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PROCEDURES

**FOR THE VOCATIONAL FORMATION AND VOCATIONAL
GUIDANCE IN JUNIOR HIGH SCHOOL**

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PROCEDIMIENTOS PARA LA FORMACIÓN VOCACIONAL Y ORIENTACIÓN PROFESIONAL EN LA SECUNDARIA BÁSICA

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ABSTRACT

The process of vocational and professional orientation for kids, adolescents and young people in Cuba, regarding the different professions and occupations constitutes a priority for the national education system. That is why the current doctoral investigation is an answer to the insufficiency of the didactic conception of the subject of study Civic Formation at the Junior High School, all this with the objective of contributing to the vocational and professional orientation of students. During the research process were used methods of theoretic level such as, synthesis-analysis, logical-historical and deduction-induction; and regarding the empiric level; the observation, quiz, interview and analysis of documents. The previously mentioned contribution would be implemented through a system of procedures in order to perform practical activities which would allow students to actively and consciously participate in the solution of productive and socially useful tasks in the community. Contributing that way to the development the qualities, morals and civic values, needed for the election of a future labor.

Keywords:

Vocational guidance, civic formation, professional orientation, Junior High School.

RESUMEN

En Cuba el proceso de formación vocacional y orientación profesional de niños, adolescentes y jóvenes, hacia las diferentes profesiones y oficios, constituye una prioridad del sistema nacional de educación. El presente trabajo responde a la investigación doctoral acerca de las insuficiencias en la concepción didáctica de la asignatura Formación Ciudadana en la secundaria básica, con el objetivo de contribuir a la formación vocacional y orientación profesional. Durante el proceso investigativo se emplearon métodos del nivel teórico tales como: análisis-síntesis, histórico-lógico e inducción-deducción; y del nivel empírico: la observación, la encuesta, la entrevista y el análisis de documentos. La contribución práctica para la solución del problema detectado consiste en un sistema de procedimientos que permitió a los estudiantes la participación activa y consciente en la comunidad para la realización de tareas productivas y socialmente útiles. Se contribuye con ello a la formación y desarrollo de cualidades, valores y principios ciudadanos necesarios para la decisión laboral futura.

Palabras clave:

Formación vocacional, formación ciudadana, orientación profesional, secundaria básica.

INTRODUCTION

The educational politics of the Cuban Revolution includes among its main priorities the process of vocational guidance and the professional orientation of children, adolescents and young people in general, toward the different professions and occupations. The experience during the pedagogic labor and the application of surveys and interviews in Junior High School allow identifying insufficiencies in the didactic conception of the Civic Formation, as a subject, and said insufficiencies limit the development of a civic and vocational training process, which should also be a dynamic, integrative and systematic process, so that it instigates the students' vocational guidance and the professional orientation.

In order to make the previous aspiration come true, the Junior High School education is an essential teaching, taking into account that it constitutes the anteroom of the Professional Technician and Senior High School education and in which the student should make a decision about his or her continuity of study when finishing the ninth grade; that is why a deliberate work should be developed, for them to make a conscious and objective choice.

The above-mentioned requires of the professors' preparation in theoretical, practical and didactic knowledge needed in this education level for achieving the improvement of the process of vocational guidance and professional orientation in connection with the subjects of the grade leading to the development of a civic and vocational training process, which should also be a dynamic, integrative and systematic process, so that it instigates the gaining of knowledge, as well as the development of abilities and attitudes in agreement with the current situation of Cuba.

Different researchers approach this topic at a national level. Some of them are outstanding. For instance, González, F. (1989); González, V. (1989); Matos (2004, 2014); Abanares (2006), and Rodríguez (2016). These researchers conceive the vocational guidance and professional orientation as a dynamic and integrative process in the educational process, but they do not deepen on the teaching of particular subjects in the citizen's formation that is needed by the future society. In Holguín, researchers like: Gómez and Montero (2005), Martínez (2012), Viltre (2014), Infante, Leyva and Mendoza (2018), Cervantes (2019) stand out and they offer several work methods, educational and extra educational tasks, as well as actions from research projects. However, the didactic boarding of the topic is insufficient when it is addressed to those with greater commitment and likeness with the occupation or major of their choice, achieving that way a better performance in the Cuban society.

To be more specific, the following researches stand out in the Junior High School: Torres (2003), elaborates a methodological strategy for the development of the professional orientation toward agricultural majors in students from

Junior High School starting from the linking school-family-community and the stages through which the professional orientation and its essential indicators go through. This author recognizes the necessity of the use of the potentialities that offer the contents of the subjects of the curriculum, even when his specific purpose is toward the agricultural majors.

López (2008), works on a system of activities of vocational guidance toward pedagogic majors. The proposal offers elements that improve and enlarge the work on the vocational guidance toward pedagogic majors, but these activities are not conceived from the teaching during lessons.

Mendoza (2010), proposes activities for the professional orientation toward the major of civil construction in the students from ninth grade. It is considered the linking of the subjects with the contents of the professional orientation but he does not deepen in the didactic ways to achieve it.

Medero (2011), elaborates extra educational activities to favor the pedagogic vocational guidance in students of Junior High School with pedagogical profile using a personological approach by means of activities that propitiate the affective bond with the content of the pedagogic profession. Her proposal of extra educational activities prepares the professors and the family to favor the vocational guidance in the students, but she omits the subjects' role in relation with the work of vocational guidance and professional orientation.

Rodríguez et al. (2021), they work on the education of the family for the vocational orientation toward pedagogic majors. They are focused on the necessity of the family education to favor the vocational guidance toward the pedagogic profile.

As it is appreciated, the contributions of the authors on the topic are mainly addressed, to the extra educational scenario. The contributions that consider the use of the intrinsic potentialities of the educational component are insufficient to propitiate the vocational guidance and professional orientation in the students from Junior High School.

In spite of the importance that possesses the vocational guidance and professional orientation, it is frequently minimized that is to say not very systematic in schools. When deepening in the role of the subject Civic Formation in Junior High School, by means of the revision of the program and methodological plan, it is verified that even when it has wide possibilities and among their objectives are included to demonstrate love, interest, dedication and responsibility toward work, as well as reflexive appreciations of its necessity for the well-functioning of the society, the conformation of the project of life of students and before the problems of today's world, the subject does not consider within its conception the integration of the contents of vocational guidance and professional orientation within the curriculum, in order to contribute to a civic and vocational training process, which is also a dynamic and

integrative civic process, in function of the professional projection of the students.

For this reason the objective of this research is to present a system of procedures from the potentialities of the subject of Civic Formation to favor the vocational guidance and the professional orientation in the students from Junior High School. Said research is the result of an investigation which is still in course for studies of doctoral formation that shows partial results.

METHODOLOGY

Partial results of a doctoral investigation that is being developed in the University of Holguín are presented next. The methodological focus that gives sustenance to the investigation is qualitative, characterized by the employment of methods that allowed the treatment and systematization of the theoretical information from different theoretical and practical sources. Among these sources the following are the ones that stand out: the analysis-synthesis and the induction-deduction that allowed carrying out a critical appreciation of the authors that previously approached the thematic and the proposal of the theoretical results of the present investigation.

On the other hand, the application of methods characteristic of the empiric level, as the documental analysis, works of critical opinion, group surveys and individual interviews to the students, professors and board members of Vladimir Ilich Lenin Junior High School of San Andrés, in the municipality and province of Holguín, allowed to process the information about the object that is investigated.

RESULTS AND DISCUSSION

The application of methods of the empiric level, such as: interviews, surveys and the documental study reveals that professors have a weak knowledge on the topic and there are insufficiency in didactic proposals that allow a real development of the process in study, and the school drives to the vocational guidance and professional orientation toward certain groups of majors, specifically the pedagogic ones, in detriment to the other majors, what narrows the project of the own students' lives.

It was verified that it is not enough the work that professors carry out from the different subjects, particularly in Civic Formation toward the use of practical extra educational activities. Just 6 out of 45 students, what represents 13,3%, is able to mention at least one of the activities or tasks in the lessons of vocational guidance and professional orientation that are related to or complemented with the subjects of the grade, among them, exchanges with the professors to know about the different majors, but they state that this is not carried out systematically, and 39 of these students that represent 86.6% state that they do not like the vocational activities that are carried out by their educational center. Just 17, of 45, what represents 37, 7% express with certainty wanting to be a professional of our

society. All of them, that is to say, 100% of the interviewed students expressed that educational or extra educational practical activities are not used in the subject of Civic Formation in order to contribute the education of the vocational guidance and professional orientation.

The above-mentioned means that the knowledge on the content of the professions, demands to develop an affective bond and a personal elaboration of the assumed content, in the marks of a formative and dynamic activity, where the student learns and consolidates his professional abilities. All the activities that are carried out should imply the linking among what is said on the profession and its spheres of action, contextualized in those professions with more deficit in the territory.

Taking into account the previous ideas and in correspondence with that expressed by Matos (2014), in the present work it is assumed that *"it is a process that depends on multiple factors, which is directed to the education of the vocation, to establish a relationship of help through which are offered, ways, methods and procedures to the students for the search and the encounter of an appropriate place within the system of professions and learn how to choose one of them in a self-determined and conscious way, all in consonance with the social necessities"*. (p.4)

It is a wide definition, it is considered important because it is recognized by the author like a relationship of help, given by the interpersonal bond where the formation of interests and motivations should be facilitated taking into consideration to the personal and professional growth of the student in a self-determined and conscious way, in relation to the social needs.

In this sense, the formation of interests and motivations toward the different professions and occupations is fundamental in Junior High School, in which the student should make a decision about his continuity of study when finishing the ninth grade that is the anteroom of the Professional Technician and Senior High School education. On this matter, within the general formative objectives of this level of education it is included: to decide about the continuity of studies for the purchase of a profession or occupation, in correspondence with the social needs the student's interests and real possibilities. Thence, a deliberate, guided and conscious work should be developed in order to facilitate the realization of the formative learning of the student.

Therefore, the author assumes Bermúdez (2001), when expressing that *"the Formative Learning is the process personological, responsible and aware of appropriation of the social historical experience that takes place in cooperation with the teacher and the group in which the student transforms the reality and he achieves his personal growth"*. (p.135)

The work directed to the vocational guidance and professional orientation in the school should be intensified and to strengthen like a form of guaranteeing a conscious,

satisfactory and appropriate professional choice, based in the own capacities and interests of the student, linked to the needs of the country. Beginning with the teaching it must be inculcated the work, either educational or extra educational, in function of the above-mentioned.

In this work it is proposed a system of procedures from the subject of Civic Formation, for the realization of practical activities that allow the students the active and conscious participation in the solution of productive and socially useful tasks of the school and the community so that they contribute to their vocational guidance and professional orientation. It is taken as a starting point that the didactic procedures: *"they constitute tools that allow the professor to guide and direct the student's activity in collectivity so the influence of other propitiates the individual development stimulating the logical thinking, the theoretical thinking and the cognitive independence motivating them to think in a favorable learning environment"*. (Silvestre, 2003)

Therefore, the demand of a system of procedures from the subject of Civic Formation allows the students' active and conscious participation in the solution of productive and socially useful tasks in the school and the community. That is the reason why, it is favored the exchange, clarity and the linking with the society; it traces limits regarding the activities of the individuals and groups, and it contributes to develop the goals previously proposed with the objective of putting them into practice in the community.

The procedures that are proposed can be summarized this way:

Procedure 1. Determination of the objectives and contents of the subject of Civic Formation that has meeting points with the vocational guidance and professional orientation.

Objective: to identify the meeting points among the objectives and contents of the subject of Civic Formation, the vocational guidance and professional orientation.

Hereby, are applied the instruments and also, are valued the results of the surveys, interviews to the school board, professors and students; revision of work schedule, and observation of meetings, determining the current state of the vocational guidance and professional orientation according to its linking with the subject of Civic Formation. Also, it is carried out an exhaustive consultation of the bibliography, the program of the subject of Civic Formation, as well as the program of the text book and other complementary readings, all that with the aim of defining the objectives and specific contents to work during the application of the proposal.

Procedure 2. Identification of the productive and socially useful tasks in the community that can be solved from the school in function of the vocational guidance and professional orientation.

Objective: to identify the productive and socially useful tasks that can be solved from the school in function of the

vocational guidance and professional orientation starting from the subjects, directed to the strengthening of the active participation of the students.

To fulfill the objective it is summoned to a meeting with the government of the community and with diverse sectors and institutions of the society and the Cuban state, where can be carried out a deep exchange on the productive and socially useful tasks that would be implemented in the course of the research.

Procedure 3. Design of learning situations for the vocational guidance and professional orientation that must be carried out by the students from the lesson of Civic Formation.

Objective: to elaborate learning situations for the lesson of Civic Formation that contributes to the students' vocational guidance and professional orientation.

It is elaborated a practical and extra educational system of activities that allows the students the actively and consciously participate in the solution of productive and socially useful tasks in the school and the community so that they contribute to their vocational guidance and professional orientation in correspondence with the social and territorial needs, linked with the lessons of Civic Formation stimulating the formation of attitudes, aptitudes, principles as well as civic values.

Procedure 4. Execution of the learning situations in the student's process of the appropriation of the content toward their application in the productive and socially useful tasks in the community.

Objective: to implement the learning situations from the content of the subject Civic Formation, contributing to the preparation for the making professional decisions process in the future.

The learning situations of the content of the subject Civic Formation related to the vocational guidance and professional orientation are guided and executed, so that it propitiates the obtaining of knowledge and the development of abilities, attitudes and values in the students, in function of the future projection and the selection of their continuity of study, in correspondence with their vocation, their real possibilities and professions or occupations more necessary for the society and the community.

Procedure 5. Evaluation of the learning from the quantitative and qualitative point of view according to the evaluation system settled down in the subject of Civic Formation.

Objective: to check the changes that take place in the students in relation to the content, the abilities, attitudes and the social conscience during the work with the learning situations from the subject of Civic Formation and its evaluations.

In these procedures each learning situation should be characterized by the variety and diversity in ways to use,

to configure a vocational, dynamic and integrative process of civic formation that contributes to the obtaining of knowledge, abilities, attitudes and values in function of the Junior High School students' preparation for the continuity of study.

The previously mentioned procedures have special meaning; including the role of the new activities that allow the entrance of some students to the different professions and occupations, although this is not enough, it is considered to implement a system of procedures where activities practical extra educational are used, that way it can contribute to the process of vocational guidance and professional orientation in correspondence with the social and territorial needs, the students' interests and real possibilities, that can be expressed in qualities, values and necessary civic principles for the future incorporation of the students to the Cuban society.

The same activity is carried out with the purpose of being characterized by the variety and diversity in ways to use, to achieve the student's familiarization with the work of their choice, that is why there will be developed practical theoretical activities in which will be carried out activities that allow a higher level of knowledge about the profession or occupation to display it in the posteriority during their professional acting.

Therefore the work responds to the challenge of the process of transformation of the educational institution that promotes the present educational improvement and to the articles 117, 121 and 122 of the economic and social politics of the Party and the Revolution, updated for the period 2016-2021 that express the strengthening of the activities, tasks and functions of the professor and the family in the formative process and the actions of vocational formation and professional orientation in function of the necessities of the local, regional and national development in the current context.

During their introduction in the practice, the students and professors involved were able to face several challenges showing a change of attitudes, abilities and values regarding the active and conscious participation in the solution of socially useful tasks. Regarding the vocational guidance and professional orientation, it was achieved a correspondence between the students' capacities and interests, with the social and territorial needs, allowing the formation of civic values from the lessons of Civic Formation.

It is necessary to mention that among the results that the students and professors achieved are included:

- » To value the importance the integration of the subject of Civic Formation with the lessons of Vocational Guidance and Professional Orientation in a vocational civic process.
- » To recognize the value of the active and conscious participation in the solution of productive and socially useful tasks in the school and the community so that

they contribute to the vocational guidance and professional orientation, through extra educational activities.

- » To achieve a further familiarization and the students' union with the needs of the society as well as their individual professional aspirations, all this from a self-conscious position.

CONCLUSIONS

In the experience it is recognized the permanent need of perfecting the process of vocational guidance and professional orientation in the students from Junior High School, in correspondence with the requirements of the current Cuban educational system and all that thanks to the adolescent's self-conscious determination.

The interrelation between the Civic Formation and the process of vocational guidance and professional orientation through a system of procedures for the implementation of practical activities allows the students to participate in an active and conscious way in the solution of productive and socially useful tasks in the school and the community, at the same time that the students develop the qualities, values and civic principles that it requires the current Cuban society.

With the intervention during the practice, it is contributed to the formation of more students committed with the social needs. Also, they make their own decision about the continuity of studies, taking into account their own possibilities and the development of attitudes, principles, norms and civic values before the professional election.

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