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Psychopedagogical counseling as a mode of action in students of the pedagogy-psychology career

Roxana Rodríguez-Venereo

Universidad de Guantánamo, Guantánamo, Cuba
Corresponding autor email: roxanarrv86@gmail.com

Meglis Rivero-Favier

Universidad de Guantánamo, Guantánamo, Cuba
Email: mriverofavier@gmail.com

Nayra Martínez-Manzanares

Universidad de Guantánamo, Guantánamo, Cuba
Email: nayra.aless@gmail.com

Gabriela Rivas-Urrego

Universidad de las Fuerzas Armadas-ESPE, Sangolquí, Ecuador
Email: gdrivas@espe.edu.ec

Ana Jacqueline Urrego

Universidad Nacional de Chimborazo, Riobamba, Ecuador
Email: ana.urrego@unach.edu.ec

Abstract---Students of the Pedagogy-Psychology major at the University of Guantanamo must address various problems from the demands of the mode of action in the various educational contexts where they work professionally. During the current economic, political and social transformations, as well as the crisis caused by the coronavirus pandemic, all of which radiates in the educational field, it is necessary to develop psycho-pedagogical counseling as a mode of action from initial training to ensure efficient professional performance. For which, the investigation is proposed: the development of psycho-pedagogical counseling as a mode of action in students of the Pedagogy-Psychology career. The methodology used integrates the qualitative and quantitative approaches and a system of specific actions is designed in: theoretical-practical, reflective and experiential workshops; and the constitution of the psychopedagogical cabinet. Its evaluation was carried out through the user criteria

method and the systematization of the pedagogical experience, which revealed its feasibility and validity in solving the problem posed.

Keywords---Psychopedagogical advice, Mode of action, System of actions.

Introduction

In the initial training process of Education professionals in Cuba, the university plays a decisive role. It is in charge of planning, organizing and executing the entire process from the base cell: the group of the year, to the highest level in the Ministry of Higher Education. Hence, it is essential to attend initial training, which as a process, aims to understand its particularities, from each of the professions and its mode of action. The demands of each model are distinctive for each context of action in relation to the demands of the society for which an education professional is trained as a graduate of the Pedagogy-Psychology career. This professional fulfills his social mandate from his functions: teaching-methodological function, counseling and psycho-pedagogical advisory function, investigative and self-improvement function.

In the initial training, said graduate must appropriate different modes of professional action: teaching in Pedagogy and Psychology, educational guidance and psycho-pedagogical advice to students, educators, managers, family and community. As a social educator, he assumes attention to families with social disadvantages, with imbalances in the education of their children, the differentiated treatment of students and is responsible for directing the educational process oriented towards the integral formation of personality from educational research.

In relation to the modes of professional performance in Cuba, there are multiple studies that provide theoretical elements for their understanding, fundamentally related to the initial training process of education professionals. Among these are Álvarez (1999), Gala (1999), García (1999), Miranda (2000), Pla (1995), Fuentes (2001), Chirino (2002), Addine (2002), Fuxá (2004), Parra (2007). These authors coincide with different conceptual elements, which can be understood as structural or characteristic of the way of professional action, although underlying in all, the understanding of this as a generalization of the methods of the profession and its concretion in a system of actions. There is conformity in the criteria when considering that the mode of action is associated with the way in which the professional exercises his action on the object of work.

In the particular case of the graduate in Pedagogy-Psychology, from the new conceptions of Study Plan E, the need to achieve comprehensive training that addresses the problems of the territory in an interdisciplinary manner is recognized. It is recognized from the interaction with various employer organizations of the graduates of this career and in the current socio-historical conditions the importance of successfully performing the function of psycho-pedagogical advice to educators, managers, family and community in order to

achieve improvement education in the face of the current economic and social crisis.

According to Calviño (2000), counseling is considered one of those professional relationships of contractual personal help, which is distinguished from eventual ones, according to the author, by the establishment of a contract on a patient's demand that delimits the context in which the relationship takes place. going to move He also points out that these relationships can occur in different areas, assuming in each of them a set of particularities.

There are many theories about the different types of consulting, most of which revolve around purely organizational environments. However, for several years the use of the term has been extended to the educational field, closely related to the scientific direction of education, a sphere that contributes considerable studies and provides a frame of reference for advice in these educational environments. However, the approach from other scientific positions that favor the performance of this important mode of action is unavoidable.

Psychopedagogical advice is addressed internationally by: Hopkins (2000), Bisquerra (2003), Montero, L and Sanz Lobo, Murillo, P. (2004), Bolívar (2005), Hernández (2005), Pozuelos (2002), Núñez I, N. (s/f). and national as: Suárez, C. and del Toro, M. (s/f), Martínez (s/f), Stevens (2007), García (2011), Ríos (2015), Román (2013), as well as Román Lastre, García Jerez, Fernández Torres and Pantoja González (2015).

For his part in the province, Martín (2017) stands out, with significant contributions to studies on Psychopedagogy. Which emphasizes the particularities of the functions and tasks of the educational psychologist in the educational field. The lack of researchers on the subject in the province of Guantánamo warns about the need to revitalize and redefine the role of educational psychologists in educational institutions as psychopedagogical advisors to achieve educational improvement.

From the insertion of future educational psychologists in the different institutions during their work practice, the opinion poll with specialists and managers and the investigative professional experience, the insufficiencies that remain in the initial training of psychopedagogical counseling as a mode of professional action are ratified. of the students of the Pedagogy-Psychology major. From the above, insufficiencies remain around:

- Limited use of the teaching-learning process for the development of psychopedagogical counseling as a way of professional action in the students of the Pedagogy-Psychology career.
- Insufficient level of interdisciplinary integration of the theoretical and practical contents based on the development of psycho-pedagogical counseling as a way of professional action in the students of the Pedagogy-Psychology career.

This allowed us to define the research problem: - How to promote the development of psycho-pedagogical counseling as a mode of action, through the teaching-learning process, in the students of the Pedagogy-Psychology career at the University of Guantánamo?; for what is proposed as an objective: to develop a

system of actions that favors the development of psycho-pedagogical counseling as a mode of action through the teaching-learning process in students of the Pedagogy-Psychology career of the University of Guantánamo.

Method

For the study, the population consisted of 12 teachers from the second-year group of the Pedagogy-Psychology major, in which Study Plan E is applied and; The sample was made up of 9 teachers of the subjects of the basic curriculum of the I and II semester and the 13 second-year students, for a total of 22 subjects. In the evaluation, research methods were used: theoretical (historical and logical, analytical and synthetic, inductive-deductive, systemic-structural-functional), empirical: (interview, survey, observation, documentary review, desiderative technique, user criteria, systematization of the pedagogical experience) and mathematical and statistical: (percentage analysis), which served as methodological support in the analysis of the results throughout the investigation.

Discussion

By considering the main referents of the subject, it is possible to identify how the advice is redirected to be directly related to the fundamental task of the school because "advising in education ultimately consists in helping to improve the ways of teaching and learning" (Monereo and Pozo, 2005) The advisory task in school education constitutes a sustained process of consented help and of accompaniment through actions aimed at improving professional practices of the teachers, managers, technical staff and, eventually, parents. Advising supposes, at the same time, a process of personal and professional development for those who participate in it, not only for the people advised, and a very effective practice for training each other.

In Cuba, the studies carried out by García (2011), Ríos (2015) and Román (2013-2015) stand out, the latter proposing dimensions and indicators to evaluate the training of psycho-pedagogical counseling. In the province of Guantánamo, Martín (2017) stands out with significant contributions to studies on Psychopedagogy, alluding to the particularities of the functions of the educational psychologist in the educational field.

The different conceptualizations coincide in considering it a help relationship, which must be carried out by a professional who masters certain skills. It is recognized by multiple researchers in the educational field as a process under construction, which is why it is only possible to advance in counseling through successive approximations.

In Cuba, specifically at the University of Granma, a team of researchers make significant contributions in this area of knowledge, (Román Lastre, García Jerez, Fernández Torres and Pantoja González, 2013-2015). the particularities of the Guantánamo province.

From these studies, the author assumes the following definition of psycho-pedagogical counseling: "it is the preventive and multifactorial help service carried out by the psycho-pedagogue in the educational institution, which contributes to decision-making and the transformations of the ways of acting of teachers and managers based on the diagnosis and characterization of the specific needs and situations that arise in each of the actors involved in the educational process, and that are corrected or compensated through the appropriate strategies to intervene in what is identified in the processes of diagnosis, to achieve a school improvement" (Román, 2013).

This conceptualization raises in an integrated way the meridian aspects concerning psycho-pedagogical counseling, the fundamental actions to be developed by psycho-pedagogues in educational institutions based on this function are identified. The outlined theoretical reflections allow the author to consider psycho-pedagogical counseling as a way of professional action and it is assumed as a socio-historical, stable, dynamic, personological and systemic process of apprehension of professional contents for the provision of help through a support service, with a preventive nature, aimed at decision-making in the institution based on the diagnosis and characterization of the specific needs and situations that arise in each of the actors involved in the educational process to promote change and educational improvement.

These elements favor the understanding and development of psycho-pedagogical counseling as a way of professional action in the students of the Pedagogy-Psychology career at the University of Guantanamo. The scientific validity is recognized in terms of the dimensions and indicators proposed by (Lastre et al., 2015) For the evaluation of the training of this mode of professional performance in the students of the Pedagogy-Psychology career, these ideas are contextualized in this research taking into account the following indicators shown in Figure 1 1, for their assessment through the teaching process- learning in the different subjects that in each academic year affect the development of this mode of action.

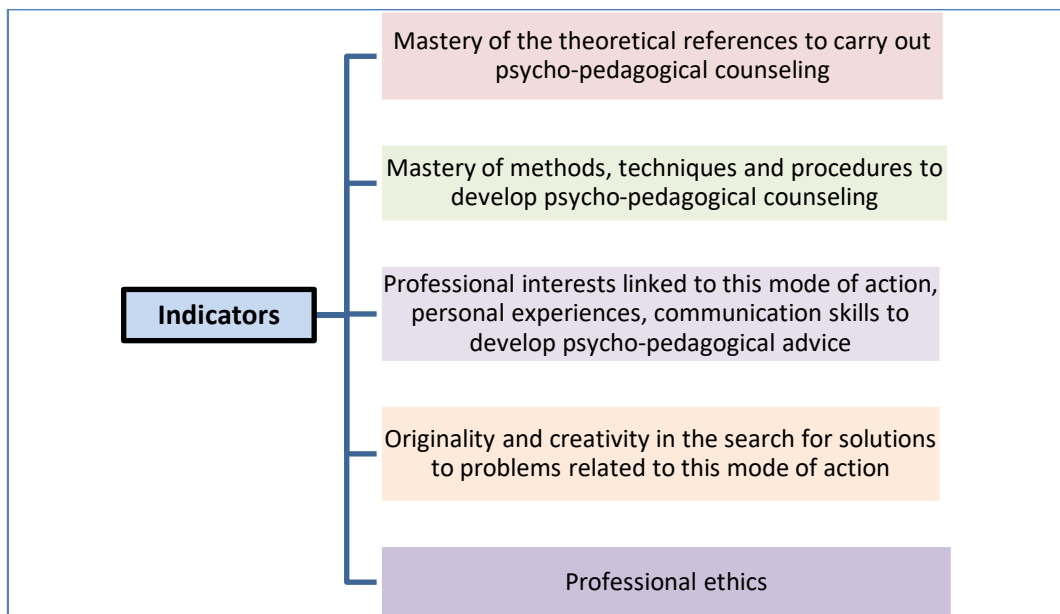


Figure 1. Indicators for the evaluation of the training of psycho-pedagogical counseling in students

In correspondence with the objective of the diagnostic study, the content was determined. For its operationalization, the following indicators were defined and the following results were obtained:

1. Didactic conception of teachers to favor the development of psycho-pedagogical counseling as a mode of professional action in the teaching-learning process of second-year students of the Pedagogy career -Guantanamo Psychology.
 - a) Level of theoretical and procedural knowledge for the development of psycho-pedagogical counseling as a mode of action through the teaching-learning process in the subjects of the base curriculum:
 - Teachers master general theoretical references that serve as the basis for the understanding and development of counseling psychopedagogy as a mode of action.
 - 77.8% show insufficient mastery of specific methods, techniques and procedures for conducting psycho-pedagogical counseling.
 - b) Methodological treatment of the content for the development of psycho-pedagogical counseling as a mode of action in the subjects of the basic curriculum.
 - There is little treatment in the planned teaching activities of the subjects of the basic curriculum in relation to psychopedagogical counseling as a mode of action, based on the interrelation of the components of the teaching-learning process to strengthen the professional identity from the apprehension in this mode of action since its initial formation.
 - The methodological treatment for the development of psycho-pedagogical counseling as a mode of action in the year group is limited

2. Level of development of psycho-pedagogical counseling as a mode of action in second-year students of the Pedagogy - Psychology career.
- Mastery of the theoretical references to carry out psycho-pedagogical counseling
 - Mastery of methods, techniques and procedures to develop psycho-pedagogical counseling.
 - Professional interests linked to this mode of action, personal experiences, experiences.
 - Communication skills to develop psychopedagogical advice.
 - Originality and creativity in the search for solutions to problems related to this mode of action

The development achieved by the students in terms of psycho-pedagogical counseling as a mode of action allows ratifying the need for its strengthening through the teaching-learning process to favor from a developing and interdisciplinary conception the competent performance of future educational psychologists. In the students there are professional motives and interests linked to this mode of action that favors their involvement from the affective and cognitive for the apprehension of it.

After a deep and contrasted analysis of the diagnosis developed, the existence of the research problem was corroborated and the need to design a system of actions was reaffirmed to favor the development of psycho-pedagogical counseling as a mode of action in the students of the Pedagogy-Psychology career at the University of Guantanamo. The action system is made up of three activities, with a set of tasks, a sample of which is offered below:

Action 1. Preparation for the teachers of the year group

Action 1. Initial workshop

Topic. Familiarization with the contents to be treated.

Objective: to sensitize teachers to the need and importance of the system of actions for the development of psychopedagogical counseling as a way of acting in students, from the subjects of the basic curriculum in order to achieve successful professional performance in educational contexts.

Method: joint development.

Means: Plan E professional's model, blackboard, computer, the researcher's voice.

Participants: all teachers.

Executor and responsible: researcher.

Duration time: 1h

Methodological guidelines:

Initial moment: It begins with the technique "Presentation in pairs". The person in charge gives the indication to introduce themselves in pairs (one introduces the other member of the couple and vice versa) and that the members of each one must exchange certain types of information that are of interest to all, for example: name, interest in the activity to develop, expectations, etc. It is used to disinhibit the group of teachers and prepare them for the topic to be discussed.

Development:

The initial workshop is the first activity conceived that will refer to the weaknesses and strengths detected in the diagnosis, with emphasis on the former. Debate will be encouraged based on the following questions:

- Is what is identified in this diagnosis a problem known to you? Why?
- In your opinion, what are the causes of these insufficiencies? What actions have you taken to counteract them? What do they propose?
- Can the actions be an alternative to favor from the teaching-learning process the formation of the way of acting in the students? Why?

Methodological orientation

Participants must address the possible causes of insufficient development of this mode of action, its consequences for the comprehensive training of the professional, the responsibilities of teachers and what they can do to optimize it. The objectives of the actions, activities and importance of carrying out this work from the disciplinary integration of the subjects of the year will be exposed. After the approval of the participants, the commitment to participate is formally established and the schedule for carrying out the actions is proposed.

Closing: opinions are summarized, as to what is of essential consideration for all.

- Based on the criteria of the participants during the activity, it will be assessed whether the problem has been internalized.
- At the end of the meeting, a PNI (positive, negative and interesting of the meeting) will be carried out as a form of evaluation.

Action 2. Initial Conference

Topic. The modes of professional action of the educational psychologist. Psychopedagogical counseling in initial training.

Objective: explain the importance of psychopedagogical counseling, as a mode of action, based on the theoretical-methodological conceptions of the term, to contribute to the competent professional performance of future educational psychologists in educational institutions.

Contents:

- Counseling: its definition, types and characteristics. Psychopedagogical counseling: its definition and importance for educational improvement. Theoretical models. Its application in professional performance.

Method: joint development.

Media: visuals (Power Point presentation slides), materials in flat support.

Participants: all teachers.

Executor and responsible: researcher.

Duration time: 1 hour and 30 minutes

Methodological guidelines:

The person in charge motivates to achieve readiness for the activity based on the "Brainstorming" technique. It will be developed in approximately 10 minutes, with the aim of seeking some ideas or knowledge that the participants have about the subject to carry out a common synthesis of these. The coordinator will collect on a blackboard all the ideas produced by the plenary, in the order proposed, regardless of their apparent logic or their direct relationship with the topic. Then each of the ideas or solutions will be discussed, eliminating or accepting them

according to the group consensus. The coordinator must make a final synthesis of the result of the work and take care not to diminish the eliminated ideas, but to highlight the most successful ones.

Then, with the help of a Microsoft Power Point presentation on the computer, the person in charge will present in a general way:

- The ways of professional action of the educational psychologist according to the Professional Model for the Curriculum E.
- Psychopedagogical advice. Theoretical considerations. Realities and challenges in the Guantanamo context.

At the end of the theoretical exposition, an analysis will be developed, in such a way that the group as a whole discusses the topic presented guided by the coordinator. After the expected time, a summary of the opinions will be made. At the end, the participants are asked to define with one word their impressions of the activity carried out.

Evaluation: methodological meeting to discuss the regularities that occur in the development of psycho-pedagogical counseling as a mode of action during the teaching-learning process of the subjects of the base curriculum, based on the controls carried out on the teaching-learning process. Orientation for the workshop: teachers must identify, based on what has been discussed, some indicators that they would take into account to evaluate the development of psycho-pedagogical counseling as a mode of action through the teaching-learning process in their subjects. Consult the Professional Model and the Educational Psychologist's Manual.

Action 2. Elaboration of teaching and extra-educational activities from a developer learning approach

Action 2. Reflection workshop

Topic. Conversation with a psychopedagogue.

Objective: to delve into some aspects related to counseling from the exchange with a psychologist from the territory with experience in counseling work, to promote their professional performance in educational institutions in Guantanamo.

Contents:

- Professional experiences. Realities and challenges of the educational psychologist.

Method: heuristic conversation.

Means: the teacher's voice, blackboard, materials.

Participants: students, teachers.

Executor and person in charge: specialist in Pedagogy-Psychology invited.

Duration time: 1h

Methodological guidelines:

It is an activity that can be developed based on different suggestions but it must be taken into account that it is the responsibility of the invited specialist, for which some guidelines are provided but the organization assumed by the executor will be respected.

Initial moment: The person in charge can start motivating for the activity based on the "I look at it like this" technique, the objective of which is to analyze the subjective nature of the communication and the consequences of a fragmented communication in order to favor the activity that will be carried out later during

the workshop development. The coordinator explains that three volunteers will be taken out of the premises, to whom they will be given an object (eg a book). They must describe it to the rest of the group objectively from three points of view (eg spine, cover, back cover). The group must guess what the object is and explain what made them think of what they were saying. The debate is generated by affirming the importance of having complete and objective information about something (in this specific case the psycho-pedagogical counseling process, communication with teachers, managers and the family, etc.) to achieve a competent professional performance.

Development:

The invited specialist is available for the group exchange which can be guided by the questions elaborated in the oriented interview guide to be elaborated in the previous activity.

Among the questions suggested by the students are:

- How many years of experience do you have as a psychologist in an educational institution?
- What are the tasks that you must carry out in that institution as a psycho-pedagogical advisor?
- What have been your most significant experiences in this role?
- What are the professional problems that these institutions currently have the most incidence?
- What strategies do you assume to give treatment?
- What suggestions do you offer to improve the training received at the University?

Closing: the participants express with a word the experiences experienced in the workshop.

Evaluation: the level of personal elaboration of the students, their oral expression, their value judgments regarding the activity carried out in order to favor communication skills in their future professional performance are taken into account.

Orientations for the next workshop: it is suggested that teachers direct students to search educational institutions at different levels of education (elementary, junior high, pre-university, special education) for class observation guides and select a class at random of each level to evaluate it according to the indicators of the guide. They will carry out an assessment of their indicators based on the contents received in the Didactics I and II subjects, and also consult the materials in digital support on the Moodle Platform for the subjects: Personality Psychology, Learning Psychology, Methodological Work, Hygiene of the pedagogical activity

Action 3. Constitution of the Psychopedagogical Office

Objective: contribute from the initial training through the teaching-learning process developer to familiarization with the psycho-pedagogical professional mode of action for the improvement of future professional performance.

Methodological orientations:

The realization of this action responds in the first place to the persistence of this insufficiency to achieve comprehensive training based on professional competencies and skills expressed in the psycho-pedagogical professional mode of

action. The constitution of the psycho-pedagogical cabinets responds to one of the professional problems identified in the Plan E Professional Model: to stimulate the development of psycho-pedagogical cabinets in the various educational institutions to respond to the growing learning needs and thereby contribute to the school is the most important cultural center of the community.

It constitutes a space of high importance for the training of future psychologists in order to eradicate insufficiencies in the graduates of this career. Students can access the main normative documents for the work of the educational psychologist in educational institutions, carry out practical classes, seminars and workshops that favor the development of the professional performance mode, model psychopedagogical intervention strategies.

Activities to be carried out:

- Determination of a multidisciplinary team in charge of carrying out the actions planned within this space, in accordance with the potential of the faculty of the Pedagogy-Psychology department. The following specialists are included: specialist in Pedagogy-Psychology, graduates in Psychology, Master's in Clinical Psychology, Master's in Education Sciences, graduate in Special-Logopedia.
- Organization of the premises planned for the operation of the office. Material resources (shelves, tables, chairs, bed, didactic means)
- Elaboration of the system of activities to be developed in the psycho-pedagogical office. The schedules and the methodological work plan of the Pedagogy-Psychology career must be taken into account.

Responsible: researcher, MSc. Yaima Garcia Limonta, MSc. Clinical Psychology Yerina Rubio de la Iglesia, Head of the Principal Integrating Discipline.

Form of Evaluation: bimonthly, based on observation, surveys and interviews to find out the impact of this activity on the teaching-learning process for the comprehensive training of this professional.

The assessment of the feasibility of the system of actions for the development of psycho-pedagogical counseling as a mode of action was carried out through the methodological triangulation of the methods of: user criteria and the systematization of the pedagogical experience. Of whose methods evident coincidences can be seen, corroborating the acceptance of the system of actions proposed by the teachers, both the year group and the rest of the department. These results reveal its validity and relevance for the improvement of the initial training of the Pedagogy and Psychology professional

Conclusion

1. The systematization of theoretical referents allows to identify psycho-pedagogical counseling as a way of professional action, it is assumed as a process of a socio-historical, stable, dynamic, personological and systemic nature in theoretical-methodological construction.
2. La constatación del estado actual del desarrollo de la asesoría psicopedagógica como modo de actuación en los estudiantes de la carrera Pedagogía-Psicología, confirma el insuficiente dominio de los contenidos teóricos-metodológicos para su desempeño.

3. La estructuración del sistema de acciones propuesto, se distingue por la consistencia lógica entre sus componentes y funciones para el tránsito al estado deseado del fenómeno en análisis.
4. La valoración del sistema de acciones confirmó la factibilidad y validez de esta alternativa para favorecer el desarrollo de la asesoría psicopedagógica como modo de actuación en los estudiantes de la carrera Pedagogía-Psicología

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