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Original article

Methodological actions for the pedagogical preparation of the tutor of basic legal entities

Acciones metodológicas para la preparación pedagógica del tutor de las entidades jurídicas de base

Ações metodológicas para a preparação pedagógica do tutor das entidades jurídicas de base

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ABSTRACT

This scientific result offers a response, within the framework of university teaching, to social needs and current demands of the Cuban Ministry of Higher Education, regarding the improvement of the work of the tutor of basic labor entities, due to the influence they exertion the comprehensive training of university students. The objective is to apply targeted methodological actions of the tutor of legal entities for the comprehensive training of Law. It focused on the participatory conception and content addressed by considering positions of different concepts on professional performance, methodological formulations, and legal and physical character to contribute to the university environment." It had

the pedagogical preparation of the student of the degree program, the imprint of the actions and in the authors' work on tutoring, or of that tutor, as well as helping their work. The research used theoretical (analysis-synthesis, historical-logical, inductive-deductive, systems approach and modeling) and empirical (observation, document analysis, survey and interview), methods. The final evaluation revealed the relevance and effectiveness of the actions in increasing the tutors' preparation and promoting their possibilities to guide the student's comprehensive training, from a relationship of help, guidance to their development, and support for their needs in pre-professional activity, which reinforced the link between the academic, research, and work components.

Keywords: law; professional performance; higher education; pedagogical training; legal institutions; mentorship; professional internships.

RESUMEN

Este resultado científico ofrece una respuesta, en el marco de la docencia universitaria, a necesidades sociales y exigencias actuales del Ministerio de Educación Superior de Cuba, referida al perfeccionamiento de la labor del tutor de las entidades laborales de base, por la influencia que ejercen en la formación integral del estudiante universitario. Tuvo como objetivo aplicar acciones metodológicas dirigidas a la preparación pedagógica del tutor de las entidades jurídicas para la formación integral del estudiante de la carrera Licenciatura en Derecho. Se enfocó en la concepción participativa y dinámica de las acciones y en el contenido abordado al contemplar posiciones de diferentes autores sobre la mentoría, conceptos sobre el desempeño profesional pedagógico de ese tutor, así como formulaciones metodológicas y de carácter legal que ayudan a su labor. En la investigación se emplearon métodos de carácter teórico (histórico-lógico, análisis-síntesis, inducción-deducción, enfoque de sistema y modelación) y empírico (observación, análisis documental, encuesta y entrevista). La evaluación final reveló la pertinencia y efectividad de las acciones al incrementar la preparación de los tutores y favorecer las posibilidades que tienen para conducir la formación integral del estudiante, desde una relación de ayuda, de orientación a su desarrollo y apoyo a sus necesidades en la actividad preprofesional, lo cual reforzó el vínculo entre los componentes académico, investigativo y laboral.

Palabras clave: derecho; desempeño profesional; educación superior; formación pedagógica; instituciones jurídicas; mentoría; prácticas profesionales.

RESUMO

Este resultado científico oferece uma resposta, no âmbito do ensino universitário, às necessidades sociais e exigências atuais do Ministério do Ensino Superior de Cuba, referente ao aperfeiçoamento do trabalho do tutor das entidades laborais de base, pela influência que exercem na formação integral do estudante universitário. Teve como objetivo aplicar ações metodológicas voltadas à preparação pedagógica do tutor das entidades jurídicas para a formação integral do estudante do curso de Direito. O foco esteve na concepção participativa e dinâmica das ações e no conteúdo abordado, ao considerar posicionamentos de diferentes autores sobre a tutoria, conceitos sobre o desempenho profissional pedagógico desse tutor, assim como formulações metodológicas e de caráter legal que auxiliam em seu trabalho. Na pesquisa, foram empregados métodos de caráter teórico (análise-síntese, histórico-lógico, indutivo-dedutivo, abordagem sistêmica e modelagem) e empírico (observação, análise documental, pesquisa e entrevista). A avaliação final revelou a pertinência e efetividade das ações ao incrementar a preparação dos tutores e favorecer as possibilidades que eles têm para conduzir a formação integral do estudante, a partir de uma relação de ajuda, de orientação ao seu desenvolvimento e apoio às suas necessidades na atividade pré-profissional, o que reforçou o vínculo entre os componentes acadêmico, investigativo e laboral.

Palavras-chave: direito; desempenho profissional; ensino superior; formação pedagógica; instituições legais; mentoria; práticas profissionais.

INTRODUCTION

Higher education in Cuba faces the challenge of training professionals with a comprehensive education that responds to the growing and continuous demands of society. This requires a flexible and contextualized curriculum, grounded in the advancement of intellectual and scientific production, as well as in its connection with all social sectors and the diverse sociocultural contexts of the territory, the nation, and the international arena (Del Pino & Parra Vigo, 2021).

To achieve this goal, the university must implement scientific and deliberate actions that ensure a solid scientific-technical, humanistic, and axiological foundation for future graduates. In this endeavor, the role of the mentor in the workplace where the student completes their pre-professional internship is essential. However, although these specialists possess a high level of expertise in their

discipline, they often lack the necessary pedagogical training to effectively fulfill this formative function (Díaz Herrera & Ramos Calzadilla, 2026).

Legal practice, or pre-professional internship, plays a crucial role in the training of law graduates. Therefore, it is strategic to identify and select the best professionals from each legal institution so they can transmit, from their respective contexts, the knowledge and experience that connects theory with practice for aspiring lawyers. However, these specialists, who serve as mentors in these institutions, require pedagogical training to enable them to perform this role more effectively.

Therefore, one of the research outcomes of the institutional project "Scientific-Methodological Approach to Contribute to Improving the Comprehensive Training Process of University Students" focuses on the pedagogical preparation of tutors at the legal entities where law students complete their internships. The project is being carried out by the Center for Educational Sciences Studies (CECESS) with the participation of researchers and collaborators from all departments of the José Martí Pérez University of Sancti Spíritus, as well as other involved institutions.

The professional pedagogical performance of the tutor as an important problem is addressed, in the international and national area, by authors such as: Mazorra Fuentes *et al.* (2019), Capote (2022), Viñoles Cosentino *et al.* (2022), Camacho Herrera *et al.* (2023), Mera *et al.* (2023), Rojas Chávez *et al.* (2023), Quispe Cahuana y Quispe Cahuana (2023), Virgós Sánchez *et al.* (2025), among others.

In this regard, Camacho Herrera *et al.* (2023) point out that tutors should focus on responsibility, commitment, tolerance, and the promotion of values as central elements of their professional work, in order to ensure a solid academic and scientific foundation for students. Likewise, Virgós Sánchez *et al.* (2025) consider that the tutor should be provided with technical-professional, pedagogical and social skills, in addition to specific professional skills, to improve the quality of student training.

For their part, Quispe Cahuana y Quispe Cahuana (2023) propose that the tutor's relationship with students should guarantee availability for satisfaction by providing social support based on the cognitive and socio-affective zone, where the student feels guided toward achieving the objectives of their professional career model. In line with the above, Mazorra Fuentes *et al.* (2019) state that the effectiveness of tutoring is based on an interrelated interaction between the tutor, the teacher at the educational center, and the student, with the latter occupying a central position and being the protagonist of their own learning process. Furthermore, they add that psychopedagogical and

methodological elements must be incorporated into the tutor's training to ensure their influence on the student is effective.

From the perspective of Rojas Chávez *et al.* (2023), current learning demands necessitate a review of the nature of the training process prevalent in university institutions, as well as a clear definition of the tutor's new social role. In this context, it is crucial that the tutor adopt a critical and reflective stance regarding the knowledge required for decision-making, establish affective relationships with students to foster welcoming learning environments, and collaborate with colleagues in assessments, planning, and pedagogical reflections (Viñoles Cosentino *et al.*, 2022).

These authors acknowledge that mentoring falls within the scope of professional responsibility and constitutes a cognitive, formative, and procedural activity aimed at the comprehensive development of university students. They also explore the relationship between mentoring and the higher education model, as well as the qualities a mentor should possess to achieve adequate professional performance of a pedagogical nature.

It is noted that, with the advent of the modern university, different training models emerged, in which the tutor of the basic work entities where the student develops their work component stands out, and also as a professional who accompanies the student during the training period.

Consequently, the exploratory study carried out by the authors on the problem, resulting from scientific observation; analysis of comprehensive and specialized visit reports; self-evaluation and career evaluation processes; meetings with representatives of the different base work entities and methodological groups, allows the identification of shortcomings related to the integration of university-base work entity, originating from the lack of theoretical and methodological preparation of the specialists who act as tutors in these entities, in order to plan, organize, execute, guide and control the activities of the training process that the students must develop in accordance with the professional training model.

The theoretical assessments carried out thus far and the preliminary exploratory results reveal a contradiction, in its outward form, between the social mandate of the basic labor entity and the level of pedagogical preparation achieved by the tutors to meet the demands of the work context. This highlights the need to find alternative solutions to the following research problem: How can we contribute to the pedagogical preparation of tutors in legal entities for the comprehensive training of law students?

In accordance with the above, the following objective is defined: to apply methodological actions aimed at the pedagogical preparation of the tutor of the legal entities for the integral training of the student of the Bachelor of Law degree at the University of Sancti Spíritus José Martí Pérez.

MATERIALS AND METHODS

The research process developed was based on the dialectical-materialist approach, with a predominance of the qualitative approach, whose principles, laws and categories made it possible to combine methods from the theoretical and empirical levels, among which are:

From the theoretical level:

- Historical-logical: allowed for a deeper understanding of the different stages through which the professional pedagogical performance has passed, as well as the elements that have characterized it in higher education, according to the specific historical context.
- Analysis and synthesis: facilitated penetrating the essence of each of the parts that make up the methodological actions for the pedagogical performance of the tutor of the work practice of the legal entities, establishing the links and discovering essential relationships to reach the conclusions.
- Induction and deduction: provided the integration of each component of the methodological actions for the pedagogical performance of the tutor of the work practice of the legal entities from their parts to the whole, and vice versa, to identify regularities and particularities of the field being investigated.
- Systems approach: favored the study of the professional pedagogical performance of the work practice tutor of the basic work entities, as a process that involves multiple relationships between the components that make it up.
- Modeling: facilitated the structuring of methodological actions for the pedagogical performance of the work practice tutor in legal entities. Based on the characterization of the object, the principles with logical-gnoseological and practical functions were revealed, explaining the new knowledge related to the pedagogical performance of the work practice tutor in legal entities.

From the empirical level:

- Observation of work practice: to evaluate the performance of the tutors of the work practices that were developed in the basic work entities and, specifically, the pedagogical performance of these during the experimental intervention.
- Documentary analysis: of documents from legal entities related to labor practice and the correlation they had with the profile of the Law degree.
- Survey: of tutors and other participants in the process, to determine the main characteristics and opinions in relation to the pedagogical performance of this during the work practice of the legal entities.
- Interview: with the tutors, to delve deeper into how, from the work practice, the professional pedagogical performance was projected, as well as the causes that prevented the successful development of this in the Law career.

The study began in 2020, from which a task was derived that was incorporated in 2022 into the institutional project "Scientific-methodological conception to contribute to the improvement of the integral training process of the university student".

The research associated with the aforementioned task was developed during the 2022-2024 stage, in the different legal institutions, whose directors agreed to work with 37 lawyers who served as tutors, who agreed with great willingness and professional ethics.

Therefore, the unit of analysis is considered to be the tutor of the basic labor entities that participates in the training of students of the Bachelor of Law degree at the University of Sancti Spíritus José Martí Pérez.

Thus, the population and the sample coincide, made up of 37 tutors who served as such during the 2022-2023 and 2023-2024 courses and who meet the requirements of being graduates of a Bachelor of Laws degree, working in the basic labor entities of the legal institutions where the objectives of the legal exercises established by the "Improved E" study plan of the Bachelor of Laws career are fulfilled, having obtained an adequate evaluation of the performance according to their functions in the legal entity and having been designated tutor to guide the students during the realization of the legal exercise or work practice.

RESULTS

As part of the methods employed, the following were used: The following documents were reviewed: Organizational regulations for the teaching process and management of teaching and methodological work for university degrees. Ministerial Resolution No. 47/2022 from the Ministry of Higher Education, Professional Model (Improved Plan E) from the Ministry of Higher Education, Methodological work plan of the collective of the Bachelor of Laws career and the Program of the Main Integrating Discipline of the Bachelor of Laws career.

The documents in question revealed a lack of actions explicitly aimed at preparing tutors for their professional pedagogical role. Furthermore, the content of the activities proposed for the theoretical and methodological training of faculty members within the law program offers limited resources for their tutoring work. Similarly, aspects related to the professional pedagogical performance of tutors in grassroots workplaces are not addressed in accordance with the essential role they play in the comprehensive training of law students. In addition, the documents highlighting the limited reference to tutors in grassroots workplaces, their functions, and their training in the regulatory documents for higher education and the law degree program were also evident.

The application of the survey yielded the following results: the recognition by the tutors of the basic work entity of the importance of their adequate professional pedagogical performance for the integral training of the students, the willingness of the tutors of the basic work entity to receive preparation and guidance in order to improve their professional pedagogical performance and the deficiencies in the professional pedagogical performance of the tutors of the basic work entities.

Through interviews, the main weaknesses in the work of tutors at legal entities functioning as teaching units or basic work entities for the professional training of law students were identified. Cross-referencing the information obtained revealed that the greatest difficulties arose in the way knowledge was transmitted and students' conduct was guided in fulfilling the work placement program developed by the Main Integrative Discipline, particularly those aspects related to student research work.

Most tutors acknowledge that they find it difficult to guide students in developing scientific skills and establishing interdisciplinary relationships, as well as in fostering an innovative approach to addressing professional problems identified within the scope of their institution's work. Generally, it

was observed, and corroborated in the interviews, that their mentoring approach was primarily based on methodological empiricism, driven more by accumulated experience than by formal pedagogical training. All interviewees recognized that this situation compromised the required quality of the training process that should take place between tutors and students in pre-professional practice settings.

Furthermore, the tutors noted that adequate organization and integration of the institution as a teaching unit or basic workplace, focused on the comprehensive training of future professionals, was not always achieved. Instead, the focus was on further developing knowledge within the student's own specialization. Nor was there a communication process that fostered systematic knowledge exchange between tutor, student, and faculty, as outlined in the Professional Model of the current "Improved E" Plan. In general, it was observed that the basic workplace, as a real-world setting fundamental to the development of the professional training process and the tutor's own professional development, has not yet fulfilled its proper role in this regard.

The tutors felt that the biggest problems stemmed from a lack of self-preparation and improvement in the field of pedagogy, from this face-to-face and systematic mentoring, which helps them to contribute to the transformation of students in order to raise their overall development.

Other needs were linked to a lack of knowledge of the career curriculum, poor command of educational methods to guide students with less motivation for the career, and, in particular, to advise them in carrying out scientific work.

They felt that the specialist at the grassroots organization lacked the necessary preparation for mentoring, especially given the current transformations in higher education. They reflected that guiding students in training is a significant responsibility; however, they do not dedicate enough time to it, nor do they place this responsibility at the heart of their professional activity.

Nevertheless, the following identified strengths open up a favorable outlook for changing the situation described above:

- The tutor's willingness to take on the tutee with full awareness of their crucial role in the initial training of the future professional.
- A high degree of commitment to the profession and love for the work they do.
- Long tenure as a jurist in the activity he performs.
- In-depth knowledge of legal procedures.

Based on these weaknesses and strengths, methodological actions were developed as a proposed solution to the stated scientific problem. These actions focus on two fundamental elements:

1. The participatory, dynamic, flexible, and creative approach, when adapted to the characteristics of the tutors and the diversity of legal entities they represent, aims to achieve greater involvement of these specialists in the student's training process and to satisfy pre-professional needs, in accordance with the objectives of the Legal Practice discipline. established for each academic year, these activities were modeled on different organizational forms (conferences, workshops, teaching materials, personalized advising, exchanges of experiences) incorporating a variety of participatory techniques and technological resources that fostered reflection and collective debate. This approach promoted inter-institutional relationships, drawing on the very structure of each department and the essence of its professional functions. Furthermore, tutor-student relationships were conceived within a cooperative environment, which facilitated cooperative learning, characteristic of the developmental teaching-learning process. The inclusion of professionals with pedagogical and psychological backgrounds to reinforce the teaching of topics related to the educational sciences was also highly innovative.
2. The content addressed, considering the perspectives of various authors on tutoring, concepts regarding the tutor's professional pedagogical performance, and methodological and legal frameworks that ensured improved pedagogical performance under the current training model, was designed to meet the guidelines established in the "Improved E" Study Plan. A significant aspect of the content is its consideration not only of new knowledge but also of the tutor's own experiences and insights gained from their educational practice, within their specific context, and the development of skills and the strengthening of attitudes and behaviors in their professional work with students. Similarly, the treatment of the content facilitated a process of self-regulation and self-directed learning, ultimately leading to the consolidation of theoretical and practical preparation.

As part of the organizational conception of the result, the very ways for the introduction of the methodological actions were conceived; among the most used were:

- Activities of the methodological work system, with a group and individual character, at the different levels of execution: teaching department, career groups, disciplines and year groups.

- Participatory activities among teachers, students and tutors of the basic work entities that emerged from frameworks and spaces of discussion and reflection of the educational strategy of each year (brigade meetings, University Student Federation council, integrality assemblies, student organization congress, among others).
- Preparation enabled tutors to complete tasks focused on different methodological approaches and allowed them to delve deeper into the topics covered. This approach constituted an individual responsibility, where the tutor's motivation and self-management of knowledge played an essential role.
- The spaces for improvement established by the work system of each of the legal entities, where the professionals with a pedagogical profile were inserted to teach the different contents.
- Establishment of a WhatsApp group with tutors and directors of legal institutions that facilitated the exchange of information, guidance, teaching materials, collective and personalized advice, as well as the strengthening of relationships for professional and affective exchange among members.
- Development of supplementary material for tutors to consult and delve deeper into the theoretical and practical foundations of professional pedagogical performance.
- Insertion of knowledge and resources of a pedagogical nature in the delivery of content covered in the different modules of the diploma "Current trends in civil and family law", aimed at professionals who worked on this topic in legal institutions.
- Establishment of group and personalized exchanges to offer technical advice with a pedagogical bias based on needs perceived by the research team or felt by the tutors.
- Scientific events that were developed by legal institutions and by the university at the grassroots, provincial, national and international levels.

DISCUSSION

The analysis of the results obtained in the initial diagnosis and their comparison with the theoretical frameworks that underpin the research allow for a critical dialogue regarding the need to improve the pedagogical preparation of the work placement tutor in the foundational workplaces of the Law degree program. In this sense, the findings largely coincide with those indicated by Mazorra Fuentes *et al.* (2019), Camacho Herrera *et al.* (2023) and Virgós Sánchez *et al.* (2025), whose arguments can be summarized as follows: tutoring encompasses technical-professional, pedagogical and social capabilities to influence student training.

However, contrary to what these authors propose as the ideal, the diagnosis carried out showed that, in practice, the guardians of legal entities lack the necessary pedagogical tools to adequately carry out this task.

Among the main weaknesses identified was the difficulty tutors had in guiding the development of research skills in students and in establishing interdisciplinary relationships within the context of pre-professional practice. This finding aligns with the reflections of Rojas Chávez *et al.* (2023), who advocate for a thorough review of the tutor's social role in the contemporary university. However, the present study goes beyond these limitations, demonstrating that these shortcomings stem not only from the need for changes in the educational model but also from the lack of systematic pedagogical training opportunities for these professionals—an aspect not addressed in depth by the referenced authors.

In line with the ideas of Viñoles Cosentino *et al.* (2022), during the diagnostic assessment, the tutors recognized the importance of being critical and reflective, and of fostering collaborative learning environments in the development of the work placements of law students. However, it was found that, although there is a willingness and recognition of these responsibilities, the tutors' professional performance continues to be based on methodological empiricism.

This scenario describes a gap between theory and practice that, as Espinosa Hernández *et al.* (2024) point out, can only be bridged through systematic pedagogical training and the creation of spaces for joint reflection between the university and workplaces. Therefore, this study is highly valuable in proposing a set of concrete methodological actions aimed at improving the professional pedagogical performance of tutors in workplaces serving law students, with a focus on the student's comprehensive development. This distinguishes it from research findings proposed by national and international authors.

Therefore, it is essential to consider the systemic sequence of the proposed methodological actions to ensure knowledge mastery, skills development, and capacity building, as Miranda González *et al.* (2022) assert in their proposed methodology for tutor training. Only in this way can the success of these methodological actions be guaranteed, by facilitating the progressive transfer of skills between personal and practical components, which influences the comprehensive education of law students and their professional practice after graduation.

From the perspective of Quispe Cahuana y Quispe Cahuana (2023), the tutoring relationship should achieve student satisfaction and constitute a relationship of help, guidance for their development, and support for their needs, based on their cognitive and socio-affective zones. Consequently, the implementation of the methodological actions proposed in this research demonstrated that, by incorporating pedagogical content into tutor preparation, the aforementioned relationship between tutor and tutee is improved, aimed not only at enhancing knowledge of the tutee's own specialty but also at developing the skills, values, and attitudes necessary to act in each context and respond to the challenges posed by professional practice (González Cruz & Riol Hernández, 2022).

Consequently, the present research includes novel actions tailored to the characteristics of the tutors and the diversity of legal entities they represent; it also contains different forms of teaching organization, in which participatory techniques and technological means were inserted and tutor-student relationships were conceived as mediated by a cooperative environment, which provided cooperative learning.

These actions also included activities within the methodological framework, as well as participatory activities among law school professors, students, and tutors from local labor organizations. They also provided professional development opportunities with educators and established a WhatsApp group for tutors and administrators from legal institutions, facilitating ongoing feedback. This distinguishes the proposed methodological actions from previous studies.

This result demonstrates the importance of pedagogical preparation for the better professional performance of the tutor of the basic work entity of the Bachelor of Law career, since it equips him with tools to carry out his work in the formative process of the student and, in this way, achieve his integral development.

The design and implementation of the proposed methodological actions demonstrated that the tutor's pedagogical preparation is a dynamic process (Thompson Zulueta, 2022) that, when conceived in a systemic, participatory, and contextualized manner, leads to the improvement of their professional performance and, consequently, influences the comprehensive education of law students. This finding reinforces the relevance of the proposal, demonstrating that improvement is not an isolated condition, but rather the result of a set of planned and implemented methodological actions that align the tutor's functions with the requirements of the law degree program's curriculum.

Finally, it should be emphasized that the characteristics of this study, focused on the specific context of the Law degree program at the University of Sancti Spíritus, constitute a strength, as it addresses the topic in depth and offers commendable solutions to the scientific problem posed. These solutions can be generalized to other degree programs and university contexts, taking into account the diagnostic assessment for their contextualization. This possibility of replication, also suggested by authors such as Mera *et al.* (2023), opens a line of future work that will allow for further exploration of the findings and contribute to the pedagogical preparation of tutors in Cuban higher education.

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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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