



Original article

Labor practice as an integrating axis to develop professional pedagogical interests

La práctica laboral como eje integrador para desarrollar los intereses profesionales pedagógicos

A prática laboral como eixo integrador para o desenvolvimento dos interesses pedagógicos profissionais

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ABSTRACT

The article describes the ideas that support that the labor practice constitutes the integrating axis to develop the pedagogical professional interests in the formative process of the Primary Teachers specialty in the context of the Pedagogical Schools. In relation to the aforementioned, the objective is to socialize a system of actions that favors the development of professional pedagogical interests, using the sampling technique, in its non-probabilistic variant, and in its quota and subject-type modalities. Among the methods used are the theoretical level, the historical-logical, the theoretical systematization, the analysis and synthesis, the modeling; and at the empirical level: observation, survey, interview, critical opinion workshops and collective construction, as well as experiential pedagogical experience. As a result of greater impact, it can be seen that the development of pedagogical professional interests begins towards the study of the specialty by the students, when they begin to link theory and practice more efficiently, they face the work practice in educational institutions responsibly. They demonstrate the skills acquired by showing their potential in knowing, knowing how to do and being as future education professionals, which lead to demonstrating their possibilities to transform reality.

Keywords: educational agents; integrating axis; pedagogical professional interests; professional orientation; labor practice.

RESUMEN

El artículo describe las ideas que fundamentan que la práctica laboral constituye el eje integrador para desarrollar los intereses profesionales pedagógicos en el proceso formativo de la especialidad Maestros Primarios en el contexto de las Escuelas Pedagógicas. En relación con lo antes declarado, el objetivo es socializar un sistema de acciones que favorece el desarrollo de intereses profesionales

pedagógicos, empleando la técnica de muestreo, en su variante no probabilística, y en sus modalidades por cuota y sujetos-tipo. Entre los métodos utilizados están del nivel teórico, el histórico-lógico, la sistematización teórica, el análisis y síntesis, la modelación; y del nivel empírico: la observación, encuesta, entrevista, talleres de opinión crítica y construcción colectiva, así como la experiencia pedagógica vivencial. Como resultado de mayor impacto se aprecia que inicia un desarrollo de los intereses profesionales pedagógicos hacia el estudio de la especialidad por los estudiantes, al comenzar a vincular con más eficiencia la teoría y la práctica, enfrentan con responsabilidad la práctica laboral en las instituciones educativas, evidencian las habilidades adquiridas al mostrar sus potencialidades en el saber, saber hacer y el ser como futuros profesionales de la educación, que conllevan a demostrar sus posibilidades para transformar la realidad.

Palabras clave: agentes educativos; eje integrador; intereses profesionales pedagógicos; orientación profesional; práctica laboral.

RESUMO

O artigo descreve as ideias que sustentam que a prática laboral constitui o eixo integrador para desenvolver os interesses profissionais pedagógicos no processo formativo da especialidade de Professores Primários no contexto das Escolas Pedagógicas. Em relação ao exposto, objetiva-se socializar um sistema de ações que favoreça o desenvolvimento de interesses pedagógicos profissionais, utilizando a técnica de amostragem, em sua variante não probabilística, e em suas modalidades de cota e disciplina. Dentre os métodos utilizados estão o nível teórico, o histórico-lógico, a sistematização teórica, a análise e síntese, a modelagem; e ao nível empírico: observação, inquérito, entrevista, oficinas de opinião crítica e construção

coletiva, bem como experiência pedagógica experiencial. Como resultado de maior impacto, percebe-se que se inicia o desenvolvimento dos interesses profissionais pedagógicos voltados para o estudo da especialidade por parte dos alunos, quando estes passam a vincular teoria e prática de forma mais eficiente, encaram com responsabilidade a prática de trabalho nas instituições de ensino. Demonstram as competências adquiridas ao mostrarem suas potencialidades em saber, saber fazer e ser como futuros profissionais da educação, o que os leva a demonstrar suas possibilidades de transformação da realidade.

Palavras-chave: agentes educativos; eixo integrador; interesses profissionais pedagógicos; orientação profissional; prática trabalhista.

INTRODUCTION

In Cuba, the training of education professionals is a necessity, which led to transformations within the National Education System in the 2010-2011 school year, such as the reopening of the Pedagogical Schools, with the aim of starting the preparation of the new generations of educators in each territory, by taking new political, economic and social changes in our country.

This social order begins to be fulfilled from the admission process; work must be carried out in a systematic and profound way so that the student who accesses these centers to train as primary teachers is not only motivated by their choice, but also internalizes and manages to develop professional pedagogical interests in their performance as a future professional, from the training process, as in the exercise of their profession (Mined, 2018).

Taking into account the above, currently professional pedagogical interests become a problem to be resolved, since they are manifested in the contradiction that is revealed between the social demands of pedagogical schools, in general, and the consolidation of these interests in the specialty Primary Teachers, in particular. This demands a proposal of actions that allows resolving this antithesis and that has as a spring the labor practice as an integrating axis, from the systematization of the theoretical and practical proposals that have been made and that do not contribute to solving the problem under investigation.

In relation to the aforementioned, it is worth noting that, in order to solve the declared problem, it is necessary to emphasize that the educational institution where the student of the Primary Teacher specialty performs the labor practice, performs an important formative function, since in this context it is possible to link between theory and practice in the training process.

The previous idea allows us to affirm that the activities that are carried out in the work practice must be characterized by having a generalizing action in the direction of the training process, which is why it directly affects the successful development of the instructional task and the fulfillment of the educational task, so that the student has a correct educational orientation and manages to integrate knowledge, know-how, being and knowing how to transform as a professional future, where what they have learned acquires meaning, personal meaning and creates the bases for future learning in their professional life.

In line with the above, Resolution 289/19 of the Ministry of Education (Mined, 2019) on the regulation of the responsibility of entities in the training and development of the skilled workforce at the medium level, establishes the activities for the vocational training and professional guidance work, noting that:

"Work practice is developed in educational institutions (...) and is integrated into a system with academic and research activities, according to the particularities of each training program" (p.279).

Therefore, the aim and objective for the training of the Primary Teachers specialty conceives the curriculum as the system of activities and relationships that the student of the Pedagogical School must achieve; through curricular and extracurricular activities that materialize in an organization of the subject system, as well as in complementary activities, all of which are structured to respond to the demands of the graduate model (Mined, 2018).

Hence, the job training system for the Primary Teachers specialty is developed in correspondence with the skills that must be achieved for each academic year, which constitutes the integrating component of the study plan, around which the disciplines and the different processes are integrated. pedagogical, as a permanent accompaniment in the formation of qualities, values, achievements in assimilation, consolidation of knowledge and skills that promote a creative solution of the profession in the fulfillment of the functions that are developed in educational institutions.

What has been expressed points to the perception of the student in his approach to his future profession from the labor practice, from the changes in the forms of work that are aspired in educational institutions, which are influenced and determined by the conditions of each place and the possibilities of the groups. This guarantees that the student becomes affectively familiar with the new activity to be developed.

Based on what has been stated about labor practice, as part of the process that takes place in educational institutions, some authors such as Zabalza (2016); Urgellés, Escalona and Ricardo (2017); Bogdan

(2018); Aguilar (2019); Camacho (2021) highlight in their studies that it is a key element in the curriculum, by enabling dialogue, exchange of experiences and professional experiences between institutions, as part of the student's training process. It is the dimension that most strongly affects the formation of knowledge, professional skills and values that are later manifested in the modes of professional action. Also, in its conception it manifests itself as a system and, at the same time, with the rest of the components of the educational teaching process.

From these criteria declared by the authors, it can be inferred that the work practice in the training process in the Pedagogical Schools promotes the mastery of the characteristics of the specialties and the modes of action in the professional activity, through their participation in solving problems. the most general and frequent problems present in the professional scenario.

This reveals the need to integrate the main educational agents as an essential premise for the correct work of the pedagogical professional orientation, with emphasis on the development of professional interests in students who entered the Pedagogical School with different levels of motivation, as well as the particularities in the formation of evaluative attitudes towards the future profession.

After this analysis, Cabrera (2010) determines that educational agents are conceived as:

(...) anyone who, in one way or another, can exercise influences that contribute to the education of the subject's personality in relation to the professional pedagogical orientation, through participation in different

activities previously agreed upon, which guarantee the preparation of the student, without neglecting to attend, other essential aspects of the comprehensive general culture (...) (p. 43).

Hence the dynamics of relationships that are established between educational agents, responsible for the professional pedagogical orientation for the development of professional pedagogical interests, based on the unity between the cognitive and the affective-motivational from the labor practice, as an integrating axis in the development of professional pedagogical interests in the training process of the students of the Pedagogical School.

MATERIALS AND METHODS

The research was carried out at the "Rigoberto Batista Chapman" Pedagogical School, in the town of Puerto Padre, in the period between 2019 and 2023, with a population of 152 students that make up the total enrollment of the Primary Teachers specialty. The 33 students of group 1-1 of the first year of the primary specialty were selected as a sample for 21.7% of the population. For this, the sampling technique was applied, in its non-probabilistic variant, and in its modalities by quota and subject-type.

To them, the researcher decides in the sampling by quotas on the basis of certain arguments considered by him, the total number of subjects that will make up the sample (how many); that this sampling is used when the specific characteristics of the population are known, trying to include all the representative indicators to be studied; then, it selects them by other modalities (who). In this case, by type-subjects of interest to investigate (Feria *et al.*, 2019).

Therefore, based on the materialist dialectic, a theoretical-methodological position of a qualitative and quantitative nature is assumed through the use of different methods, in correspondence with the selection criteria, the size of the sample, the nature of the problem, the characteristics of the context where they carry out the labor practice and the heterogeneity of the students.

Among the methods used at the theoretical level are: the historical-logical, to assess the trajectory of the problem; the theoretical systematization, for the foundation of the actions; analysis and synthesis, which considers the study of the relationships and general characteristics between the elements that make up the actions that are the object of the proposal; modeling, for the design and conformation of actions. From the empirical level: the experiential pedagogical experience as a guiding metamethod in the investigation, to verify the feasibility of the proposed actions in order to achieve that the labor practice becomes an integrating axis, which efficiently and with quality leads to its transformation and improvement. training, supported by the methods of observation; the survey; the interview; critical opinion and collective construction workshops, which complement each other (Arteaga, 2016).

Among the main limitations that were presented are: the place of origin of the student body, they opt for pedagogical careers without feeling a motivational affective state for them; the lack of knowledge that students have of the qualities of a teacher and of the professional pedagogical interests; the characteristics of the centers where the labor practice is carried out and the communities and the level of training of the tutors of the receiving educational institutions, which is synthesized as a cause in the formative process of the students.

Pedagogical influences are limited to providing knowledge in a fractional way among the institutions that participate in this process, leaving the emotionally positive part that relates the student to the object of the profession and satisfying their individual and social needs to spontaneity.

RESULTS

Based on the results obtained in the research diagnosis, a relationship is established between the pedagogical school-educational institutions, as an indispensable part of the unity between theory and practice in student training, in accordance with the requirements of the plan. of study and the model of the graduate, from the labor practice, as an integrating axis in the development of professional pedagogical interests in the formative process.

Hence, the Pedagogical School constitutes the fundamental basis of the integral formation of the personality of each student, through the expansion, application and deepening of knowledge, in correspondence with the humanist ideals of society, expressed in their ways of feeling, think, act independently, according to their level of development and individual characteristics, interests and social needs, which allow them to direct the training process in the different educational institutions based on:

- Establish a coordination relationship between educational institutions, and advice on professional activities in what to do? how to do it? why? to achieve professional motivation in their specialty.
- The knowledge is integrated from the subjects, between the educational institutions, which promote the pedagogical professional interests in the students of the Primary Teachers specialty.

This relationship that is established leaves for granted the functions of the pedagogical group made up of directors and teachers who intervene in the functions of pedagogical orientation towards professional activities, understood as a relationship of help to the student in the search for meaning and the personal meaning of the content of the profession, from their affective experiences and emotional bond with the knowledge and skills of the specialty, oriented in the study plan and the graduate model.

In correspondence with the curricular component: the pedagogical training subjects, the introduction to the specialty, pedagogy, didactics and general psychology, offer the personal meaning in order to promote positive affective professional experiences during their work practice in the performance of their future profession in educational institutions.

Educational institutions allow the student to appropriate values, through the example and ethics of the teaching staff, their suitability and comprehensive preparation, which are decisive; Hence, the training work carried out in the Pedagogical Schools is a strategic task for the development of Cuban society. This leads the student to identify with his profession by developing knowledge, attitudes and professional skills in the training process of the Pedagogical School.

That is why, labor practice as an integrating axis occupies an important place in the link between education and life, the social environment and work, since only when students can use knowledge to solve life's problems, The value of science increases before them and they educate themselves consciously to collaborate in the construction of society and appropriate the knowledge system and know how to apply it to social activities as a solution to professional problems in their work performance.

In relation to the above, the labor practice is the basis for the development of professional pedagogical interests; In addition, it allows to integrate the academic and investigative components, so that the treatment of the contents is systematized in the solution of problems related to the way of professional action in the students of the Primary Teachers specialty in the Pedagogical School.

All this, based on a harmonious and coherent relationship of knowledge, professional skills and modes of action from the pedagogical school-educational institution in the way that the student appropriates the educational reality and expresses values and professional motivations, under the orientation of the tutor in knowing, knowing how to do and being, which contributes to the development of professional pedagogical interests.

The execution of the different actions in labor practice, as an integrating axis, is materialized through:

First stage. Planning and treatment of the development of professional pedagogical interests.

At this stage, the actions for planning and organizing the treatment of the development of professional pedagogical interests, resources, means and necessary methods are carried out, in correspondence with the objectives.

Objective: to organize the actions that allow the preparation of the student, managers, teachers and tutors for the treatment to the development of pedagogical professional interests, so that professional motivations and attitudes emerge that distinguish them and differentiate them from other professionals.

This, based on the relationship between the pedagogical school-educational institutions, based on the unity between the cognitive and the affective from the labor practice as an

integrating axis in the development of pedagogical professional interests.

In this stage, the relationships between the different actors that intervene in the treatment of the development of pedagogical professional interests are determined and the system of activities to be developed by managers, teachers, tutors and students in the different contexts of action is designed, which contribute to its preparation.

For this, the link between the pedagogical school-educational institutions is taken into account, based on inter-institutional relations in the development of professional interests, integrated into the pedagogical group, managers and teachers involved in the functions of educational orientation towards activities. professionals; Understood as a relationship of help to the student in the search for meaning and personal meaning of the content of the profession, from their affective experiences and emotional bond with the knowledge and skills of the specialty, oriented in the study plan and the graduate model and that are developed according to the following actions:

Action 1. Planning and organization of pedagogical activities and the job training system, in correspondence with the professional pedagogical skills of the specialty and the academic year, from the methodological preparation of managers, teachers and tutors, in the main management bodies and technical.

Action 2. Identify and establish correspondence between the objectives and purpose of the specialty, the need for treatment in the development of professional pedagogical interests, in correspondence with the requirements of the graduate model and the job training system.

Action 3. Design the labor practice guide, based on the activities to be developed by the student, under the guidance of teachers

and tutors, who guide and control its development; with the recognition of the pedagogical and psychological foundations of the personality development of the Primary Teachers specialty.

Action 4. Prepare agreements and commitments between the pedagogical school-educational institutions where job training is carried out, to ensure the necessary conditions for the preparation of managers, teachers and tutors with a view to the development of pedagogical professional interests in each context of action, where knowledge, know-how and being are integrated.

Action 5. Planning and organization of exchanges of experiences, experiences and professional expectations between teachers, tutors, students of different years and graduates of the specialty, as spaces for building the culture of the profession, which stimulates professional motivation towards the development of professional pedagogical interests, in order to guide them in knowing, knowing how to do and being in the context of acting as a future professional.

In the preparation of managers, teachers and tutors, it is necessary to take into consideration the study of the documents that promote the preparation of their group to efficiently execute the labor practice as an integrating axis. It is also suggested to use different spaces for methodological preparation at the school and specialty level, educational instructions and tutors.

To promote the development of professional pedagogical interests in the Pedagogical School, managers, the pedagogical group, teachers and tutors of educational institutions must be prepared in the functions of educational orientation towards professional activities, understood as a relationship of help to the student in the search for the meaning and personal meaning of the content of the profession,

from their affective experiences and the emotional bond with the knowledge and skills of the specialty.

As a starting point, it is essential to diagnose and characterize the tutor of the educational institution, in relation to the particularities of the student's personality, their needs, criteria and points of view, all this in order to form the work groups and execute an adequate orientation in knowledge and being a professional in education according to the historical-social moment.

For managers, teachers and tutors it is necessary to consider the following parameters for their preparation:

1. Level of knowledge about the graduate model and the professional labor training system for the Primary Teachers specialty.
2. Main regularities of the diagnosis of the student of the specialty and the academic year, regarding the development of professional pedagogical interests.
3. Determination of the levels to be reached, general and specific, in the development of professional pedagogical interests, through the relationship between the pedagogical school and educational institutions, as an essential part of the unity between theory and practice in student training.
4. Determination of the pedagogical activities and work practice to develop, which promote knowledge, attitudes and professional skills in knowing, knowing how to do and being a future professional.
5. Determination of teaching and research tasks that promote professional functions, as the starting point for the formation of professional interests.

The pedagogical training subjects and others that make up the curriculum, must be in correspondence with the student's needs, in

order to achieve the development of pedagogical professional interests, to motivate him to professional activities, based on general knowledge, to through:

- Aspects that characterize their future profession, based on the expectations and possibilities offered by the graduate model and the specialty job training system, in order to complete their general and comprehensive training. These aspects also determine the development of professional pedagogical interests based on the unity between the cognitive and the affective, from work practice, as an integrating axis of the educational agents involved in the process of training, development and consolidation of knowledge, professional skills and modes of professional performance.
- Formation of attitudes, professional motivations that distinguish them and differentiate them from other professionals; The important thing about this stage is the preparation of the student to develop professional pedagogical interests.
- Organization of activities with their tutor, which demonstrate professional performance in the different contexts of action.

These actions allow planning the theoretical and practical approach that the manager, the teacher and the tutor need to develop the pedagogical professional interests in students of the Primary Teachers specialty of the Pedagogical School.

Second stage. Implementation of actions for the development of professional pedagogical interests.

Objective: to carry out actions in labor practice as an integrating and dynamic axis for the development of professional

pedagogical interests in students of the Primary Teachers specialty.

Develop investigative activities and tasks where the student involves the participation of managers, teachers and tutors in the process of formation of pedagogical professional interests in labor practice, as an integrating axis of their future profession; which allows the involvement of each of the participants as part of the fulfillment of the designed objective. These can be:

- Develop a system of relationships between students, managers, teachers and tutors, which contributes to promoting the comprehensive training of the professional.
- Promote the influence of the modes of action of managers, teachers and tutors to promote professional motivation and professional pedagogical interests, not only towards the content of the professional activity itself, but from the affective unity of their personality.
- Exchange, under the guidance of the tutor in the Educational Institution, the knowledge, professional skills and qualities that should characterize the future professional in knowing, knowing how to do and being.

Action 1. Familiarize students with the operation and school organization of the Educational Institution, in correspondence with their specialty.

Presentation at the Educational Institution: tour of the Educational Institution, with the accompaniment of managers, teachers and tutors, receiving a general characterization among the aspects:

- Name of the center and its meaning.
- Management structure.
- Number of groups per grade.

- Origin of students and general characteristics.
- Rules of Procedure.
- Cloister level.
- Achievements and difficulties in the operation of the center.
- School-family-community work.
- The work of the OPJM in the center by the base guide.

Action 2. Develop professional pedagogical and investigative skills.

- Inquire about the indicators that make up the psycho-pedagogical characterization of a group, grade or cycle, for the teacher's work in the teaching-learning process.
- Argue the importance of the characterization for the teacher, in the mode of professional performance required in the performance of teaching.
- Analyze with the tutor the psycho-pedagogical characterization of the group. For this activity, the tutor must specify each valued aspect regarding his students and how these results were reached, as well as the analysis of the applied instruments that allowed the characterization to be carried out.

Action 3. Familiarize the student with the training process of educational institutions, in terms of knowing, knowing how to do and being a future professional.

- Recognize the school documentation of the degree (programs, methodological orientations, textbooks, use of ICT, etc.), specifying the importance of each one of them, in the preparation and conduction of the training process in students.
- Observe classes and educational programs taught by the tutor, carrying out a joint analysis of what,

how, why and under what conditions the student learns.

- Participate in the preparation of teaching aids or toys for certain classes, activities or morning sessions.
- Develop a report that allows you to express the relationship between "what I learn" in the training institution and "how I teach it" in educational institutions, in terms of:

- The objective that is proposed to be achieved by the institutions.

- The skills to develop.

- The relationship of the content received with respect to educational institutions.

- The forms of evaluation at both educational levels.

Action 4. Actively participate in vocational training activities.

- Participate in vocational training activities (circle of interest, pedagogical classrooms, etc.), together with the tutor, exposing their experiences.
- Exchange experiences with monitors and teachers about the profession and their pedagogical experiences.

Third stage. Evaluation of labor practice as an integrating axis for the development of professional pedagogical interests. Achievements and shortcomings are defined and the approximation achieved to the desired state is assessed.

Objective: to evaluate the results obtained in the work practice as an integrating axis of the development of pedagogical professional interests, in correspondence with the objectives of the study plan and the model of the graduate of the Primary Teachers specialty.

The evaluation is carried out on the basis of the results and not on subjective criteria, through actions that allow verifying the fulfillment of the knowledge, professional skills, modes of action and professional performance in the students. They reveal the relationships of collaboration, coordination and subordination from the educational institution with the student training institution.

For control and evaluation, the following actions are declared:

Action 1. Evaluate the level of commitment on the part of managers, teachers and tutors about the procedure.

Action 2. Check the level of development, individual characteristics, needs, aptitudes and professional pedagogical interests in students as future professionals.

Action 3. Check the degree of satisfaction of managers, teachers and tutors on the information assimilated for the implementation of labor practice as an integrating axis.

Action 4. Apply the indicators to determine the development of professional pedagogical interests in students about the chosen profession.

Action 5. Evaluate the knowledge and requirement of the graduate's profile, professional skills and the way of acting professionally, according to the context where they work.

In this stage, an evaluation of the results obtained among the educational agents is carried out, responsible for the pedagogical professional orientation and the unit of the cognitive and the affective-motivational from the labor practice, as an integrating axis in the students of the specialty, by means of the comparison between the results of the initial state diagnosis and the progress

achieved, with evidence in the development of professional pedagogical interests, regardless of whether the evaluation is systematized from the first moment of implementation.

For the validation of the labor practice as an integrating axis in the development of the pedagogical professional interests in the students of the Primary Teachers specialty, the experiential pedagogical experience method is used, which was carried out in two moments: in the first, it is submitted to evaluation by managers, teachers of the pedagogical group of the specialty, students and tutors of educational institutions, through three workshops prior to implementation in the training process of the Pedagogical School.

In the second moment, with the implementation, two workshops were carried out, allowing to perfect and identify possible barriers and their effectiveness in the pedagogical activities linked between the pedagogical school-educational institutions, based on knowledge, professional skills and modes of action. of students in the development of professional pedagogical interests.

The results obtained between the cognitive, the affective, motivational and the behavioral in the development of professional pedagogical interests in the students are evidenced, in relation to theory and practice in the formative process of the Pedagogical School.

To determine the relevance of labor practice as an integrating axis, critical opinion and collective construction workshops were applied (Cortina and Trujillo, 2009, as cited in Pérez et al., 2021), which makes it possible to carry out collective evaluations, *adjustments* and consider the feasibility of the proposal. The research was refined based on the criteria and assessments of the selected specialists.

Each workshop was organized in three phases:

Before: the objectives of the workshops were determined to improve the actions to be undertaken in the labor practice on the pedagogical activities, as well as the selection of the people to participate; The date and time of the activity was coordinated with the directors, teachers of the pedagogical group of the specialty and tutors of the educational institutions that would participate, and the person who would take the notes derived from the workshops was selected.

During: a favorable climate is created to carry out the workshops and the participants are welcomed, the document that expresses the essential ideas for the fulfillment of the objectives is delivered, a dialogue is encouraged to verify the criteria, evaluations and recommendations of the participants. The criteria, evaluations and recommendations issued are recorded to later prepare the report in which what happened in the workshop is reported, according to the logic of the guide to reach conclusions.

After: analyze and integrate the report of each workshop to make corrections, according to the criteria, evaluations and recommendations of the participants.

The evaluations carried out in the workshops evidenced the development of pedagogical professional interests in the students of the Primary Teachers specialty, based on the unity between the cognitive and the affective-motivational aspects of knowing, knowing how to do and being, from labor practice as the axis. integrator in their professional performance and the mode of action associated with the graduate model.

DISCUSSION

A new look at the state of the art allows us to declare that the theoretical and practical proposal provides new elements that stem from the relationship between educational agencies and agents responsible for guidance, where their actions enable the unity between the cognitive, the affective, motivational and behavioral from integration with work practice. Through the levels through which the development of the student passes in the labor practice as an organizational form that responds to specific historical moments, consolidates and deepens knowledge, feelings, values and interests in which the objectives are achieved in the graduate model, as an integrating axis in the development of professional pedagogical interests in the training process.

When verifying the results obtained with those available in the literature consulted by the authors addressed, coincidences with Urgellés *et al.* (2017), when pointing out that the students appropriate the knowledge, the professional skills, the values that are later manifested in the modes of professional performance. This is achieved through the figure of the tutor in the orientation of the activities (Zabalza, 2016).

However, at the time, these authors revealed a significant contribution to their research, but as the practice and the context are in constant movement, these conditions a gap in its foundations on how to develop professional pedagogical interests when considering the work practice as integrating axis that constitutes a limitation on the basis that supports the development of this research.

In it, the mastery of the characteristics of the specialty and the modes of action, their exchange and professional experiences are promoted through professional activities in the formation of pedagogical professional interests in students to solve the most

general and frequent problems, present in the professional scene. The functions of the professional for which the students of the Primary Teachers specialty must be prepared, who as a whole pay tax from the pedagogical school-educational institution are:

The teaching-methodological: knowledge actions and methodological preparation are evidenced, according to personal needs and the training process that it directs, so that they promote the development of cognitive interests in students, professional motivation in the formation of values.

The educational orientation: allows the development of the personality of the students, the potentialities, weaknesses and their differentiated attention, making plans or life projects and contributing to the preservation, the care of their physical health and emotional well-being, as components of life personal and vocational guidance, according to the social needs, interests and possibilities of the student.

Research and improvement: contribute to solving problems that arise from work practice and the critical assessment of their performance to determine the needs for improvement and the continuity of studies.

Therefore, it is necessary for the tutor of the educational institution to know the training dynamics of the Pedagogical School and what relationships exist between them. In this way, the tutor of the educational institution, when considering the relationship of the activities with a generalizing action in the direction of the training process, directly affects the successful development of the instructional task and the fulfillment of the educational task, in a way that the student has a correct integral educational orientation of knowing, knowing how to do and being, where what has been learned acquires meaning, personal sense and creates the bases for future learning in his working life.

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

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