

The professional pedagogical skill to diagnose

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ABSTRACT

The present work is the result of a project aimed at the precision of one of the professional problems of the Bachelor's Degree in Primary Education at the University of Guantánamo related to the diagnosis of the group, the community and family environment and the students, the purpose of it is to elaborate a methodology for the development of this skill in the future professional of the primary education level. For this purpose, several scientific research methods were used, such as analysis and synthesis, induction, deduction, historical-logical, among others, which allowed reaching conclusions about the effectiveness of the proposal.

Keywords: Professional problem; Diagnostic ability; Pedagogical professional ability

Introduction

The training of the primary teacher at present requires the development of several professional skills, among which the ability to diagnose stands out. This skill is included in the Plan of Study “E” as one of the professional pedagogical skills of the objectives of the model of the education professional; derived from the needs of the educational process as the basic link of the profession, from the theoretical foundations and the characteristics of the profession.

The continuous improvement of Primary Education demands the formation of a future professional prepared in the political, psychological, pedagogical and didactic aspects, with mastery of the content of the educational process, capable of a flexible and innovative educational work that links the general objectives of the training, with the singularities of each one, including the particularities of the educational institution and its environment, where the mastery of this skill plays a significant role.

It is the Integrating Core Discipline that has the purpose of preparing students for the management of the teaching-learning process with an integrative conception and scientific approach, taking into account the preventive work and inclusive practices in elementary school.

Therefore, in the treatment to the different contents it is necessary to consider the link between study and work, as well as the relationship with the functions and their corresponding skills, among which stands out the diagnostic skill, which is determinant in the assimilation of the fundamental contents of the exercise of the profession that is received.

From this perspective and taking into account the integrating character, it is pertinent to ensure from the particular didactics the adequate procedure of the diagnosing skill, the achievement of the relations through the substantive processes of Higher Education its updating with the introduction of results and the development of this skill in the students allows to appreciate modes of action according to the academic year in the direction of the educational process in general and the teaching-learning process in particular.

Study skills are at the base of the professional training process, therefore, for a correct structuring of the same, it should start from the determination of which skills the future graduate should possess in correspondence with his professional functions, in this way the independent work in any of its modalities should be designed attending to this interaction, as well as the tasks that should be executed, where among these skills the diagnosis plays a hierarchical role.

Development

The economic and socio-political changes and the challenges of development in the scientific and technical field, in an increasingly globalized world, demand a rethinking of the role that the school should play and the direction of educational change, in order to project ourselves into the future from our present reality, roots and idiosyncrasy.

The challenge of the speed of development, gives every science in today's world, a different dynamic, which implies its evolution, enrich, recombine or build their theoretical and methodological systems to respond to practice, and in our profession, to educational practice.

In the study plan “E” it is specified among the professional problems that are defined for the Licentiate in Primary Education the one related to the diagnosis that from the particular didactics has insufficient integration of way.

Therefore, it results a general objective: to diagnose the one that must show the ways that allow transforming the current state and transform it for the benefit of the desired development of the individual, group and/or collective potentialities, in order to achieve the desired state. In this way, the diagnosis offers the possibility of tactics for the learner, the group, the family and the community in obedience to the singular profile of their potentialities, capacities and deficiencies.

In current times, the Integral Pedagogical Diagnosis is spoken of periodically; however, the precisions are not clear. It is for this reason and the need for the student in formation to have an accurate diagnosis in each of the scenarios in which he/she intervenes that we assume the definition offered by, Gonzalez and Reinoso (2002) of Integral Pedagogical Diagnosis “a process that allows knowing the educational reality, with the primary objective of forecasting and promoting educational change through an action that encompasses, as a whole, different aspects of the object to be modified” (p. 75).

We agree with Pérez (1998) when he states that:

(...) the ultimate purpose of diagnosis, regardless of the context of its application, is the knowledge of its object of study, in terms of its manifestations, the causes of its current behavior and explanatory mechanisms; the possibility of forecasting its future manifestations and trends, and the establishment of concrete ways to achieve its modification and / or transformation. (p. 5)

Taking into account the above, the aforementioned author alludes in her studies to the fact that this is possible if the diagnostic activity is correctly directed on the basis of a strategy that presents the following particularities:

1. Adequate planning based on previously established objectives.
2. An organization that allows the correct selection of all the instrumentation, considering not only the objectives established in the planning, but also the specific objectives of each selected instrument and also considering the congruence between each one of the instruments in question and the whole instrumental system, with respect to the objectives of the planning carried out.
3. An execution that responds to these objectives in order to provide a solution to the diagnostic problem.
4. A systematic control of the whole process and its results as they are achieved, in order to be able to make the appropriate adjustments if necessary. The control includes the verification of the validity of the results, ensuring the application in practice of the knowledge obtained in the specific context in which the work is carried out, which is also a measure of the accuracy of the prediction.

In line with what was previously stated in the National Seminar for teachers, professors and directors of all levels of education, held in November 2000, on the topic “Learning and Diagnosis”, it is stated that “the current challenges of achieving greater efficiency in the learning of students, make the diagnosis of the student's preparation a key element in designing the strategies to be followed in order to achieve the objectives set” (p. 78).

In addition, he comments the following elements are key: State of the Problem. At a given time. With an objective. For its transformation:

The objective is decisive, since it indicates the purpose of the diagnosis, it specifies what it is aspired to achieve, what it is necessary to diagnose. It is diagnosed in order to know the level of achievement reached, what needs to be addressed, modified, according to the expected objective. (p. 78)

Thus, for example, at the beginning of the course, the teacher diagnoses the student's state of learning, his motives and interests, the characteristics of his behavior, among other things, with the purpose of characterizing him, to know what is the level of achievement reached and to outline a work strategy that assures the expected achievements. This

process will be carried out at different moments of the course as a follow-up or deepening and will culminate in the pedagogical delivery.

In the frameworks of the previous observations it is evident the treatment to the professional pedagogical skill to diagnose in the formation of the Primary Education Graduate.

In order to fulfill this requirement, a methodology is offered for the development of the diagnostic ability in the future professional, a scientific instrument designed to contribute to the appropriation of the cognitive, procedural and attitudinal domains of the student, in the labor-investigative context.

The objective is the guiding component. From the philosophical and pedagogical point of view, it leads the conscious activity of the subject, contains a system of actions in a logical sequence as an exact concretion of the aspiration to be achieved; it explains how to proceed at each stage, that is, how to organize the process and leads to obtaining a result for the transformation of the object on which the methodology affects. The purpose of the proposal is focused on it: to develop actions for the development of the diagnostic ability in the future Primary Education professional.

It is recommended to make specifics from the particular didactics to the skill for having the characteristic of being continuous, systematic, dynamic and participative, besides allowing the student to approach the educational reality in order to know it, analyze it and evaluate it from the reality itself.

The Integrating Main Discipline considers the articulation of the substantive processes: training, and in it the instructive, educational and developmental dimensions and research. The contents of the particular didactics, the methodology of educational research and labor practice, aspects to be taken into account for the elaboration of the programs of the different subjects that comprise it, are stated.

The exploration procedure has as its essence the orientation of the actions for the investigation of the diagnostic ability in the future professional of Primary Education, starting from the definition of procedures that implies analyzing: what to do, how to do it, when to do it and who should do it, taking into consideration the previously established objectives and the previous analysis of the current state and the desired state of the object of study. Its fundamental content is therefore the delimitation of the means, ways and

means of carrying out the diagnosis. All this leads to the integration and ordering of knowledge, as well as stimulates reflective thinking.

Practical research procedure is concretized in the inquiry of scientific arguments of the knowledge possessed of the new knowledge that is acquired, with a view to its practical application. Likewise, it propitiates the projection of solutions for the development of diagnostic skills.

The practical demonstration procedure is oriented towards the exposition of the way to carry out the development of the diagnostic skill, so it must define the objective, design the stages, propose and determine the strategies and spaces to be used, carry out demonstrations and examine the ways to be followed.

In this way it provides the functioning of the rest of the non-personal components in pursuit of the deployment towards a level of potential development, which generates progress. Hence, the content and the means are reflected in the integrated knowledge. The former is enhanced in the logical contextualization of the actions to be performed, as they enrich their culture by reaching a significant social experience that prepares them for the exercise of the profession. The second is represented in the interaction in the investigative work practice, since the method is materialized through its application, that is, it constitutes what it is taught with.

From this point of view, the instrumentation is determined in what to do, how to do it, when to do it and who should do it, taking into consideration the previously established objectives and the previous analysis of the current state and the desired state of the object of study. Its fundamental content is therefore the delimitation of the strategies to carry out the diagnosis. It includes the selection of methods, techniques and diagnostic procedures for the exploration and evaluation of the object of study, based on the assumed theoretical framework and the projection of the operative strategy, considering the time dimension, the participation and role of the specialists in the research and the management of the subsequent information and results obtained.

For its instrumentation in the educational practice, the integrated actions must be structured in such a way that they allow conceiving the development of the diagnostic ability by the student from the cooperative debit in the Main Integrative Discipline, on an objective basis, in correspondence with the model of the professional to which society aspires.

The external aspect of the method is expressed in the execution of different forms of teaching that manifest the relationship between the teacher-student, student- student, teacher-tutor-student in the process, from the joint elaboration and independent work.

The system of methods, procedures and techniques used in the scientific research determined several insufficiencies that led to the determination of the subject. For this reason, the following methodology containing three fundamental stages was elaborated, including the objective of each one together with its actions.

Methodology for the development of this skill in the future professional

The practical element of the methodology is the awareness of three stages, together with the objective and the actions to be developed.

Stage I: Professional diagnosis for the development of the diagnosing skill.

Objective: To identify the regularities in the development of the student's diagnostic ability and to make the pedagogical collective aware of the importance of the treatment of the subject during the training process.

Action: Raise awareness

It is carried out with the intention of diagnosing the disposition of the pedagogical group and to generate a favorable emotional psychological climate that will generate commitment in order to achieve cooperation, participation and preparation for the insertion and search of strategies for the development of the diagnostic ability.

Methodological procedures:

- To delimit the current state, starting from the consideration of the current weaknesses, strengths, threats and opportunities of the phenomenon to be studied.
- To set the objectives, based on the modeling of the desired state for the phenomenon under study.
- To delimit the structure of the diagnostic system. That is; analyze the object of study with a system approach, to detect where we are moving; whether in the part or in the whole and from that position analyze what results we can expect, starting from a clear and precise theoretical conception; then establish the system of indicators, from which the existence of the studied phenomenon will be evaluated if necessary.

Stage II: Development of diagnostic ability

Objective: To elaborate the strategy for the development of the diagnostic ability.

Action 1 This moment implies the implementation of the selected instrumental apparatus in order to ensure the cognitive state of the object of study, from the exploration, collection and initial processing of information. At this stage it is possible to generate new diagnostic or operative hypotheses from the primary levels of information processing, which may modify the previous stage or introduce variants in its initial projection.

Action 2 At this stage, all the information processing takes place in its different levels of complexity, based on the systematization, integration and interpretation of all the information obtained, all of which allows the elaboration of the result of the process, in the form of knowledge that allows the generation of conclusions, suggestions and future projection of the activity with a view to transformation.

Thus, at this stage, as a culmination of the exploration and evaluation, the diagnosis itself is reached, which allows different types of conclusions to be drawn:

- Descriptive. They allow characterizing the most general and common manifestations of the object of study.
- Classificatory. They make it possible to categorize the different types of subjects, groups and/or institutions, or the evidence found.
- Explanatory. They focus on the essential and/or significant characteristics of the phenomenon studied, finding the cause-effect relationship.
- Predictive. They allow predicting the particularities and potentialities according to the development, in a certain framework of influences and interaction.

The evaluation of the object of study involves not only the understanding of the deficiencies and limitations of the phenomenon, but also the distinction of its potentialities, capacities and positive qualities in order to develop them and achieve efficient performance. This evaluation also implies the consideration of the characteristics of the environment in which the phenomenon develops.

Stage III: Professional practice in the development of the diagnostic ability

Objective: To demonstrate strategies for the development of diagnostic skills in the research work practice.

Action 1: Execution of attention to fine motor skills

It enables the precision of methodological procedures, in the enriched praxis for the implementation of skills in the investigative labor practice and the implementation of actions by academic years.

Conclusions

In order to form study skills at the university level, a Methodology is needed to direct the teaching-learning process, in this instance of methodological work, attending to the stages of the formation of the skills that interest us and to the actions that will guide the formation process.

The formation of study skills with a professional approach has been successfully conceived taking into account how to learn to study that will be oriented later from the academic component to the labor component and that therefore must cover a space of time, making possible the achievement of the objectives foreseen for this and giving content to it.