assessment scale was applied to them with aspects related to the indicators of the creative mode of action. In their analysis, the items were grouped according to the following aspects:

- Systematization of knowledge in integration with professional skills.
- Solution of problems from the systematization of knowledge.
- Expression of the four indicators of the creative mode of action.

The assessment in the first aspect revealed a tendency at the high level (54.1%), although there are students who are located in the middle (16.6%) and low (20.8%); the latter mainly in the impossibility that they showed to articulate the systematized knowledge with the developed professional skills. This demonstrated its deficiencies in learning from the use of interdisciplinarity and insufficient solidity in the domain of knowledge.

What was referred to with the solution of problems from the systematization of knowledge indicated the location of 50% at a high level, which was relatively positive, since in the career they worked towards this intention and it constituted an essential aspect at this time. In the training of professionals. Despite this, a group of students (16.6%) recognized the difficulties in integrating content for this problem solving,

which was consistent with what was valued in the first aspect. However, it is located at a low level of 33.3%. It was evident the need to strengthen the work of systematization of contents in the disciplines and its unification in the main integrating discipline Investigative Labor Training as a support in the investigative activity to be carried out in the investigative labor practice.

When analyzing the valuation in the expression of the four indicators, recognition of development was denoted at a predominantly low level in autonomy, originality and flexibility; Although some students expressed a high and medium level, essentially in originality, 54.1% were located between medium and low levels, as well as in flexibility, for which reason the development of these indicators in students should be stimulated.

It was interesting that when evaluating the motivation indicator, contradictions were revealed in the location between item four: you achieve motivation in carrying out teaching, research and work activities and item nine: you achieve the development of motivation in the search for solutions to problems of the educational reality; since there was no coherence in the value attributed, since in item four there were eight students who were recognized as having a low level, while in item nine four students were located in the low level. The causes of this contradiction could be given by the lack of understanding of the term motivation or insufficient clarity in determining their interest in participating in activities in the race.

It was concluded in the statistical processing the predominance of a low level in most of the students, due to deficiencies shown in the design of problem-solving actions, not revealing of the development achieved in the indicators of the creative mode of action; being the most affected originality and



flexibility, due to the degree of dependence on the orientations given by the teachers.

In short, with these instruments it was possible to assess the existence of a small group of students who revealed high and medium levels of development in the indicators analyzed, although they require the influence of teachers for their broad expression. It is noteworthy that there is another larger group of students who still show deficiencies in this development, due to inconsistency in content mastery, attitude problems and lack of motivation in the career, which demonstrates deficiencies in content learning. that support their creative behavior. It was also verified as one of the causes of the deficiencies detected, the insufficient use of the potentialities of the labor practice, due to ignorance of them and organizational problems.

Bearing in mind these analyzed results of the characterization, the problem detected was analyzed. For this, in Resolution 2/2018 of the MES in its article 137, the definition given of investigative labor practice was evaluated, which stands out as an organizational form that facilitates an adequate mastery, by students, of the modes of action. that characterize the professional activity, through their participation in the solution of the most general and frequent problems present in the professional or social scenario in which they are inserted.

The investigative work practice, as an organizational form and focused on problem solving, requires a transformation in the methods, means, types of classes and evaluation of learning, in order to make the student the main actor in the process. For this reason, the use of innovative learning methodologies should be considered, such as problematic teaching methods, including the investigative one. In this, students are given a problematic situation that makes it easier for them to identify a problem (it can be of a professional nature), as well as to propose

alternative solutions, supported by integrative learning teaching tasks, guided by teachers or prepared by the students themselves. .

Linked to these methods, media belonging to Information and Communication Technologies (ICT) are used, such as the telephone, which facilitates mobile learning, complemented by other media of this type. The evaluation should be used, focused on the use of its techniques, such as the design of solution actions, the elaboration of theoretical and methodological foundations, from the systematization, and that support the solution alternatives.

The analyzed components of the teaching-learning process, from their systemic, problem-solving and investigative character, characterize and materialize in investigative labor practice, as a fundamental form of organization in the main integrating discipline Investigative Labor Training, which reveals its integrating role. Therefore, the characterization of this is clearly required, with its investigative and integrating nature of interdisciplinary nodes in the search for solutions to professional problems.

The integral and holistic conception of the university career, and in response to the demands of Higher Education and teacher training, allows a reconceptualization of the investigative work practice, from an interpretive vision of the pedagogical-professional activity, of the educational reality or no, with an experiential character and a practical and evaluative approach. An important place is occupied by the reflective criticism of the practice of teachers and students who interact in their spaces in the educational institution.

The analysis carried out on the main integrating discipline Investigative Labor Training allowed us to conclude its potential for the development of the creative mode of action in the students of the Pedagogy-Psychology career:

- It presents the investigative work practice as an essential core, which students carry out throughout the degree to consolidate, apply and create knowledge, appropriating the remaining contents that theoretically and methodologically support their performance.
- Its investigative, problematizing, interdisciplinary and professional conception, present as a theoretical-methodological platform that supports the development of its subjects, from the integrated realization of academic, investigative, labor and extension activities in the context of investigative labor practice.
- It favors the interdisciplinary link, from the establishment of its interdisciplinary nodes, in close interrelation with those of the other disciplines, guaranteeing the integration that supports the systematization in the learning to be carried out by the students, essentially in the third year of the degree.
- It enables the use of teaching tasks, designed as a concretion of the close relationships between academic, investigative, labor and extension activities in each subject, which integrate activities oriented to be carried out in the context of investigative work practice.
- Its systematized contents allow the execution of actions for the solution of problems that show levels of originality, flexibility, autonomy and motivation, constituents of the expression of a creative mode of action during the performance in the investigative work practice.

These revealed potentialities of the main integrating discipline Investigative Labor Training specify the three essential features of this discipline: its professional approach, interdisciplinarity and the application of the scientific method. These guarantee the essential conditions for the modeling of a

teaching-learning process in this discipline that guarantees the development of a creative mode of action in the students of the Pedagogy-Psychology career.

The teaching-learning process that is structured in the main integrating discipline Investigative Labor Training and that, in turn, gives rise to investigative labor practice, as its essential form of organization, is based on the establishment of interfunctional relationships, understood as essential relationships, of a systemic and interactive nature between different didactic categories of the teaching-learning process in this discipline, the professional functions and the assumed indicators of the creative mode of action. From a professional approach, interdisciplinarity and the scientific method make it possible to identify professional problems and search for their solution in the context of investigative work practice.

Some of these interfunctional relationships identified are the following:

- Relations between the professional functions and the mode of action of the student of the career of Pedagogy-Psychology.
- Relations of the contents with the remaining didactic components of the teaching-learning process of the main integrating discipline Investigative Labor Training.
- Relationships of teaching tasks, as instrumentation mediators of learning in the disciplines, with the activities to be carried out in the investigative work practice.
- Relations between the indicators of the creative mode of action and the solution of problems identified and linked to the performance of professional functions in the investigative labor practice.
- Relations between evaluative criteria of the development of the indicators of the mode of creative action in the

learning of the students and the professional approach of the main integrating discipline Investigative Labor Training.

These interfunctional relationships, from their systemic and integrative nature, reveal particularities of investigative work practice, which essentially enable a learning process of systematized contents of the disciplines of the study plan, organized in interdisciplinary nodes and integrated into the main integrative discipline Training Investigative Labor, with particular emphasis on professional skills, which are erected in personological tools that allow students their productive, creative and participatory actions in solving professional problems.

Keeping in mind the definition of investigative labor practice assumed and the review of normative documents in the Pedagogy-Psychology career, such as the professional model and the program of the main integrating discipline Investigative Labor Training, the following particularities of labor practice could be summarized research, which facilitate its consideration as a university learning space:

- They keep in mind the foundations and the methodological conception of the base curriculum, in each of the disciplines, due to its output in the investigative labor practice and specifically in the main integrating discipline Investigative Labor Training.
- The dissimilar activities oriented to carry out during the development of the investigative work practice in the different years allow the fulfillment of the general objectives of the professional model, specifically the general intellectual and specific skills, which in many cases reach a scope of professional ability, such as: directing, demonstrating, guiding, communicating, advising, among others.
- The directions of investigative work practice reflect the interdisciplinary and investigative nature of this career. The use of practice as a verification or source of new knowledge is important to keep in mind in its planning, through the different years and moments of this form of organization of the teaching-learning process, inserted in close harmony with the holding of seminars and practical classes. All this denotes the integrating nature of this investigative labor practice.
- From the scientific method that presides over all the pedagogical-professional activities to be carried out in the investigative work practice, to the training and development of investigative skills, such as: problematize, substantiate and verify, their development and evaluation must be planned throughout this form of organization and of the years of the career, in close connection with the different modalities of the scientific-investigative activity, the selection, modeling and application of psycho-pedagogical methods and techniques in the context of the exercise of professional functions.
- A priority must be the design and orientation of integrative teaching tasks for the learning of systematized contents and the search for solutions to professional problems, where they show indicators of a creative mode of action, as well as the planning and development of the evaluation system in this practice, essentially the assessment of the design of original, flexible, autonomous solution actions, from the motivation achieved in the students.
- It is a space for professional training that enables the development of indicators of the creative mode of action, which gives identity to the professional training of students from the main integrating discipline

Investigative Labor Training, since its system of activities (familiarization, systematization and deepening), makes possible the presence of a productive and creative process from which, in the spheres of action, students learn to solve teaching tasks with a specific purpose, allowing the close and harmonious link between academic, investigative, labor activity. and extensionist.

- In the context of investigative work practice, students actively participate in local development tasks, providing psycho-pedagogical advice to community agents, and demonstrating their knowledge by participating in investigative and socio-cultural projects, which influence their comprehensive education as a future. professional committed to social advancement.

The fundamental basis in the preparation of this future Pedagogy-Psychology professional, from the perspective of scientific inquiry, and an investigative approach, and which provides them with the necessary tools for their future performance, is the identification of professional problems and the search for its solution, from the different subjects, along with the development of investigative skills and use of the scientific method. This is framed in the general objective of the main integrating discipline Investigative Labor Training, when it expresses that it is fundamental from the theoretical, methodological and practical point of view, alternative solutions to the problems of professional pedagogical performance from scientific and ethical positions that put It reveals the way of professional action, based on experiences in the process of scientific activity, based on the improvement of the educational reality in its context of action.

In this, the learning of systematized contents from the disciplines and integrated into the main integrating discipline Investigative Labor Training occupies a preponderant place.

For the direction of learning in the context of investigative labor practice, teachers prepare themselves methodologically and thus use the experiential nature of learning, which implies, as indicated in the program of the main integrating discipline Investigative Labor Training, consider and understand the influence exerted by the practice center on the student, how it affects the development of their way of acting; For this, it is essential to assess the character of their experiences, since in them the internalization of reality as a whole is manifested.

## DISCUSSION

The systematization of the positions expressed in consulted bibliographic sources and the results of the diagnosis made allowed to base the learning process in the students of the Pedagogy-Psychology career in the space of investigative work practice, as an expression of a system of scientific ideas that made possible establish common and differential aspects with this article that is presented.

There is a coincidence with García, Torres & Torres (2022), when pointing out that professional practice can be conceived as a dynamic, flexible and reflective learning scenario, where conceptualization and experimentation enrich the teaching task; question to be expressed in the context of investigative labor practice and in carrying out teaching tasks of an integrating nature that guide the disciplines, as the authors of this article support.

The previous authors insist on generating in students critical reflection, an investigative, reflective, inquisitive and above all sensitive and human spirit, in the face of the problems encountered, which enables them to become an agent of change and transformation in their reality, where they feel empathy. , need for innovation in the face of problems. This

position is agreed, since the particularities of the investigative work practice expressed facilitate this behavior of the students in their learning.

Calderón (2020) states that "learning and teaching processes in the context of professional training are characterized by placing the student in a learning modality substantially different from traditional logic" (p. 207). This modality of learning finds a preferential place in the spaces of the investigative work practice, since it reflects on the protagonism in the learning activities carried out in educational institutions, a process that promotes the metacognitive capacity of the students of the career, by seeking a learning collaborative, significant and autonomous, which supports the expression of the indicators of the creative mode of action.

In Cuban Higher Education, the creation of a system in which the activity-communication link is established should be encouraged, in contribution to the development of the proposed indicators. In this system, a set of activities with a productive nature should be proposed, which favors the appropriation, systematization of knowledge and, in turn, develops personological traits, as well as providing the option of selecting those activities that motivate them, among others.

By recognizing the investigative work practice as a learning space with the aforementioned features, it is easier to integrate creative contents and behaviors based on the construction and reconstruction of their professional performance mode. The behavior achieved in this space guarantees the production of new combinations of already known elements, adaptation to new situations, appropriate decision-making, search for alternative solutions to a specific problem; all expressed in the levels of originality, flexibility and autonomy of the students. Issue that gives validity and relevance to what is analyzed in this article,

in relation to considering the particularities of investigative labor practice to establish itself as a learning space.

This is how the coincidences with Guzmán (2022) are revealed, by expressing that the new scenarios of investigative work practice represent a different way of understanding learning; they respond to a different paradigm, which implies an unequal relationship between teacher-student, which involves a change in the teaching-learning dialectic around professional training. Therefore, it is essential to reflect on the new challenges of investigative labor practice. This article presents key ideas about the teaching-learning process of the main integrating discipline Investigative Labor Training, reflected in its essential organizational form, and that through the expressed particularities facilitate this change in teacher-student relationships.

In this sense, it agrees with what was expressed by León-Urquijo *et al.* (2018), pointing out the need to create spaces that lead to the training and development of skills, particularly professional ones; that allow to be an instrument of transformation that leads to improve the learning opportunities of the students and, in addition, open spaces for discussion on the solution of problems detected in the investigative labor practice that take into account the characteristics of the territories, therefore that involvement in local development is allowed from this learning space.

In conclusion, the position of structuring the investigative labor practice on the basis of the different interfunctional relationships that occur in the teaching-learning process of the main integrating discipline Investigative Labor Training is underlined. This provides wide theoretical and methodological possibilities for teachers to be able to express essential elements in the direction of the development of the creative mode of action, from the mastery of the characterization of this mode,

the design of academic, investigative, labor and extension activities, as well as as teaching tasks, in correspondence with the evaluation of the declared indicators, in actions carried out by the students during the investigative work practice.

The reflective learning carried out in this context makes it easier for the university students of the Pedagogy-Psychology career to identify the problems related to the exercise of their professional functions, as well as the search for solutions focused on revealing actions of the indicators of a mode of action. creative, hence the close link with his learning in investigative work practice.

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The authors declare not to have any interest conflicts.

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The authors participated in the design and writing of the work, and analysis of the documents.



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