

Original article



Theoretical model of the configuration of development life projects from an educational orientation



Modelo teórico de la configuración de proyectos de vida desarrolladores desde la orientación educativa

Modelo teórico da configuração de projetos de vida de desenvolvimento a partir da perspectiva da orientação educacional

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ABSTRACT

Comprehensive development is one of the main categories of modern higher education; however, effectively contributing to this process is also one of the great challenges to be faced. One of the fields of knowledge associated with the promotion of this comprehensiveness is educational guidance, which is considered a discipline and a practice whose center is the relationship of professional help. In this sense, the review of the literature and the ethnographic analysis carried out showed multiple

shortcomings that limit the implementation of educational guidance, which is exacerbated by incorporating the category of life project, another of the conceptual pillars of comprehensive development. In order to mitigate these limitations, the objective of this article is to propose a theoretical model of the configuration of developmental life projects from educational guidance. The research was carried out based on the socioconstructivist approach and combined two qualitative designs: ethnography and thematic analysis. As a result, a model is proposed consisting of three subsystems and nine subprocesses that promote the integration of socio-educational agents in the guiding action and the integration of the life project as a category of higher education. It is concluded that the proposal is viable and transferable to multiple contexts, although it demands an adequate prior evaluation and diagnosis process to clarify the conditions of its introduction and make the pertinent adaptations.

Keywords: higher education; pedagogical orientation; developmental psychology; educational psychology.

RESUMEN

El desarrollo integral constituye una de las principales categorías de la educación superior moderna; sin embargo, contribuir efectivamente a este proceso constituye a su vez uno de los grandes retos a afrontar. Uno de los campos de conocimientos asociado a la promoción de dicha integralidad es la orientación educativa, la cual es considerada como una disciplina y una práctica cuyo centro es la relación de ayuda profesional. En este sentido, la revisión de la literatura y el análisis etnográfico realizado mostraron múltiples falencias que limitan la implementación de la orientación educativa, lo cual se exagera al incorporar la categoría proyecto de vida, otro de los pilares conceptuales del desarrollo integral. Con el fin de atenuar estas limitaciones, el objetivo de este artículo es proponer un modelo teórico de la configuración de proyectos de vida desarrolladores desde la orientación educativa. La investigación se realizó sustentada en el enfoque socioconstructivista y combinó dos diseños cualitativos: la etnografía y el análisis temático. Como resultado, se propone un modelo compuesto por tres subsistemas y nueve subprocessos que favorecen la integración de los agentes socioeducativos en el accionar orientador y la integración del proyecto de vida como categoría de la educación superior. Se concluye que la propuesta es viable y transferible a múltiples contextos, si

bien demanda un adecuado proceso previo de evaluación y diagnóstico para clarificar las condiciones de su introducción y realizar las adaptaciones pertinentes.

Palabras claves: educación superior; orientación pedagógica; psicología del desarrollo; psicología de la educación.

RESUMO

O desenvolvimento integral constitui uma das principais categorias do ensino superior moderno; entretanto, contribuir efetivamente para esse processo constitui um dos grandes desafios a serem enfrentados. Um dos campos de conhecimento associados à promoção dessa integralidade é a orientação educacional, considerada como uma disciplina e uma prática cujo núcleo é a relação de ajuda profissional. Nesse sentido, a revisão da literatura e a análise etnográfica realizadas mostraram várias deficiências que limitam a implementação da orientação educacional, o que é exacerbado pela incorporação da categoria de projeto de vida, outro dos pilares conceituais do desenvolvimento integral. Para atenuar essas limitações, o objetivo deste artigo é propor um modelo teórico da configuração de projetos de vida de desenvolvimento a partir da orientação educacional. A pesquisa foi baseada na abordagem socioconstrutivista e combinou dois projetos qualitativos: etnografia e análise temática. Como resultado, propõe-se um modelo composto por três subsistemas e nove subprocessos que favorecem a integração de agentes socioeducativos na ação de orientação e a integração do projeto de vida como uma categoria do ensino superior. Conclui-se que a proposta é viável e transferível para múltiplos contextos, embora exija um processo prévio adequado de avaliação e diagnóstico para esclarecer as condições de sua introdução e fazer as adaptações pertinentes.

Palavras-chave: ensino superior; orientação pedagógica; psicologia do desenvolvimento; psicologia educacional.

INTRODUCTION

The analysis of the literature reveals that educational guidance is considered a process to promote comprehensive development and has been addressed by different authors in the national and international context. This has led to the emergence of theoretical, methodological and practical assumptions, as well as the theoretical and procedural reformulation of psychopedagogical processes to promote the comprehensive training of students.

These contributions have contributed to an enrichment of guidance in the university context. However, there is a marked overlap between the categories of guidance, tutoring, mentoring, educational work and guidance function. In addition, due to the organizational complexity of this educational level and the convergence of multiple social processes, there is a limited specification of the modalities, areas of educational guidance and the agents involved (Vélaz-de-Medrano Ureta *et al.*, 2023).

This scenario is influenced by an insufficient development of the models that support psychopedagogical care in this context, since the term educational guidance, in addition to representing an important discipline, constitutes a space where multiple forms of organization of the helping relationship converge. This inadequate contextualization of the theoretical principles in such a way that they represent the objectives and internal dynamics of higher education institutions has generated an insufficient support for the role of the educational counselor, its frequent assignment to university professors and its performance conceived from the guidance function and tutoring.

These shortcomings are projected as a reproduction of verticalist generational relations, limit the active and transformative participation of the students and cause changes restricted to small groups and with greater emphasis on the academic dimension. On the other hand, understanding educational guidance as a non-professional process means an overload of functions for university teachers, seen from the real possibilities of assuming educational guidance as a complex process based on their own training, especially if they do not have a training path that includes the pedagogical, psychological and sociological foundations, among others, of educational guidance.

Although in academic discourse educational guidance and comprehensive training often appear mechanically linked, in the context of higher education there are multiple theoretical, methodological, procedural and organizational contradictions (López Rodríguez del Rey *et al.*, 2024; Vélaz-de-

Medrano Ureta *et al.*, 2023). Especially between the university student's demand for comprehensive training and the real possibilities to contribute to it from university educational guidance, there are marked limitations resulting from traditional models influenced by instruction and the direct transmission of knowledge (Carbache Mora *et al.*, 2024).

Among the most notable ones, we can mention the personal and group nature of the direct intervention of educational guidance, the contradiction between the community scope of an integral and integrated process of educational guidance and the roles for its realization, by not including all educational agents with guidance potential or the organizational structures competent to assume the professional relationship of help at an institutional level. The studies carried out by Garbizo *et al.* (2021) and Sánchez *et al.* (2024) are two important antecedents in this line, but as can be seen in their proposals, they limit educational guidance as a process and place its implementation in the professional teaching assignment, two elements that are contradictory both in their scope and their foundation.

The studies of Díaz *et al.* (2023) and González *et al.* (2021) take a similar approach, reproducing this biased view of educational guidance, limiting it to teaching action and equating it with the guidance function. However, both studies fail to explain how teachers are trained to work as major counselors, reduce the discipline to a professional skill, and limit the objectives related to the functioning of higher education in order to adjust them to the theoretical-conceptual framework presented.

Although these difficulties affect numerous processes related to the formation and integral development of personality, they represent a significant insufficiency in relation to the categorical management of the life project (LP), considered as a complex psychological formation from the educational orientation. Within the framework of the proposals that propose that educational guidance be concretized from the role of university professor, said categorical management is insufficient from the perspective of important foundations and subprocesses such as specialized psychological training with emphasis on the sociopsychological characteristics of the stage, the main configuration trends of the life project (LP) of youth, as well as the diagnosis and comprehensive psychopedagogical care.

Considering that university communities are increasingly diverse and the demands for student support more complex, the responses of higher education institutions cannot be one-dimensional or

based on isolated initiatives (Casquete *et al.*, 2024). In this sense, the inclusion of the role of professional or professionalizing educational counselor in the major teaching group can be an alternative to mitigate the emerging manifestations of the theoretical-factual system of contradictions described above. This helix vision between socio-educational agents with guidance potential, according to Pérez Gamboa *et al.* (2023), favors psychopedagogical work with the life project of university students, as a complex psychological formation connoted pedagogically, from an integrative perspective of formative influences.

Furthermore, this integrated vision of the training process and educational guidance, expressed in the integrated performance of the agents, fosters a better understanding of the current degree of development of the student's life project and the real possibilities for their psychopedagogical attention from the educational guidance. However, previous studies suggest that this integration is influenced by theoretical-methodological inadequacies that make it difficult to assume the life project as a process and objective within the training process.

Several studies have addressed student CPV as a complex and demanding phenomenon for the agency of teachers, counselors, educational and organizational leaders, as well as the students themselves (Noroña González *et al.*, 2023; Ramírez Echavarría *et al.*, 2024; Rodríguez *et al.*, 2024). Although these investigations make important contributions, it is necessary to model educational orientation towards the configuration of the developmental life project (CPVD) in university students, as well as the integration of educational agents in this process.

With this intention, the objective of this article is to propose a theoretical model that includes the relational and contextual factors inherent to higher education, as well as the systemic and systematic support of the realization of the life project based on its psychopedagogical attention. This proposal is aimed at promoting CPV with a developmental character, so that it contributes to the integral formation of the personality of university students.

MATERIALS AND METHODS

The model is defined as the scientific category that defines a theoretical result, which allows the study of the scientific problem, as it is a theoretical construction that interprets, designs and synthetically reproduces reality in correspondence with a concrete historical need and a referential theory. This construction process at the theoretical level reveals new qualities of the object that it replaces in its representative function.

In the specific case of this article, it involves revealing the essential and emerging relationships conceived from the referential construction of a pedagogical model of CPVD. In this way, CPVD is assumed as a process and result of the integral formation of personality, as a social task of the university training process.

The proposed model is represented as a system, the result of a critical-evaluative analysis of the scientific literature consulted that has been in charge of studying educational orientation and life project, but also of the integration of the theoretical-factual system of contradictions that manifests itself in the context of higher education. As its fundamental epistemological root, socio-constructivism is assumed with the purpose of understanding from a holistic approach the individual-group-society relationship, where the life project and its configuration acquire an individual-group character, conditioned by the social context that is structured as a formative process (in its broadest conception) from an onto and phylogenetic perspective comprehensive of the educational influences at the different levels of social organization.

Modeling as a method was combined with ethnography and thematic analysis. First, the model was based on the practical and research experience of the authors, with the field work led by the first author, who developed his doctoral studies in this subject and in the last three years has dedicated himself to systematizing his position in multiple contexts. In order to achieve a culturally and subjectively sensitive representation, the second and third authors were in charge of reviewing the transcripts of interviews, observations and field notes to generate a descriptive narrative of the needs, contradictions, potentialities and goals of the model. For their part, the first and fourth authors led the triangulation of the results from the various sources, specialized literature, individual notes and other data (images, matrices, audios, among others).

In this phase, the focus was on social relationships and their influence on the conception of educational guidance, the life project and the relationship between the two. In addition, the dynamics of intergenerational and intragenerational relationships, the roles and hierarchies present in helping relationships, as well as the ways in which participants negotiated their identities and behaviors within these processes were analyzed.

This analysis included an approach to the explicit and implicit tensions and contradictions in the interactions, literature, normative documents and the authors' own experience. This process allowed the identification of processes of change in academic discourse, the analysis of the rise of technological integration after the pandemic, the relationship of educational guidance with other organizational processes and the synthesis of the main themes explored.

Finally, these themes were integrated into the theoretical model to explain the identified relationships and dynamics, as well as their visual representation through conceptual matrices. In addition, the results of the analysis were related to existing literature, which enriched the interpretation and contextualization of the model.

RESULTS

The model is based on the integral nature of university education after the Bologna process, the structure of the university training process and the dialectical relationship established between pedagogical categories and the double internal-external projection of higher education. Therefore, this relationship is conceived through the dimensions that contribute in a non-linear, contradictory and singular way in the specific training practice, to the formation and integral development of the personality of university students. Consequently, the unity between the teaching-learning process and the social context is assumed as an expression of the helical relationships established between university and society, which connotes the transcendence of the educational teaching process and places CPVD as an integrating objective.

Thus, the educational process is considered a development process, where the university student is not seen as an object of study, but as an active subject with a real and transforming influence on the concrete links that condition the configuration of his or her life project. From this perspective, the tendency to consider certain socio-educational agents as exclusive transformers or modifiers is intended to be attenuated: therefore, the university student is empowered in his or her role as the

ultimate knower, with a greater or lesser degree of awareness and elaboration, of his or her own reality.

These ideas imply that, within the framework of psychopedagogical care for the configuration of the life project (APCPVD), the "more capable other" should not be restricted to the figure of the teacher. This figure should be valued in the complex relationship of young people with themselves and their reality, where the role of the teacher would be closer to his function of guide and facilitator from an authentic educational position and not from the position of superior knowledge that he designates.

In this sense, it is necessary to recognize educational guidance as a formal process that is governed not only by its object of study, objectives, knowledge and technical procedures that compose it internally, but also by its dialectical relationship with the comprehensive training process and the university community as a space in which the aforementioned unit acquires a concrete character. For this reason, the integration of the PV category into the university training process is recognized as an alternative that responds to the need for convergence of the system of legitimate objectives of both processes and a way to promote the comprehensive development of the socio-educational agents involved in its praxiological realization.

System of Principles that Support the Model

It is important to highlight that the proposed principles were intended to guide the theory towards considering the student as a promoter of learning in others, both adults and peers, and that the individual-group and social experience constitutes a reference for learning beyond traditional hierarchies that are an expression of verticalism. Under these precepts, the understanding of the life project as a category and its psychopedagogical attention goes through the flattening of relations and the construction of reason, not on the reason imposed from chronological criteria.

Principle of reciprocal learning

This involves conceiving the APCPVD as a learning process for each of the socio-educational agents involved. This learning process is conditioned by both the formal structures and functions and the psychological meanings attributed to the roles of these agents, hence learning about the life project must become a space for common development from the dialectical logic of the relationship between the intrapsychological and interpsychological dimensions.

This perspective assumes that socio-educational agents must gradually become aware (and conscious) of the learning that occurs in this relational framework, which facilitates the internalization of the products of said learning. Therefore, self-referentiality constitutes an instrument for the production of knowledge based on the experience constructed individually, collectively and socially.

Principle of multidirectional mediation (Educate to Educate)

Young people are considered in their capacity to assume the role of socio-educational agent and non-professional counselor, as another more capable in the relationship established in the search for understanding and transformation that mark the formative integration process of the CPVD, given that their character as ultimate experts of their realities supposes that they are at a higher level of real development in this sense.

From this perspective, it is assumed that young people should promote the appropriation of knowledge and the formation and development of skills to promote CPVD in those socio-educational agents for whom this process constitutes part of their professional assignment. Likewise, this perspective includes peers in intragenerational relationships, as subjects of the construction of the processes within the APCPVD and the non-professional orientation relationships that are established.

Principle of the tendentially symmetrical intragenerational and intergenerational educational communication

It represents the active search for the empowerment of youth to establish spaces for dialogue where, based on a reflective and ideally transformative construction, the roles and hierarchies related to development considered as a chronological construct are gradually replaced by the flattening and horizontal tendency of educational communication. This principle, in its systemic relationship with the previous ones, represents the main challenge for operationalization in praxis, since it must integrate the empowerment of youth with the voluntary attenuation of the chronological and formal hierarchies that establish intergenerational relationships from the adult-centric vision of relational processes and the teaching-learning that occurs in them (in the broadest sense).

Structure and Components of the Model

The theoretical model is organized into three interrelated subsystems that integrate key components for the configuration of developmental life projects. The mixed-guidance subsystem combines professional and non-professional forms of educational guidance, promoting symmetrical educational relationships and the efficient use of resources. Within this subsystem, the guiding and tutoring work of teachers stands out, which strengthens the skills of teachers and tutors to integrate guidance into the training process, contributing to the comprehensive development of the student. Likewise, self-referential-multidirectional guidance is included, which encourages students to assume an active role in helping relationships, both intragenerational and intergenerational, constructing meanings from a systemic perspective. Finally, the professionalized procedural guidance proposes the progressive incorporation of professional counselors, focusing on the comprehensive diagnosis, prevention and psychopedagogical care of life projects.

The comprehensive contextualized guidance subsystem focuses on the adaptation of individual, group and social needs to the university context, promoting the integration between the guidance and training processes. This subsystem includes the development of a formative identity, which facilitates the internalization of the student role and personal identity through the assessment of common codes and the conscious self-regulation of identity processes. It also includes the personal-professional identity contrast, which promotes a positive professional identity by harmonizing the demands of the professional model with personal aspirations, strengthening the configuration of social and personal identity. Finally, the planned integration of the guidance processes articulates areas and modalities of guidance, allowing latent needs to be addressed, zones of proximal development to be created and the guidance agents to be coordinated based on contextual demands.

The projective instrumental guidance subsystem energizes the psychopedagogical attention to life projects by addressing the different spheres of student achievement (family, personal, professional, among others). Within this subsystem, the evaluative projection of the spheres of achievement evaluates the internal relationships between the sociopsychological contents of the vital spheres and their conditions, promoting favorable behaviors toward personal goals and objectives. For its part, the operational projection of the spheres of achievement facilitates conscious decision-making to harmonize these spheres, integrating them into the training process and promoting a constructive relationship between academic training and daily life. Finally, the integrated implementation of the

guidance action ensures systematic support in the realization of life projects, through continuous evaluation, the improvement of guidance services and the organization of activities that articulate the substantive processes of the university.

In relation to coordination and interdependence with the previously presented subsystems, the integrative tendency of the CPVD, as a distinctive quality of higher order that emerges from the Projective Instrumental Orientation subsystem, dynamizes the progressively transformative reproduction of the system, that is, its perpetuation until its exhaustion, so that self-production must allow qualitatively higher levels of perfection of the action of the mixed guiding figure (as a unit of processes and subjects). The integrative tendency implies the interrelation of the CPVD model as a system (internal intersystemic) that establishes a relationship with other systems (external intersystemic), to specify its operation, as an expression of the complex integration of the categories of the model.

According to the above, the coordination and interdependence relationships between the subsystems produce the most important relationship within the model, which concerns the formative integration of the CPVD, as a synergy generated by the concausality of the relationships and emerging qualities of each one of the subsystems, towards the configuration of a process that is expressed as a higher order quality that transcends the individual action of the same. Consequently, this quality is marked by the integration of the life project category into the formative process of university students from the educational orientation, which should favor human well-being as an indispensable condition for the integral development of the personality of the socio-educational agents involved, not exclusively of the student.

Therefore, it is expressed in the transformation of the pedagogical processes that internally make up the training process, as a product of the process of help and support carried out by the mixed guiding figure for the concretization of the CPV through the satisfaction, postponement, hierarchization, reformulation or abandonment of the needs and motives in the personal, professional, family, socio-political, cultural, recreational and sentimental loving spheres, in accordance with the particularities and conditions for human training and development in its vital stage and for life.

DISCUSSION

The proposed theoretical model for CPVD from an educational perspective highlights its innovative character by considering the interaction between socio-educational agents as a fundamental axis of the training process. Based on the system of shortcomings analyzed, this approach contrasts with the perspectives that reduce educational guidance to a complementary function of teaching and, therefore, divide its scope.

The findings of the studies by Noroña González *et al.* (2023), Ramírez Echavarría *et al.* (2024) and Rodríguez Torres *et al.* (2024) highlight the need to overcome this vision and approach guidance as a multidimensional process that articulates the spheres of students' PV, but also the cultural and organizational particularities of institutions. In particular, Ramírez Echavarría *et al.* (2024) suggest that guidance should be a distributed process at the institutional and community level, an objective that the proposed model breaks down through its subsystems and components.

In this sense, a key contribution of the model is its ability to integrate CPVD into the demands and realities of the university context. This allows the student to be recognized as an active subject in the construction of his or her life path, rather than limiting his or her role to a passive recipient of knowledge. By emphasizing the principle of reciprocal learning and multidirectional mediation, the model redefines traditional power relations and encourages a symmetrical dialogue between students and counselors, which is consistent with the socio-constructivist theories applied in contemporary educational contexts (Hagenauer *et al.*, 2023).

On the other hand, the distribution of the guiding action provides a comprehensive framework to interpret the intergenerational and intragenerational dynamics that influence CVPD. Although this approach strengthens the replicability and transferability of the model, inherent limitations are recognized, such as the difficulty in generalizing the results to other educational contexts without an adequate longitudinal diagnosis, a fact that had been recognized in the previous studies analyzed, with particular solidity in the data from the research carried out by Pérez Gamboa (2022), Pérez Gamboa *et al.* (2023) and Rodríguez Torres *et al.* (2024).

Regarding the comparison with previous research where significant tensions were found in the conception of the categories under study, several clarifications are necessary. Studies such as those by Garbizo Flores *et al.* (2021) and Sánchez Cabezas *et al.* (2024) highlight the importance of

guidance in comprehensive training, but tend to limit it to teaching work. In contrast, the present model proposes to develop the proposal by integrating professional and non-professional components, a theoretical development that allows for greater adaptability and scope in psychopedagogical support. This perspective does not constitute a linear theoretical extension, but rather offers practical guidelines for its implementation, a fact that had been recognized by the precedents analyzed as a limitation.

The model has the potential to transform the way universities approach educational guidance. Firstly, the implementation of specialized services and the creation of multi-level structures allow for comprehensive support that responds to the real needs of students. Furthermore, attention to the spheres of achievement and their implementation in everyday life can contribute to human well-being as the axis of comprehensive development.

The proposal constitutes a solid theoretical framework, and the proposed model also opens up new lines of research. In view of future research, it is recommended to explore how specific cultural and organizational dynamics affect the implementation of the model in different contexts and organizational levels. It would also be valuable to analyze the long-term impacts of this approach on the professional and personal trajectory of students through mixed longitudinal studies with graduate students.

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Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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