

Original article



Characterization of the psycho-pedagogical orientation for addressing talent at the university

Caracterización de la orientación psicopedagógica para la atención al talento en la universidad

Caracterização da orientação psicopedagógica para lidar com talentos na universidade

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ABSTRACT

In this article, the conceptual frameworks of psycho-pedagogical guidance are systematized and indicators and instruments proposed that can be applied in pedagogical practice, facilitating the planning and monitoring of talent support. Its objective was to socialize the characterization of psycho-pedagogical guidance for talent development at the Mantua Municipal University Center, revealing its strengths and weaknesses and providing theoretical and practical foundations for its improvement. To this end, dialectical materialism was used as a general method, which allowed for the use of a variety of theoretical, empirical, and statistical methods, including surveys, interviews, documentary analysis, and classroom observations, applied to a sample of 47 students and 8 teachers. The results of the theoretical systematization demonstrated that psycho-pedagogical

guidance should be conceived as a comprehensive, preventive, and continuous process that articulates diagnosis, intervention, and follow-up. The empirical diagnosis revealed significant shortcomings in each of these dimensions: a lack of institutionalized screening procedures, fragmented intervention actions, and a lack of feedback and monitoring mechanisms. It was concluded that it is essential to consolidate a contextualized psycho-pedagogical guidance model that guarantees the identification, development, and monitoring of talent in Cuban higher education.

Keywords: higher education; psycho-pedagogical guidance; training process; talent.

RESUMEN

En el presente artículo se sistematizaron los referentes conceptuales de la orientación psicopedagógica y propusieron indicadores e instrumentos que pueden ser aplicados en la práctica pedagógica, favoreciendo la planificación y el seguimiento de la atención al talento. Su objetivo fue socializar la caracterización de la orientación psicopedagógica para la atención al talento en el Centro Universitario Municipal de Mantua, develando sus fortalezas y debilidades, y ofreciendo bases teóricas y prácticas para su perfeccionamiento. Para ello se empleó como método general el materialismo dialéctico, lo que permitió emplear una pluralidad de métodos teóricos, empíricos y estadísticos, que incluyó encuestas, entrevistas, análisis de documentos y observaciones a clases, aplicado a una muestra de 47 estudiantes y ocho docentes. Los resultados de la sistematización teórica evidenciaron que la orientación psicopedagógica debe concebirse como un proceso integral, preventivo y continuo que articule exploración, intervención y seguimiento. El diagnóstico empírico mostró carencias significativas en cada una de estas dimensiones: ausencia de procedimientos institucionalizados de exploración, acciones de intervención fragmentadas y falta de mecanismos de retroalimentación y monitoreo. Se concluyó que es imprescindible consolidar un modelo de orientación psicopedagógica contextualizado, que garantice la identificación, desarrollo y seguimiento del talento en la educación superior cubana.

Palabras clave: educación superior; orientación psicopedagógica; proceso formativo; talento.

RESUMO

Neste artigo, os marcos conceituais da orientação psicopedagógica são sistematizados e indicadores e instrumentos são propostos para serem aplicados na prática pedagógica, facilitando o planejamento e o monitoramento do apoio ao talento. Seu objetivo foi socializar a caracterização da orientação psicopedagógica para a atenção ao talento no Centro Universitário Municipal de Mantua, revelando seus pontos fortes e fragilidades e oferecendo bases teóricas e práticas para seu aperfeiçoamento. Para tanto, utilizou-se o materialismo dialético como método geral, o que permitiu o uso de uma variedade de métodos teóricos, empíricos e estatísticos, incluindo pesquisas, entrevista, análise documental e observações de sala de aula, aplicados a uma amostra de 47 alunos e 8 professores. Os resultados da sistematização teórica demonstraram que a orientação psicopedagógica deve ser concebida como um processo abrangente, preventivo e contínuo que articula exploração, intervenção e acompanhamento. A avaliação empírica revelou deficiências significativas em cada uma dessas dimensões: falta de procedimentos de triagem institucionalizados, ações de intervenção fragmentadas e falta de mecanismos de feedback e monitoramento. Concluiu-se que é essencial consolidar um modelo de orientação psicopedagógica contextualizada que garanta a identificação, o desenvolvimento e o monitoramento de talentos no Ensino Superior cubano.

Palavras-chave: ensino superior; orientação psicopedagógica; processo de formação; talento.

INTRODUCTION

Attention to talent is currently a priority for educational systems seeking to reconcile equity with excellence. In the Cuban university setting, this concern is articulated with the purpose of training professionals capable of contributing creatively and critically to social development. In this context, psycho-pedagogical guidance is a key process for supporting the student's holistic development by integrating the cognitive, emotional, and social dimensions of their learning (Bisquerra Alzina, 2006; Álvarez Cobas *et al.*, 2022).

During the 20th century, guidance evolved from psychometric and clinical approaches toward humanistic and developmental perspectives. This epistemological shift influenced the transition from remedial approaches to more holistic, preventive, and development-promoting conceptions. In turn, this fostered the emergence of comprehensive models in which talent ceased to be seen as an innate

trait and was instead conceived as a developing potential (Gagné, 2004; Rodríguez Pérez *et al.*, 2019).

In Cuba, this process was consolidated under the influence of historical-cultural psychology and Marxist educational thought, which conceive of education as a social process of human development (Crespo Cancio *et al.*, 2024). From this perspective, guidance is understood as educational mediation that favors the student's self-transformation through activity and communication (Hernández Carrera *et al.*, 2022).

Bisquerra Alzina (2006, p. 45) emphasizes that the psycho-pedagogical guidance process "is not limited to addressing difficulties but is oriented towards promoting potential and the integral development of the individual." In the university setting, psycho-pedagogical guidance is consolidated as a transformative resource that articulates the psychological and the pedagogical, and that allows for the design of differentiated strategies to address the diversity of the student body.

Authors such as Reyes Rodríguez and Vizcaino Escobar (2022) emphasize that attention to talent in Cuba should be framed within the development of socially committed and creative individuals. However, Vera Salazar and Vera Salazar (2024) point out that homogenizing views persist in education, where talent is neither diagnosed nor managed systematically. In Cuba, recent studies indicate that psycho-pedagogical guidance actions have been developed in a fragmented manner, without follow-up mechanisms or contextualized models (Crespo Cancio *et al.*, 2024).

Rodríguez Pérez *et al.* (2019) highlight the need for professionals to respond to new social demands by playing a leading role in the prevention and support of high-potential students, while Fernández Cabezas (2021) emphasizes the role of Diagnostic and Guidance Centers in identifying and fostering talent. However, the literature agrees that a comprehensive systematization of talent development in higher education has not yet been achieved.

The Municipal University Center, as an organizational unit of the university responsible for carrying out its core functions in constant interaction with the community, constitutes a paradigmatic example of this reality. Its close ties to local development and the heterogeneity of its student body demand a contextualized psycho-pedagogical guidance model that promotes the early identification and support of gifted students. This requirement arises from the very nature of municipal university centers, where students with diverse educational backgrounds, work experiences, ages, motivations, and socio-cultural conditions converge, generating different educational potential and needs.

Likewise, student training must respond to the economic, social, and cultural demands of the region. Systematic support for gifted students contributes both to their personal and professional growth and to strengthening the human capital necessary for the sustainable development of the municipality. However, preliminary assessments show that psycho-pedagogical actions are focused on addressing difficulties rather than on fostering talent.

The literature review and analysis of educational practice reveal the absence of a contextualized model of psycho-pedagogical guidance for municipal university centers that comprehensively addresses talent. Existing proposals focus on general programs without considering the material, human, and social conditions of each region.

A contradiction is thus recognized between the institutional need to train professionals with high academic preparation and social commitment, and the lack of a structured psycho-pedagogical process that addresses talent. This contradiction underscores the relevance of the present study, whose objective is to share the characteristics of the psycho-pedagogical approach to talent development at the Mantua Municipal University Center, revealing its strengths and weaknesses, and offering theoretical and practical foundations for its improvement.

MATERIALS AND METHODS

The research was conducted during the 2024-2025 academic year, although the document analysis also included information from the 2023 and 2024 academic years to ensure a longitudinal understanding of the phenomenon. A descriptive-explanatory design was used, which allowed for the examination of both the theoretical foundations of the object of study and the specific institutional practices related to psycho-pedagogical guidance for addressing talent.

The total population consisted of 130 students and 29 professors from the Mantua Municipal University Center. A purposive sample of 47 students and 8 professors from the Bachelor's Degree in Preschool Education, in the blended learning format, was selected based on their representativeness and willingness to participate.

The inclusion criteria were:

- Be enrolled or be part of the faculty in the 2024-2025 academic year.
- Express willingness and informed consent.

Participants who declined to participate or did not complete the instruments were excluded. Confidentiality of information and voluntary participation of students and faculty were guaranteed, with informed consent, in accordance with the ethical standards established by the academic committee of the Mantua Municipal University Center.

The study was conducted using a mixed-methods approach, integrating theoretical and empirical methods, with the purpose of characterizing the psycho-pedagogical guidance process for addressing talent at the Mantua Municipal University Center. It was based on the dialectical-materialist approach, which allowed for an integrative analysis of the research subject. Among the theoretical methods, the historical-logical method was used to analyze the background of psycho-pedagogical guidance in relation to addressing talent and to systematize the theoretical framework. These methods made it possible to integrate the conceptual contributions of national and international authors on psycho-pedagogical guidance and talent. Furthermore, they allowed for the establishment of the dimensions and indicators of the psycho-pedagogical guidance process, as well as the grounding of its operational definition within the Cuban university context.

The following empirical methods were applied for data collection:

1. Document analysis: The methodological work plans for the 2023-2024 and 2024-2025 academic years, as well as learning portfolios, were reviewed. A content analysis matrix was developed based on the three dimensions of the process (exploration, intervention, and follow-up), assigning rating levels (high, medium, and low).
2. Student survey: allowed us to identify perceptions about the diagnosis, guidance actions and follow-up received.
3. Semi-structured interview with teachers: aimed at understanding the pedagogical conceptions and practices associated with talent and psycho-pedagogical guidance.
4. Classroom observation: 32 observations were carried out, four per teacher, in order to assess the incorporation of differentiation strategies and talent monitoring.
5. Analysis of learning portfolios: evidence of metacognitive reflection and differentiated attention in the training process was evaluated.

Quantitative data were processed using descriptive statistics, calculating absolute and relative frequencies, as well as measures of central tendency, in order to identify patterns of regularity.

Qualitative data were evaluated using categorical content analysis, coding and classifying information from interviews, observations, and portfolios according to established dimensions and indicators.

Methodological triangulation allowed the findings to be validated by comparing evidence from different sources (documents, observations, interviews, and surveys), thus strengthening the internal validity of the study.

The psycho-pedagogical guidance process for talent development was operationalized in three dimensions: exploration, intervention, and follow-up.

Exploration

- 1.1 Level at which a diagnosis is conceived to identify the educational needs of gifted students.
- 1.2 Level of depth in the identification of students' interests, skills, creativity and potential.
- 1.3 Level at which the diagnosis is carried out in a timely manner at the contextual and temporal level.

Intervention

- 2.1 Level at which psycho-pedagogical guidance actions are carried out for the attention to talent, from the cognitive-emotional integration.
- 2.2 Level at which the spaces of the university context and opportunities of the training process are used to address talent.
- 2.3 Level of impact of the intervention on the development of the student's talent.

Follow-up

- 3.1 Level of frequency and continuity of monitoring of talented students.
- 3.2 Level of adjustment of psycho-pedagogical strategies according to the results of the follow-up.
- 3.3 Level of impact of monitoring on improving student performance and well-being.

Each dimension was assessed on a four-level scale (high, medium, low, not manifested), considering that an indicator is considered present when more than 50% of the evidence corroborates it.

RESULTS

The data analysis revealed an incipient and fragmented state of the psycho-pedagogical guidance process for addressing talent at the Mantua Municipal University Center. The three dimensions evaluated (exploration, intervention, and follow-up) showed significant deficiencies, especially in the absence of systematic strategies for identifying and supporting gifted students.

Results of document analysis

The study of the methodological work plans revealed formally conscious but methodologically insufficient planning. None of the documents analyzed presented high-level indicators in any of the three dimensions.

A tendency was observed to reduce talent identification to high academic achievement, without considering variables such as creativity, motivation, or socio-emotional skills. Intervention actions are limited to assigning tutors and participation in research groups, without feedback mechanisms or impact assessment. The most critical weaknesses were found in the indicators for strategy adjustment (monitoring) and intervention impact, which were at a low level in all three plans reviewed, demonstrating the absence of a system for evaluating and continuously improving the process.

Student survey results

The results of the survey applied to 47 students confirm the weaknesses detected in the documentation (Table 1).

Table 1. Behavior of the indicators in the survey

Dimension	Indicator	Low Level (B)	Intermediate Level (M)	High Level (A)
D1: Exploration	1.1. Needs assessment	24	15	8
		(51.06%)	(31.91%)	(17.02%)
	1.2. Depth of identification	29	12	6
		(61.70%)	(25.53%)	(12.77%)
	1.3. Opportunity for diagnosis	40	5	2
		(85.11%)	(10.64%)	(4.26%)
D2: Intervention	2.1. Guidance actions	29	12	6
		(61.70%)	(25.53%)	(12.77%)
	2.2. Leveraging the context	22	17	8
		(46.81%)	(36.17%)	(17.02%)
	2.3. Impact forecast (intervention)	36	8	3
		(76.60%)	(17.02%)	(6.38%)
D3: Monitoring	3.1. Frequency and continuity	25	17	5
		(53.19%)	(36.17%)	(10.64%)
	3.2. Strategy Adjustment	43	3	1
		(91.49%)	(6.38%)	(2.13%)
	3.3. Impact forecast (monitoring)	32	10	5
		(68.09%)	(21.28%)	(10.64%)

Source: Own elaboration based on the survey results

In the exploration dimension, 61.7% of students indicated that the diagnosis of their potential is limited to academic grades, while 85.1% stated that they had not received a timely or individualized diagnosis.

In the intervention, 76.6% considered that the guidance actions have not significantly contributed to their personal or creative development.

In the monitoring dimension, 91.5% stated that no adjustments are made to educational strategies according to their evolution, and more than 68% stated that they do not receive systematic feedback on their progress.

These data show that the guidance process is perceived as reactive, sporadic, and focused on correcting deficiencies rather than stimulating talent.

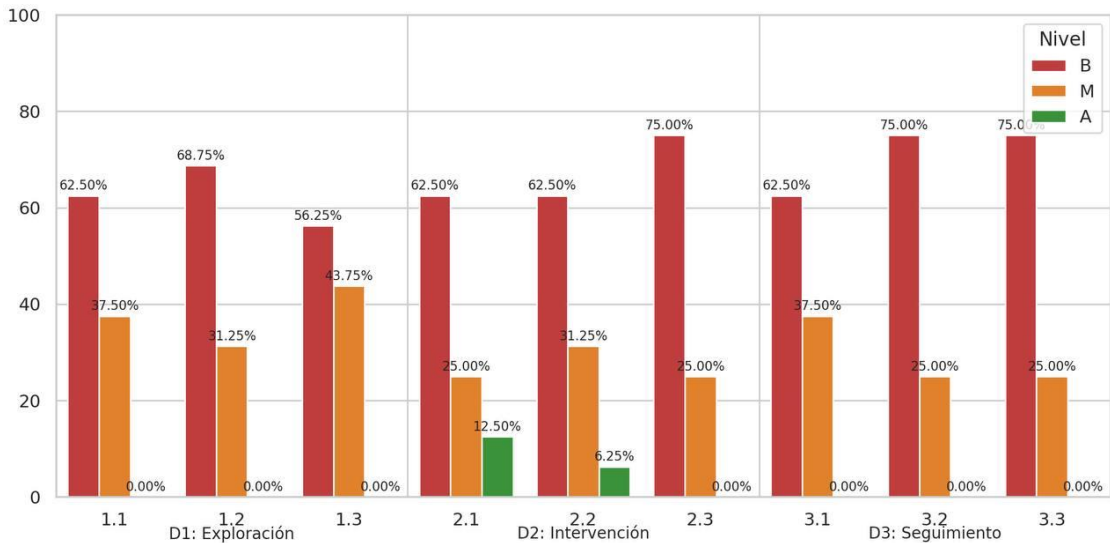
Results of the interviews with teachers

The teachers' testimonies reveal an intuitive and unsystematic understanding of psycho-pedagogical guidance. The majority of teachers (5 out of 8) associate talent exclusively with academic performance and acknowledge the lack of institutional protocols for its identification.

Phrases like "you just notice them in class" or "I identify them by their grades" illustrate the lack of formal criteria for talent identification. Furthermore, an excessive reliance on the teacher's personal initiative was identified, without methodological support or institutional resources.

Intervention strategies, when they exist, are limited to tutoring or participation in scientific events, without continuity or evaluation. All the teachers agreed that follow-up is occasional or nonexistent, attributable to excessive workload and a lack of psychopedagogical training.

Results of classroom observation (Graph 1)



Graph 1. Behavior of the indicators during classroom observations

Source: Own elaboration based on the results of classroom observations

Of the 32 classes observed, 75% showed a traditional teaching approach, focused on the transmission of content. The exploration of potential was superficial and follow-up was practically nonexistent.

Only 12.5% of classes recorded differentiated intervention practices linked to stimulating creativity or active learning. However, these practices were presented as individual initiatives not integrated with an institutional policy for supporting talent.

Results of the learning portfolio analysis

The learning portfolio, while a product of the student's academic work, is a tool that allows us to understand the evolution of the learning process throughout the course. It gathers evidence to document relevant aspects of the student's cognitive (knowledge), metacognitive (learning-how), motivational (wanting to learn), and emotional development. Therefore, it can be a valuable instrument for identifying patterns in the psycho-pedagogical guidance process for addressing talent within the Bachelor's Degree in Early Childhood Education.

The analysis of 38 portfolios revealed that, although some students showed reflective and self-critical ability, most presented evidence of descriptive and little metacognitive learning (Table 2).

Table 2. Behavior of the indicators in the analysis of learning portfolios

Dimension	Indicator	Low Level (B)	Intermediate Level (M)	High Level (A)
D1: Exploration	1.1. Needs assessment	(13)	(25)	0%
		34.21%	65.79%	
	1.2. Depth (self-knowledge)	(20)	(18)	0%
		52.63%	47.37%	
	1.3. Opportunity (role of the student)	(13)	(25)	0%
		34.21%	65.79%	
D2: Intervention	2.1. Actions (differentiation)	(13)	(25)	0%
		34.21%	65.79%	
	2.2. Leveraging the context	(7)	(30)	(1)
		18.42%	78.95%	0%

	2.3. Impact (reflection)	(13)	(20)	(5)
		34.21%	52.63%	13.16%
D3: Monitoring	3.1. Frequency and continuity	(29)	(9)	0%
		76.32%	23.68%	
	3.2. Strategy Adjustment	(13)	(25)	0%
		34.21%	65.79%	
	3.3. Impact (monitoring)	(13)	(25)	0%
		34.21%	65.79%	

Source: Own elaboration based on the results of the learning portfolio analysis

Only 13.16% of the cases reflected in-depth reflections on the learning process itself, while 76.32% showed a lack of continuity and absence of teacher follow-up. The portfolio is perceived more as a formal requirement than as a tool for talent development.

The student does not demonstrate how they adjust their learning based on feedback, primarily because this feedback is not recorded as part of the process. The assignments do not include individualized challenges or enrichment projects.

General summary of results

Taken together, the results demonstrate that the psycho-pedagogical guidance process at the Mantua Municipal University Center:

- It focuses on remedial rather than preventive dimensions.
- It lacks institutional protocols for diagnosis and follow-up.
- It is based on reductionist criteria of talent (academic performance).
- It depends on the individual will of the teacher.
- It presents insufficient psychopedagogical training of the teaching staff.

However, some strengths have been identified: a committed faculty, the presence of tutoring as a space for educational mediation, and an interest in integrating guidance into the curriculum. These elements form the basis for proposing strategies that strengthen the developmental approach to psycho-pedagogical guidance within the municipal university context.

DISCUSSION

The theoretical systematization allowed for the identification of the essential elements of an integrative model, while the empirical diagnosis revealed the gaps between what is proposed in theory and what occurs in institutional practice. In general, the results reveal that, although there is theoretical support in the reviewed literature for conceiving psycho-pedagogical guidance for talent development as an integral process, at the Mantua Municipal University Center, educational practice shows shortcomings in the exploration, intervention, and follow-up stages. The main recurring issues are:

- Insufficient systematicity in talent identification, based on traditional methods and limited application of comprehensive diagnostic strategies.
- There is a lack of coherence and articulation in psycho-pedagogical actions, with isolated interventions predominating and little focus on developing the individual potential of students.
- Weak structuring of psycho-pedagogical monitoring, without stable feedback mechanisms that guarantee the continuity and effectiveness of the talent support process.

The study's results corroborate the need to reconceptualize psycho-pedagogical guidance in Cuban university contexts as a comprehensive formative process, oriented toward talent development rather than simply correcting deficiencies. In accordance with Gagné (2004) and Vera Salazar and Vera Salazar (2024), talent should be understood as a potential that can be stimulated through appropriate educational interventions. However, the findings at the Mantua Municipal University Center show that the current process retains characteristics of a reactive, fragmented approach focused on performance evaluation, lacking systematic exploration and follow-up strategies.

From a historical-cultural perspective, pedagogical mediation is the essential means to transform potential into effective capabilities (Crespo Cancio *et al.*, 2024). The diagnosis reveals that this mediation is not institutionalized, but rather depends on the teacher's personal initiative. This limits the developmental function of higher education, since talent is not systematically fostered, but rather identified occasionally and empirically.

In line with Bisquerra Alzina (2006), Álvarez Cobas *et al.* (2022), and Ordaz Hernández *et al.* (2023), psychoeducational guidance should transcend one-off assistance and become a continuous support process that integrates the emotional, cognitive, and social dimensions of learning. However, the

document analysis revealed a lack of coherent strategies for the diagnosis and monitoring of talent. The methodological plans reviewed focus on indicators of academic performance, without considering socio-emotional variables, creativity, or leadership.

The lack of an institutional culture of guidance is also reflected in student perceptions. Students associate guidance with help overcoming difficulties, but not with the development of their potential. This confirms the findings of Crespo Cancio *et al.* (2024), who maintain that guidance in Cuba is still predominantly remedial, with little focus on prevention and development.

Follow-up, considered an essential component of the guidance process (Álvarez Cobas *et al.*, 2022), was almost nonexistent at the Mantua Municipal University Center. The lack of feedback and adjustment of strategies prevents guidance from fulfilling its formative and self-regulatory function. The teachers interviewed acknowledged the lack of time, resources, and specific training to provide personalized support, which coincides with the findings of Hernández Carrera *et al.* (2022) regarding the limited teacher preparation for addressing diversity and fostering the development of individual potential. Consequently, the observed fragmentation highlights the need to strengthen teachers' pedagogical training and the design of coherent institutional strategies.

Furthermore, a gap was observed between the theory and practice of guidance. At the regulatory level, Resolution 47/2022, established by the Ministry of Higher Education, defines tutoring as a space for individualized attention, but in practice, it is limited to academic aspects. The potential of tutoring as a tool for nurturing talent is wasted due to a lack of differentiated methodologies and insufficient psychopedagogical training for faculty.

Despite these limitations, the research identifies institutional strengths that can be leveraged: the existence of career groups, the willingness of the teaching staff, and the links with local development projects. These elements create a favorable environment for designing a contextualized psycho-pedagogical guidance model that integrates remedial, preventive, educational, and growth functions (Crespo Cancio *et al.*, 2024) with talent development.

In accordance with Rodríguez Pérez *et al.* (2019), talent should be conceived as a potential capacity that is realized through social interaction and educational conditions. Therefore, psycho-pedagogical guidance in Municipal University Centers should assume a dialectical, participatory, and transformative character, integrating teachers, students, families, and the community in the comprehensive training process.

The challenge lies in shifting from a deficit-based approach to a development-focused model, where talent is recognized as a strategic resource for the region. This requires institutionalizing practices such as early diagnosis, formative support, and continuous evaluation of student progress.

In summary, the study's findings confirm the argument put forth by Reyes Rodríguez and Vizcaino Escobar (2022): attention to talent in Cuban higher education should be viewed not as a selective privilege, but as an expression of equity and social commitment. Talent, when nurtured through a comprehensive psycho-pedagogical approach, becomes a driving force for individual and community development.

Psychopedagogical guidance is an essential process for the comprehensive development of university students, as it articulates the cognitive, affective, and social components of learning, facilitating the development of talent as human potential.

Despite theoretical advances in Cuban and Ibero-American literature, structural limitations persist in university practice: intuitive diagnosis, lack of follow-up, and a focus on academic performance.

At the Mantua Municipal University Center, psycho-pedagogical guidance is developed in a reactive and fragmented manner, with insufficient systematicity in the stages of exploration, intervention and follow-up.

The institutionalization of training policies is required that recognize talent as a priority educational category, incorporating comprehensive diagnostic strategies, differentiated tutoring, and psycho-pedagogical training of the faculty.

Strengthening psycho-pedagogical guidance will help consolidate a developmental and inclusive educational culture, where attention to talent contributes not only to the student's personal growth, but also to the social development of the territory.

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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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