



Original article


Primary teacher training: a necessity and priority in every territory



La formación de maestros primarios: una necesidad y prioridad en cada territorio

Formação de professores do ensino fundamental: uma necessidade e prioridade em todos os territórios

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ABSTRACT

The training of primary school teachers is a priority and an urgent necessity given the challenges of our times. This requires leveraging the potential of the teacher training system, with practical experience at its core, based on the demands of the graduate model within the teacher training process at the Pedagogical School. With this aspiration in mind, the objective is to describe how students at the Pedagogical School develop as they progress through the different levels of practical experience, which serves as an integrating and dynamic component of their training as primary school teachers. The methods used include, at the theoretical level: historical-logical analysis, theoretical systematization, analysis and synthesis, and modeling; and at the empirical level: observation, surveys, interviews, critical thinking and collective construction workshops, as well as experiential pedagogical learning. The most impactful outcome is the development of students'

knowledge, skills, experiences, and a deep commitment to the profession. They face life's problems responsibly and consciously educate themselves to collaborate in building society through work practice, through the levels through which the student's development progresses; therefore, a link between theory and practice is evident, based on the cognitive and affective-motivational aspects under the guidance of the tutor in knowledge and being, which contributes to the training of primary school teachers.

Keywords: education; professional interests; career guidance; work experience.

RESUMEN

La formación de maestros primarios constituye una prioridad y necesidad impostergable ante los retos que imponen los momentos actuales; lo que requiere aprovechar las potencialidades que brinda el sistema de formación, teniendo como centro la práctica laboral, desde las exigencias del modelo del egresado en el proceso de formación en la Escuela Pedagógica. Desde tal aspiración, el objetivo es describir cómo transcurre el desarrollo de los estudiantes de la Escuela Pedagógica en el tránsito por los diferentes niveles de la práctica laboral, como componente integrador y dinamizador en su formación como maestros primarios. 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 una formación en el estudiante sobre el conocimiento, las habilidades, vivencias y relaciones de amor hacia la profesión. Enfrentan con responsabilidad los problemas de la vida y se educan conscientemente para colaborar en la construcción de la sociedad desde la práctica laboral, mediante los niveles por los que transita el desarrollo del estudiante; por lo que se evidencia un vínculo de la teoría con la práctica, a partir de lo cognitivo y lo afectivo motivacional bajo la orientación del tutor en los saberes y el ser, que contribuye a la formación de maestros primarios.

Palabras clave: formación; intereses profesionales; orientación profesional; práctica laboral.

RESUMO

A formação de professores do ensino fundamental é uma prioridade e uma necessidade urgente, dados os desafios da nossa época. Isso exige o aproveitamento do potencial do sistema de formação docente, com a experiência prática como elemento central, com base nas exigências do modelo de formação inicial no processo de formação de professores da Escola Pedagógica. Com essa aspiração em mente, o objetivo deste trabalho é descrever como os alunos da Escola Pedagógica se desenvolvem ao longo dos diferentes níveis de experiência prática, que serve como componente integrador e dinâmico de sua formação como professores do ensino fundamental. Os métodos utilizados incluem, no nível teórico: análise histórico-lógico, sistematização teórica, análise e síntese, e modelagem; e no nível empírico: observação, pesquisas, entrevistas, oficinas de pensamento crítico e construção coletiva, bem como aprendizagem pedagógica experiencial. O resultado de maior impacto é o desenvolvimento do conhecimento, das habilidades, das experiências dos alunos e um profundo comprometimento com a profissão. Eles enfrentam os problemas da vida com responsabilidade e se educam conscientemente para colaborar na construção da sociedade por meio da prática profissional, ao longo dos níveis pelos quais o desenvolvimento do aluno progride. Portanto, fica evidente a ligação entre teoria e prática, baseada nos aspectos cognitivos e afetivo-motivacionais sob a orientação do tutor no saber e no ser, o que contribui para a formação de professores do ensino fundamental.

Palavras-chave: educação; interesses profissionais; orientação de carreira; experiência profissional.

INTRODUCTION

Currently, the Cuban educational system is undergoing continuous improvement, which successfully leads to achieving the goal of the general and comprehensive education of students at all educational levels. This includes education professionals trained at the Pedagogical School, ensuring they graduate with the level required by the desired teacher model.

This highlights the need to train teachers who are increasingly committed to the educational work they will carry out in diverse contexts. Therefore, it is necessary to advance in the training of teaching

staff, which is needed in each province and municipality, to respond to the needs of institutions at different educational levels.

A key aspect of this is achieving effective career guidance, which will ensure that the students' comprehensive general education at the Teacher Training College strengthens the consolidation of their professional pedagogical interests. Likewise, it is necessary to carry out work directed toward appropriate pedagogical career guidance, resulting in the development of pedagogical professional interests in students.

In this regard, the Ministry of Education requires the Pedagogical School to provide comprehensive training for each student's personality, in accordance with social needs, their level of development, individual characteristics, interests, and needs, which will enable them to direct the educational process in different educational institutions and modalities.

Internationally, Vázquez Romero and Blanco Blanco (2019) and Sánchez Bravo *et al.* (2008) refer to the external and internal factors influencing career guidance in education. Among the former, they highlight family and school, as well as the information available about the profession; among the latter, self-efficacy is very important. They also emphasize the development of vocation to ensure a successful career choice in education, considering the student's personal satisfaction.

At the national level, the results are recognized by Chávez Rodríguez (2005), Mendoza Cedeño *et al.* (2016), del Cristo Sosa *et al.* (2020) and Hervis (2022). These authors offer guidelines from a theoretical perspective regarding teacher and student training. They state that training is a process whose development occurs systematically and continuously throughout the individual's life, through the integration of instruction, education, and development.

For their part, Mendoza Cedeño *et al.* (2016) consider it as a process and result, organized, systematic, coherent, permanent, continuous and unfinished; that educates, instructs and develops the human being in an integral way and is directed towards an end, which can be general or specialized, in accordance with social demands.

Chávez Rodríguez (2005) states that both training and development have their own regularities. He indicates that development responds essentially to the internal (psychological) conditions of the learner, without disregarding socio-educational influences. Furthermore, he posits in his analysis that these categories are closely interrelated and complementary.

According to Hervis (2022), "the training of education professionals must be based on the resolution of concrete problems of reality, of educational practice, by providing them with the necessary resources to observe, analyze and transform it" (p. 216).

Del Cristo Sosa *et al.* (2020) suggest establishing: a university/society; interrelation of the curricular dimensions, ideopolitical training and university extension for the improvement of professional pedagogical interests; assumption of the playful attitude of the future early childhood educator to creatively direct the educational process; and use of Information and Communication Technologies in the training and development of professional pedagogical interests.

Other studies aimed at students in teacher training colleges systematize the theory of the intermediate level in the process of training for pedagogical careers. Véliz Candell *et al.* (2021) refer to teacher preparation in the use of creative and productive teaching methods in guiding independent work, while Reyes Porro *et al.* (2024) focused their contributions on the development of the admissions process to teacher training programs and activities in fostering motivation and identity with the profession in reaffirming pedagogical vocation. However, they did not take advantage of the potential offered by practical experience; therefore, this represents a theoretical gap for the proposed research.

In general, the authors consulted highlight that students' professional interests reach higher levels of development in the areas where their main motivations are concentrated, which means, among other aspects, that the future educator discovers their own professional skills and manages to systematize them in each of the components of the training process from a self-critical, reflective and contextualized position.

Therefore, it is necessary to direct educational efforts towards generating positive moods, as well as other affective experiences of a pedagogical nature, and to cultivate feelings expressed in love, joy, contentment, and personal satisfaction when interacting with the tasks and functions of the profession during their training, where a link between internal and external motives is achieved, allowing the student to remain in their studies.

Therefore, the objective of this article is defined as: to describe how the development of students at the Pedagogical School progresses through the different levels of work practice, as an integrating and dynamic component in their training as primary teachers.

MATERIALS AND METHODS

The research was conducted with first-year students from group 1-1 of the Primary School Teachers program at the Rigoberto Batista Chapman Pedagogical School as the sample. Five other educational institutions also participated: Josefa Agüero Boarding School, Guillermo Domínguez Boarding School, Armando Silva Primary School, Encarnación Pérez Primary School, and Altagracia Peña Primary School. The participants in the sample included five administrators, seven tutors, six teachers, and 15 students. They were intentionally selected to ensure representativeness of all the educational institutions where students complete their practicums, as well as the teacher training school included in the research.

For this purpose, the sampling technique was applied, in its non-probabilistic variant, and in its quota and typical subject modalities. The researchers decided on quota sampling based on certain arguments they considered and the total number of subjects that would make up the sample (how many). This sampling method is used when the specific characteristics of the population are known, trying to include all the representative indicators to be studied; then, they are selected by other modalities (who). In this case, by typical subjects of interest to investigate (Feria Ávila *et al.*, 2018).

Therefore, based on dialectical materialism, a theoretical- methodological position of a qualitative and quantitative nature is assumed, using different methods, in accordance with the selection criteria, the sample size, the nature of the problem, the characteristics of the context where the work practice is carried out and the heterogeneity of the students.

Among the methods used at the theoretical level were:

- The historical and logical one: to assess the genesis and evolution of the field within the object being investigated.
- Theoretical systematization: to analyze and evaluate the different theoretical positions.
- Analysis and synthesis: the study of the relationships and general characteristics between the elements that make up the proposed actions.
- Modeling: for the design and shaping of actions.

The empirical methods used were:

The pedagogical experience as a fundamental meta-method in the exploration, which complement each other, supported by the critical opinion and collective construction workshops; as well as the procedure of information triangulation, through surveys, interviews and the study of the products of the pedagogical process, which allowed obtaining necessary information.

To determine the relevance of the work placements for students at different levels, critical thinking and collaborative learning workshops were implemented as an integrating and dynamic component. According to Cortina [2009, as cited in (Feria Ávila *et al.*, 2018)], this approach allows for collective assessments, adjustments, and consideration of the proposal's feasibility. The research was refined based on the criteria and evaluations of the selected specialists. Each workshop was organized into three phases: before, during, and after.

Experiential pedagogy as a metamethod is used in the theoretical and practical study of an object-subject of research, which effectively and with quality led to its transformation and improvement. According to Arteaga Pupo (2019), "it is integrative and comprehensive, (intension-extension) spatial and temporal, (contextualization) cognitive and affective (character) and transformative and developmental (perspective), which constitutes a process and a result of the investigation of the epistemological-methodological-practical system in the scientific research of an educational, and, therefore, pedagogical nature" (p. 82).

The process was carried out in two stages. In the first stage, it was evaluated by administrators, teachers from the specialty team, students, and tutors from the educational institutions, through three workshops prior to its implementation in the training process at the Pedagogical School.

- The methodological actions and procedures of the levels through which students progress in their work practice in each academic year.
- The possibilities offered by the relationship between the Pedagogical School and educational institutions based on the unity between the cognitive and the affective, from work practice, as an integrating and dynamic component in the formation of professional pedagogical interests.
- The impact of the proposal.

In the second phase, with the implementation of the proposal, two workshops were held, allowing for its refinement and the identification of possible barriers and its effectiveness in the activities linked between the Pedagogical School and the educational institutions; all of this based on the knowledge, professional skills and modes of action of the students in the formation of pedagogical professional interests, based on work practice, as an integrating and dynamic component, in accordance with the objectives in the study plan and the graduate model.

RESULTS

The results obtained through the application of the methods planned in the research process (observation, surveys, interviews, critical thinking workshops, and collective construction as complements to the experiential learning experience) allowed us to pinpoint the shortcomings students exhibit in their knowledge of the specific characteristics of the profession. Students do not always demonstrate satisfaction, willingness, and commitment to carrying out activities related to their field of study, nor to addressing their individual and social needs.

Similarly, teachers and tutors show shortcomings in conceiving the professional pedagogical approach in the student's formative process, by not taking advantage of the affective component that enhances positive experiences and addressing negative ones from professional activities and the job training system, which reveals the quality of the educational work.

Based on the above, the Pedagogical School is required to train a student committed to their specialty, in accordance with their patriotic ideals, principles and qualities that will characterize them as a future professional in solving the problems they will encounter in the exercise of their profession.

In this regard, the curriculum for teacher training designs activities aimed at achieving the goals and objectives of upper secondary education. These activities are implemented through an organized system of subjects and complementary activities, all structured to meet the requirements of the graduate profile. Therefore, the professional training system is organized and planned according to the skills students must acquire over the years, integrating all subjects and various pedagogical processes.

This is based on the Marxist and Martí-inspired principle of combining study with work, in relation to the theory-practice link. These elements materialize in work practice, which is conceived as ongoing support taking place within institutions. This support should be geared towards developing the

student's qualities, achieving the assimilation and consolidation of knowledge, habits, values, and future professional life plans. It should foster creative problem-solving in the tasks of professional practice, responsible adherence to work discipline, and the fulfillment of the functions carried out within an educational institution.

This suggests that students are becoming more familiar with their future profession through practical work experience, based on the evolving work practices aspired to in educational institutions. These practices are influenced and shaped by the specific conditions of each location and the resources available to the staff. This ensures that students become acquainted with new management styles across all processes: flexible, comprehensive, democratic, and participatory, as well as with task distribution and the organization of work groups.

It is necessary to guide him to elevate intellectual cognitive activity, which is taken from the merely informative plane to the productive one, stimulating the student in dialectical-materialist and creative thinking that allows him to successfully face, independently, the various problems of the construction of the new society, as well as the way of directing network work in the educational institution.

Work experience, as an integrating and dynamic component, plays a vital role in the training of future teachers. This is especially important considering the stages of student development in acquiring knowledge and fostering a genuine passion for the profession through various disciplines, all under the effective guidance of a tutor at the educational institution. Therefore, this proposal considers essential aspects such as the organizational levels of the teaching program, as reflected in the methodological work carried out by the faculty and disciplines, and the year's objectives, which gradually solidify students' professional pedagogical interests and ultimately lead to a robust and well-rounded education.

It is also of great importance to achieve unity between practical work as the core of all activities, communication among participating students, and the content of the training process. Therefore, practical work is considered an integrating and dynamic component of the training activities and actions, characterized by the link between theory and practice, based on cognitive and affective-motivational aspects, with guidance from the tutor in knowledge and personal development, which contributes to the formation of professional pedagogical interests.

All the above is developed based on the needs and interests of the students and the utilization of their potential for implementing each of the proposed actions related to the functioning and

organization of the educational institution, the development of the student's professional pedagogical and research skills during their training in educational institutions, and their active participation in vocational training activities. This will allow them to be educated under the principles of integration with their general pedagogical preparation and the enhancement of their professional pedagogical interests.

The above allows the authors to establish four levels through which the student's development progresses in the workplace, as an integrating and dynamic component. Through the theoretical systematization and reconceptualization carried out, a first level is proposed, aimed at familiarizing the student with the teaching profession. At this level of training, it is impossible to speak of a professional interest, since the goal is to cultivate professional motivations that integrate all the processes that mediate the structuring of motives for orientation toward their future life; in this way, enabling the emergence of general interests in the search for information, the acquisition of knowledge, and personal and professional experiences.

The requirements include fulfilling the academic year's objectives in relation to the graduate profile and the curriculum, in accordance with the general education, pedagogical, and professional workshop courses. This is because the student expresses or integrates cognitive and affective-motivational components through experiences and observation of activities related to the study guide. This allows for assessing the feasibility of the practicum through a workshop at the educational institution with the participation of administrators, teachers, tutors, and the students. The workshop will focus on what they learned, their concerns, their positive and negative experiences, and their proposed future professional goals.

Students at this level are characterized by:

- Insufficient knowledge of the content of the teaching profession.
- His emotional attitudes towards her are ambivalent.
- They lack self-esteem and a future vision for their teaching profession.

The second level focuses on the systematization of the teaching profession. It begins with the formation of professional interests, which does not preclude their further development. This enables students to actively engage in their work, considering their knowledge, skills, and positive or negative experiences, guided by tutors in educational institutions. The tutor's actions in these institutions foster integration of cognitive, affective, motivational, and behavioral aspects.

At this level, a connection is established with the content received in these early years, where specific guidance is lacking. Furthermore, the focus shifts to developing professional interests in knowledge, professional skills, and professional practice. This reflects an orientation of the personality towards the content of the profession, valuing its functional aspect based on its regulatory potential.

It is important that students make a conscious effort, reflect on the challenges of their chosen profession, and demonstrate their emotional connection to it through their participation in activities. In general, satisfaction with the profession and its outcomes tends to be high. This process creates opportunities for students and tutors to share their personal and professional experiences: what they achieved, what they didn't, what they didn't like, why they were able to do it, and why they couldn't. These questions allow for an assessment of students' strengths and weaknesses in developing their professional interests.

As the student progresses through this level, a partial trend of the components is observed, which are characterized by:

- A partial knowledge of the content of the teaching profession.
- A positive emotional attitude towards the teaching profession and its continuation of study.
- Self-evaluative content appears partially, developing in gradual assessments of some qualities linked to the study of their future teaching profession.
- The future life project is reduced to statements of certain objectives that are not based on, nor do they reveal emotional implications.

The third level corresponds to the consolidation of the teaching profession: The development of professional pedagogical interests is strengthened through the affective-motivational link with the content and particularities of the profession in the performance of the activities, based on the assessment and development of feelings of emotional attraction that the student's performance awakens throughout the training process.

In accordance with the above, students can analyze, discuss, and raise concerns about their professional work, which will contribute to developing their knowledge, professional skills, active participation, and reflective capacity in analyzing problems related to the profession. This is based on the integration of pedagogical training courses, specialized courses, and professional workshops, using content developed through theoretical, practical, and methodological systematization. This allows students to demonstrate the planning, execution, and control of professional activities in

managing the process. Furthermore, natural environments are created that foster the application of knowledge and professional skills within the teaching profession.

This level shows a tendency towards development with a partial character that is characterized by:

- A partial knowledge of the content of the teaching profession.
- An emotional, evaluative and conscious attitude towards their future teaching profession and their continued studies.
- Self-evaluative content appears by developing assessments, reflections on the study and their future teaching profession.
- The future life project develops to the extent that it reaches a level of justification of the objectives it proposes and the ways in which it intends to achieve its purpose.
- It acquires greater personality and responsibility by manifesting itself in different ways through the expression of content.

The fourth level is linked to the reaffirmation of the pedagogical profession: it expresses a development of professional pedagogical interests, based on stable emotional manifestations that are not only aimed at compensating for gaps in knowledge, but also take advantage of potential, personal and professional experiences in relation to their future life project; all of this as part of the training process that is completed with the particular didactics, its methodologies, professional workshops and preparation for the culmination of studies.

At this level, students appear optimistic and confident, exhibiting greater autonomy than in previous training programs. They are also able to reflect on professional pedagogical challenges and participate in the search for potential solutions, developing meaningful personal insights related to their future professional contexts and the fulfillment of their chosen profession. They demonstrate a strong sense of commitment, dedication, and personal and professional experience in their studies, accompanied by positive ideas that allow them to cultivate their professional pedagogical interests.

Students who have reached this level are characterized by:

- Adequate knowledge of the content in their future teaching profession.
- An emotional, evaluative, reflective and conscious attitude towards their future teaching profession and their continued studies.
- Self-evaluative content linked and related to the study of their future teaching profession.

- A well-founded, organized, and planned future life projection based on a solid objective.
- A personality and responsibility in the expression of the different contents.

These levels, through which the student's development progresses in work practice, allow a harmonious and coherent relationship of knowledge, from the Pedagogical School and educational institutions, as students specializing in Primary Teachers appropriate the educational reality and express values and motivations, under the guidance of the tutor in knowledge and being, which contributes to the development of professional pedagogical interests.

Based on the changes in work methods that are aspired to, they are adjusted to the current development of society and the search for self-regulation mechanisms of the training process with the participation of managers, teachers and tutors; considering the need to carry out exchange actions between students for the different activities in educational institutions in a flexible, participatory way, in which the formation of professional pedagogical interests as a future professional in education is taken into account.

By conceiving of work experience as an integrating and dynamic component of the training process, collaborative, coordinated, and subordinate relationships among administrators, teachers, and tutors are strengthened for the comprehensive training and development of students. This process fosters conditions of guidance and social interaction that prepare students for life, based on the relationships established in the various social contexts involved. Furthermore, developmental conditions specific to this period emerge, such as skills, moral qualities, self-determination, decision-making, and reflective processes, all of which are shaped within these relationships.

In these relationships, the student also establishes links with the different social factors that influence the cognitive, affective, motivational, and behavioral aspects of the development of professional pedagogical interests in their specialty; hence, the types of activities and communication are key under the guidance of the tutor in orientation and control, which allows them to successfully and independently face the various problems of building the new society and working with the Institutional and Group Educational Project, as well as the way of directing the network work of the educational institution.

Networking within the educational institution helps students set challenges for themselves, as they exchange experiences, knowledge, and perspectives; above all, they recognize their commitment as education professionals within society. These levels of development correspond to actions focused

on improvement, research, and methodological work, all aimed at fostering a process of growth and preparation for new ways of working.

Therefore, in the academic component, from the first year of work placement, the faculty of the Pedagogical School must propose activities from the different subjects in the curriculum. These activities will allow students to see how the content they receive in their specialization curriculum is applied in the work placement, in conjunction with what is taught at the educational institution under the guidance of their tutor. Upon returning from the work placement at the Pedagogical School, students should analyze the activities they undertook, with the aim of refining their work placement and sharing their professional experiences as future professionals.

In the work component, in carrying out the work practice, you must keep in mind the actions related to the curricular and research components, demonstrating in the presentation and discussion of the work practice assets and the exercises of culmination of study, where the tutor of the educational institutions is involved in the pedagogical training process of the students at the Pedagogical School.

The research component, based on knowledge from pedagogical training subjects and others, in relation to their specialization in the study plan, must correspond to the student's needs, so that they are motivated to search for information in different bibliographies; these should allow the development of professional pedagogical interests, linking work practice and taking into account the professional pedagogical approach from the subjects they teach in the degree within the educational institution.

A fundamental aspect of developing practical work as an integrating and dynamic component is the realization of theory through practice, through the connection between educational institutions. It also strengthens the unity between cognitive, affective-motivational, and behavioral aspects, allowing for an individual evaluation of each student, which will be governed by the regulatory documents for the professional training of primary school teachers, as determined by the tutor and the pedagogical team of the Teacher Training College.

In all cases, it must be borne in mind that the criteria provided for each student cannot be considered independent evaluations; on the one hand, those provided by the tutors at the educational institutions, and on the other hand, those provided by the pedagogical team of the Pedagogical School. The criteria of the tutor from the educational institution and the activities proposed in the work placement guide will be considered, with the student's performance as the central focus.

It is important to clarify that evaluating the student's development at each stage of their work placement is not simply about pointing out deficiencies, limitations, or shortcomings. Instead, it involves creating a space for situational dialogue between the student's mentors and the student, allowing them to share their experiences, both personal and professional, from their first year onward. This exchange, upon returning from the placement, enables the students' teaching staff to identify both positive and negative aspects, thereby contributing to the students' professional development and fostering their pedagogical interests throughout the training process.

That is why the evaluation is systematized from the very first moment of implementation, through:

- The fulfillment of the graduate model, based on the development of the professional pedagogical interests in the students through knowledge, know-how and being a future professional.
- The possibilities offered by work practice, as an integrating and dynamic component between the Pedagogical School and educational institutions, in the development of professional pedagogical interests in primary teacher students.
- The appropriation of knowledge, feelings, personal experiences and the search for professional information on the problems present in the object of the specialty.

Thus, the conception of the primary teacher training process at the Pedagogical School is distinguished by the formation of a professional pedagogical attitude that helps to shape professional pedagogical interests, being shaped by the relationships of collaboration, coordination and subordination in the functional logic of a process that includes actions in the professional performance of the students.

This is achieved according to the graduate model for the specialty, through knowledge, professional skills, and professional practice from an educational, instructional, and developmental perspective. All of this occurs within the context of interaction between educational institutions, considering the levels through which the student's development progresses in work practice as an integrating and dynamic component in each academic year.

DISCUSSION

The current state of knowledge allows us to declare, in both theoretical and practical proposals, new elements stemming from the relationship between administrators, teachers, and tutors regarding

their shared responsibility for guidance. Their actions facilitate the integration of cognitive, affective-motivational, and behavioral aspects within the vocational training system. Through the various levels of student development in the workplace, this integration and dynamic component, responsive to specific historical moments, consolidates and deepens knowledge, feelings, values, and interests, ultimately achieving the graduate's learning objectives within the training process.

When comparing the results obtained with those available in the literature consulted by the authors addressed, coincidences are revealed with Chávez Rodríguez (2005), Mendoza Cedeño *et al.* (2016), del Cristo Sosa *et al.* (2020), in pointing out that students appropriate knowledge, professional skills and values, through a process whose development occurs systematically and permanently throughout life, through the integration of instructional, educational and developmental aspects.

This is achieved, from the job training system, through the levels through which the student's development progresses in the dynamics of relationships between subjects in society, in constant and systematic relationships, capable of enhancing and transforming their behavior in knowledge, know-how, being and living together.

Therefore, the training of primary school teacher students at the Pedagogical School should be seen as the continuous and systematic process that allows the development of values, feelings and the potential of the individual with their conscious participation in the activities, so that they manage to integrate training through development and education.

From this perspective, the training process in the context of the Pedagogical School implies that, to develop professional interests, the entire pedagogical community, including administrators, teachers, and tutors, actively participates in the student's proposed objectives and goals, in which their love for the profession is manifested in society.

This underscores the importance of introducing students to their future profession through the vocational training system, starting with the job changes they aspire to in educational institutions, influenced and determined by the opportunities available to different groups and the specific conditions of each location. This ensures that students become familiar with new management styles, tasks, and work organization.

It is necessary to guide him to elevate intellectual cognitive activity, which is taken from the merely informative plane to the productive one, stimulating the student in dialectical-materialist and creative

thinking, which allows him to successfully face, independently, the various problems of the construction of the new society, as well as the way of directing network work in the educational institution.

Work practice, as an integrating and dynamic component, occupies an important place in training, based on the levels through which the student's development progresses in knowledge and the love relationships towards the profession, through the different knowledge under the guidance of the tutor between the Pedagogical School and the educational institutions.

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Conflict of interest

Authors declare no conflict of interests.

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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