

Didactic strategy of the process of psychopedagogical orientation in the basic Spanish subject for students of Physical Culture

Estrategia didáctica del proceso de orientación psicopedagógica en la asignatura Español básico para estudiantes de Cultura Física

Estratégia didáctica do processo de orientação psicopedagógica na disciplina básica de Espanhol para estudantes de Cultura Física

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ABSTRACT

The work presented shows the results of a study carried out on the process of psychopedagogical orientation in the basic Spanish subject that students of the Degree in Physical Culture, from "Nancy Uranga Romagoza" Faculty of the University of Pinar del Río "Hermandos Saíz Montes de Oca", receive. The methods used for the historical study of how the psycho-pedagogical orientation has been approached in the context of the Physical Culture career. Surveys, interviews, observation and analysis of documents were carried out to diagnose the current situation of the process. It was found that the teachers of the subject do not conceive the educational psychology orientation as part of the teaching work, in addition the students of the career show little interest in the subject and do not know the use of study techniques that contribute to their self-management of learning. A didactic strategy was designed based on the redimensioning of the didactic components in the subject's program, the design of an improvement course for the subject's teachers and the elaboration of a study techniques manual for the students.

Keywords: orientation; psychopedagogical orientation process; degree in Physical Culture; basic Spanish Subject.



RESUMEN

El trabajo que se presenta muestra los resultados de un estudio realizado sobre el proceso de orientación psicopedagógica en la asignatura Español básico que reciben los estudiantes de la carrera de Licenciatura en Cultura Física, de la Facultad "Nancy Uranga" de la Universidad de Pinar del Río "Hermanos Saíz Montes de Oca". Los métodos fueron utilizados para el estudio histórico de cómo ha sido abordada la orientación psicopedagógica en el contexto de la carrera de Cultura Física. Se realizaron encuestas, entrevistas, observación y análisis de documentos que permitieron diagnosticar la situación actual del proceso. Se pudo constatar que los profesores de la asignatura no conciben la orientación psicopedagógica como parte de la labor docente, además los estudiantes de la carrera muestran poco interés por la asignatura y desconocen el uso de técnicas de estudio que contribuyan a su autogestión del aprendizaje. Se diseñó una estrategia didáctica a partir del redimensionamiento de los componentes didácticos en el programa de la asignatura, el diseño de un curso de superación para los profesores de la asignatura y la elaboración de un manual de técnicas de estudio para los estudiantes.

Palabras clave: orientación; proceso de orientación psicopedagógica; carrera Cultura Física; asignatura Español básico.

RESUMO

O trabalho apresentado mostra os resultados de um estudo realizado sobre o processo de orientação psicopedagógica na disciplina básica Espanhol que os alunos do Bacharelato em Cultura Física, da Faculdade Nancy Uranga da Universidade de Pinar del Río "Hermanos Saíz Montes de Oca", recebem. Os métodos foram utilizados para o estudo histórico de como a orientação psicopedagógica foi abordada no contexto da carreira da Cultura Física. Foram realizados inquéritos, entrevistas, observação e análise de documentos para diagnosticar a situação actual do processo. Verificou-se que os professores da disciplina não concebem a orientação psicológica educativa como parte do trabalho docente, além disso, os alunos da carreira demonstram pouco interesse pela disciplina e não conhecem o uso de técnicas de estudo que contribuem para a sua autogestão da aprendizagem. Foi concebida uma estratégia didáctica baseada no redimensionamento das componentes didácticas do programa da disciplina, a concepção de um curso de aperfeiçoamento para os professores da disciplina e a elaboração de um manual de técnicas de estudo para os alunos.

Palavras-chave: orientação; processo de orientação psicopedagógica; Carreira de Cultura Física; Disciplina básica Espanhol.

INTRODUCTION

Since the 2016-2017 school year, many young Cubans have been offered the opportunity to access university studies, on the condition that they pass the three subjects corresponding to the entrance exams during the first year. For many, Spanish is the Achilles' heel, due to the complexities involved in grammar, spelling and writing, compounded by the use of digital tools that make several of these corrections automatically.



Cuban Higher Education is immersed in a group of transformations with the aim of raising the quality of university graduates, in which communicative competence plays an important role in order to achieve such an endeavor. For this reason, the teaching and practice of the subject basic Spanish, acquires a great significance at present for university students.

The new trends in Cuban Higher Education require a renovating educational practice in order to contribute to the integral formation of the future university graduate, managing to harmonize the formation of knowledge, habits, skills and attitudes and the construction of a professional life project based on values (Garbizo, Ordaz and Santana, 2014).

The students who enter the Physical Culture career in the modality of course by meetings (CPE in Spanish), in their majority, come from sports schools where their mission is the multifaceted education of the new generation, where the application of the teaching program is combined with a specialized sports program.

There are deficiencies in the mastery of orthographic, grammatical, and communicative content by students in the Physical Culture career, which prevents them from interacting effectively with the technical vocabulary of the subjects that make up their curriculum (Rodríguez and Armas, 2017).

But, any professional of the sport in his profession, requires the good use of the Spanish, so much in his oral as written form; since the teachers of Physical Education, trainers, directors and civil servants of the work directions of the National Institute of the Sport, Physical Education and Recreation (Inder in Spanish), require of the domain of general linguistic skills for the competent communication with his social and labor environment, which in Course by meeting make possible the fulfillment of the functions to them assigned (Martínez *et al.*, 2017).

The construction of written reports such as minutes, sports licenses, license applications, citations and notices, are an essential part of the daily professional performance of professionals in this branch; however, it has been observed that there is a lack of skills for the preparation of these reports, which often interferes with the proper performance of the work.

The objectives for the first year students of the Physical Culture degree require that the future graduate demonstrate that he or she possesses the bases of biological knowledge, basic mathematical and computational procedures, as well as adequate forms of oral and written expression in his or her language, with the correct use of terms typical of Physical Culture (Pérez, Hernández and Mainegra, 2017).

During a preliminary study, the little attention and participation shown by the students was visualized, in addition to not having study techniques that would facilitate a little self-management of their learning, since in the Course by meeting modality this characteristic is indispensable. The teachers of the subject expressed very well the desirable objectives, but sometimes they do not know how to take it to the teaching-learning process.

The students of the career expressed that they do not know how to handle the large amount of information they receive not only from the subject but from the rest and believe that they will not be able to meet the objectives. For this reason, teachers must offer them the necessary advice to take them along the path of learning that is developmental and lasts throughout the profession.



The process of professional training of students of Physical Culture, in the university scenario in general, is a priority in correspondence with the profound socio-cultural, economic and technological changes and the growing demand for a competent professional who is integrally prepared to assume all the challenges that his integral formation demands (Domínguez, Rodríguez and Hernández, 2017).

In the degree course in Physical Culture, the subject Communicative Spanish is taught in the first year and semester, although work is done in function of the development of the four linguistic skills; emphasis is placed on oral expression, not including in its program a working algorithm for the correct treatment of the textual construction (Martínez, 2016).

Educational practice increasingly demands a solid and scientific preparation from teachers, which translates into the dissatisfaction of teaching traditionalist classes that do not promote the movement of students' thoughts, provoking permanent reflection in them. In this sense, it is important to take advantage of the potential offered by the training process itself of the professional of Physical Culture, ensuring that the knowledge taught is current and motivating for the student, because if we take into account the principle of the psychological process that refers to the unity of the cognitive and the affective, we can say that the knowledge that is significant for him will last more in time, than the one that was simply taught and not considered necessary.

MATERIALS AND METHODS

The study was carried out during the 2018-2019 academic year, based on the new transformations guided by the Ministry of Higher Education (MES), which conceived the three entrance examination subjects as part of the curriculum of the careers. These had to be approved during the first year, otherwise they could not continue their university studies and caused dropouts.

Identifying the problem and ascertaining the current status of this process was developed from the definition of the educational psychology orientation process, and based on this, determining the dimensions and indicators for making the diagnosis. In order to analyze the behavior of the educational psychology orientation (OP in Spanish)) in the basic Spanish subject in the Physical Culture degree, the following dimensions with their respective indicators were determined:

- Planning activities related to the counselling process
- Motivation of those involved by the counselling
- Preparation of the teachers to develop the process of psycho-pedagogical orientation in the career.
- Handling by the teachers of the didactic components of the subject to execute OP actions.

A system of instruments was developed according to the dimensions that yielded information on the OP process for the CPE degree course in Physical Culture, such as the semi-structured group interview aimed at teachers of basic Spanish, surveys aimed at first-year students of the course. In addition, for the elaboration of the strategy it was directed to identify the strengths, weaknesses, threats and opportunities existing in the context where it would be implemented.



RESULTS AND DISCUSSION

A didactic strategy to improve the process of psycho-pedagogical orientation in the basic Spanish subject for the Physical Culture career. There are several definitions of the word strategy. It is a set of sequential and interrelated actions that, starting from an initial state (given by the diagnosis), allow directing the step to an ideal state, consequence of the planning. The components of the system are: the mission, the objectives, the actions, the methods and procedures, the resources, those responsible for the actions and the time in which the forms of implementation and the forms of evaluation must be carried out (Valle Lima, 2007).

The author himself specifies that the teaching strategy "is the set of sequential and interrelated actions that, starting from an initial state and considering the proposed objectives, make it possible to direct the development of the teaching-learning process in the school".

This type of strategy is the one assumed in the research since it is precisely in the teaching-learning process of the basic Spanish subject where the deficiencies were detected.

The following are the different components that make up the didactic strategy to improve the process of psycho-pedagogical orientation of the basic Spanish subject for the Physical Culture career of the CPE.

I. Introduction-foundation: the foundations are determined for the implementation of the strategy and the improvement of the process of psycho-pedagogical orientation of the Basic Spanish subject of the CPE.

II. Diagnosis: instruments are applied to determine the strengths, weaknesses and existing regularities that lead to the implementation of the strategy.

III. General objective: to perfect the process of psychopedagogical orientation of the basic Spanish subject of the CPE.

IV. Specific strategic actions:

- Redesign of the basic Spanish Program.
- Design of an improvement course for the teachers of the basic Spanish subject.
- Elaboration of a study techniques manual, for the students of the Physical Culture career.

V. Evaluation of the strategy: the fulfilment of the defined indicators is evaluated.

I. Introduction-foundation

The theoretical references that were assumed during the research process went from the philosophical, sociological, psychological, pedagogical and didactic foundations that serve as a basis for the didactic strategy proposed to improve the process of psychopedagogical orientation.

The process of psychopedagogical orientation in the basic Spanish subject that is taught to the students of the Physical Culture career is a relationship of help.

In the present research, after an analysis of the issues that affect the process, it was agreed that firstly this process is a helping relationship.



The helping relationship that is produced in the orientation does not imply on the part of the person that orients to solve the problems of the orientation, nor to eliminate by him the possible obstacles; but to prepare him so that by himself he is able to surpass himself, to adapt to the reality, to confront his problems, to reach the personal and professional goals that the university has put to him and that he must assume as a student, to become a professional of a determined branch and to contribute to the society to which he belongs (Ordaz, 2011).

Guidance is an essential resource for transforming individuals and raising the quality of training processes, simultaneously attending to the design of the types of help and accompaniment to be used in each case, while following up on the psychological transformations that occur in the protagonists as a result of their participation in the process. Thus, the dialectic relationship between psychological and pedagogical aspects in educational activities is manifested (Márquez y Ordaz, 2018).

The psycho-pedagogical orientation of the basic Spanish subject in the career is developed from the phases of planning, preparation and execution of orientation actions.

This process is conceived in its transit through stages that lead to the formation of knowledge, habits, values and attitudes in terms of improving coexistence, interpersonal relationships and socio-cultural development, through educational psychology guidance, from the coordinated and integrated action of all educational managers involved in personalized attention to university students (Lazo, Márquez and Ordaz, 2019).

Some authors agree with Arias, (2003) when conceiving psychopedagogical characterization, counselling and evaluation as areas of psychopedagogical orientation. It is considered that these are moments within the practical activity of the class in which one should move when establishing an adequate orientation process with the students for the achievement of their self-management of learning.

However, as a novel and interesting aspect for the current proposal and in accordance with its didactic character, it is conceived that in addition to these stages are necessary others that complement the development of this process: the planning of the actions oriented from the governing documents of the subject, the program, the class plan, even in the methodological indications of the career where it is taught.

The roles assumed in this process are: psychopedagogical advisors, orientator and people who receive the orientation

There is clarity in the mission that corresponds to the university as a social institution and it has constituted the center of attention of the Ministry of Higher Education of Cuba, the integral professional formation, from the development of actions that redimension the roles that correspond to assume the diverse actors involved in the formative process. Therefore, understanding that the professional life project constitutes a transcendental event in a young person's life, favors the development of educational work, more intentional in order to contribute to the personal and social development of the student (Garbizo and Ordaz, 2016).

The roles developed by Ordaz (2011), orientator, person who is oriented and psychopedagogical advisor, were assumed in the present proposal, from the perspective of the specific topic to be addressed and taking into account the particularities that the process is based on a teaching strategy.



The psychopedagogical advisors were assumed by specialists, mainly psychologists and professional pedagogues, who jointly prepare the counsellors in the themes and contents necessary to develop this process. In the present research, the psychopedagogical advisors are part of the research project "Service of educational psychology orientation in the University of Pinar del Río "Hermanos Saíz Montes de Oca" integrated", it is proposed for the proposal that they advise the teachers through a course of improvement designed for this purpose, in which they will work jointly with the researcher to establish relationships of help and training.

The role of orientator played by the teachers of the basic Spanish subject, they are in charge of the formation of the students as future socially committed professionals. In order to fulfil this role they must be sufficiently prepared in the stages, roles, functions that are part of the process, and for this purpose, a course of improvement is proposed within the actions of the strategy to achieve this end. The orientator is the closest role to the oriented one, therefore, the communication processes that are established between these two is the fundamental base for the necessary help that must be given to the oriented ones in the process of orientation in the subject. Orientators are the ones who have the greatest responsibility in the study and selection of materials, methods and tools to facilitate an adequate interaction between them and the oriented.

In the context where the research is developed, the teachers of the subject are responsible for teaching and stimulating the self-management of the learning of a student belonging to the modality of CPE. With the characteristics of this type of course, they are in the first year where the teachers must prevent rejection, absenteeism, failure of independent activities, avoid that they fail and cause discharge from the career. This counselor must transform gaps that are incorporated from their previous teachings.

In the proposal the orientated ones are the students of first year of the career of Physical Culture of the CPE that receive the subject. They must be capable of self-managing their learning from the help of their teacher and the use of study techniques, they are students who enter the university without realizing entrance exam, but they receive this preparation as part of the study plan and they are obliged to approve it in the first year of the career without possibility of dragging.

There is agreement with **Ordaz and Márquez**, in considering that there should be voluntary and conscious participation by the student-guide in the process. They propose that,

"...it does not necessarily appear spontaneously and before the start of it. In such cases, the demand, the conscious desire to integrate into the counseling process, must be stimulated by the counselor, as part of the counseling process" (2014, p.6).

The process of psycho-pedagogical orientation of the basic Spanish subject in the career fulfills the following functions: preventive and remedial

The prevention in the process is given by avoiding the student who receives the subject to fail, because it means that it should cause discharge from the career, so they draw strategies to avoid it; in line with this, the remedy is aimed at minimizing existing problems, as well as weaknesses detected spontaneously by teachers and students who are directly linked to the problem.



Both the preventive and the remedial functions can at certain times be closely related, which for certain orientations could have a remedial function for others, since it makes the facts known and allows the creation of capacities to avoid the occurrence of similar situations.

Guidance in the teaching-learning process is one of the fundamental areas of psychopedagogical orientation

It is necessary to understand the importance of the formative work of guidance counselors for the educational work in order to contribute to the development of attitudes and values of the university student community for the improvement of internal life, teaching, research and extracurricular activities during the formation process of the graduate (Ramos, Ordaz and Pacheco, 2018).

Bisquerra (2008), states that one of the four fundamental areas in the orientation process is related to learning to learn, analyzed from the orientation for the improvement of teaching and learning processes, which is precisely where the psycho-pedagogical orientation that we want to improve is developed.

Similarly, there is agreement with Ordaz (2011) when she proposed four areas of psychopedagogical orientation at the university, assuming that they constitute the content to be worked on by guidance counsellors in order to promote the development of students of Physical Culture, fundamentally the orientation towards learning.

In the teaching process, the orientation will try to lead the student to the construction of the learning, which will contribute to give importance to it and to understand that it will be useful and can be constituted on the basis of new learning. In this sense, the student himself will be aware of what he knows and what he does not know. In this way, the student will become the mediator of another partner and will be able, at the same time, to carry out cooperative work with the group.

The study techniques constitute a necessity in the process of psychopedagogical orientation of the basic Spanish subject in the Physical Culture career

Alcantara (2010) states that,

"study techniques have a fundamental role in memorizing or acquiring any type of knowledge in the best possible way, so it is the teacher's job to put the student in contact with and get to know each and every one of them so that they can decide which is the most suitable for their self-management of learning."(p.24)

The creation of a manual on study techniques will allow the student to put into practice the different study techniques where a great number of skills are put into practice by the student such as comprehensive reading, concentration, outlining, concept mapping.

The adequate use of the different study techniques, in the designed proposal, allowed to modify and restructure the previous knowledge schemes of the students that arrive at the university and come from different teachings, which have a lot of experiential weight, but without scientific basis.



In the subject the acquisition of the different study techniques provides advantages and benefits in the study since it makes it possible to facilitate the work and that the knowledge is acquired in the best possible way and lasts longer in the long term memory.

For all these reasons, the didactic proposal was based on the idea that the use of study techniques is essential for students to be able to establish study guidelines in accordance with their needs and possibilities, but to achieve this, a properly prepared teacher is needed to develop an adequate orientation, of which are the most feasible and why.

II. Diagnosis

The characterization of the process of psycho-pedagogical orientation in the basic Spanish subject in the Physical Culture career of the CPE in "Hermanos Saiz Montes de Oca" University of Pinar del Río is presented from the behavior of each instrument applied. During the interview to teachers about the knowledge about the process of psychopedagogical orientation in a general way they do not know the particularities (Figure 1).



Fig. 1 - Results of the group interview with teachers of the subject basic Spanish

In this sense, the teachers said that, although they know something about the process of psychopedagogical orientation, many considered it more of the science of psychology and expressed that they do not feel able to develop this process; the ten teachers requested to prepare themselves to better help their students who have so many difficulties in learning.

Question number five was related to "do they take into account this process in relation to the didactic components", seven teachers answered that they did not take it into account, that they rather took care to reflect each well-developed didactic component. Three other teachers expressed that they take it into account most in the objective. They referred to the fact that they are not prepared to develop the phases of planning, motivation and execution of orientation actions in the subject, a point in which they all present difficulties.



The figure 2 shows the percentage of teachers who develop the phases of the process in the career (Figure 2).

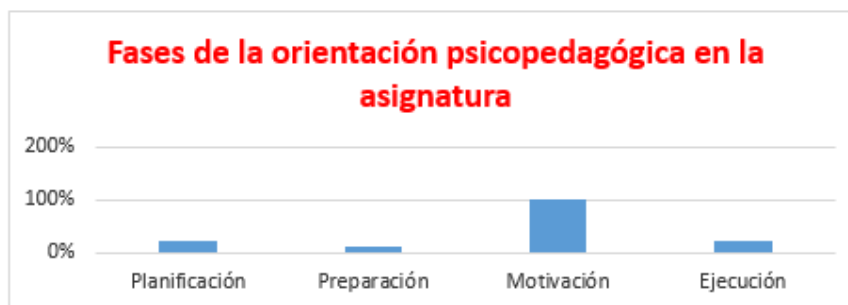


Fig. 2 - Results of the group interview with teachers of the subject

The ten teachers interviewed said they did not think it was necessary to encourage the use of study techniques, as they are university students and must fend for themselves.

In answering question nine of the interview, 100 % of the teachers said that they do not have materials that address the needs for guidance, and that, although they have been offered courses to improve their skills, they do not see a need for them.

The above described is a limitation for the development of the orientation since the teachers do not intentionally plan activities that allow them to orient the students on the use of study techniques, motivation for the contents of the subject, etc., the actions that are carried out in the classroom are spontaneous due to the lack of adequate preparation.

The 100 % of the teachers interviewed described that the greatest difficulties presented by students in the career in the development of classes and independent activities is largely due to the low motivation to carry out some activities they do, the little time they have between one meeting and another, since they are workers and must share the time for work and study, they do not use existing knowledge in the solution of new tasks, they do not apply various methods in the solution of tasks, they maintain a linear thinking, they do not achieve the necessary independence in the accomplishment of the tasks they are guided by, and they do not know the appropriate study techniques to facilitate the self-management of learning.

The observation was directed to different activities of the teachers of basic Spanish from the design of interview guides for each activity, in a first moment three methodological activities were observed with the group, to determine if the subject of the orientation is planned for the activity, if there is debate on the subject, if there is motivation to develop the process. In general, it was evident that the methodological activities are aimed at improving the teaching and learning of the subject, from an organizational and didactic point of view, but the subject does not arise in the activities, there is no space dedicated to how to develop the psycho-pedagogical orientation, although there is interest in dealing with the subject.

Another moment was the observation of eight classes of different teachers. The 100 % of the teachers prioritized the contents contemplated in the program, but presented some difficulties in developing orientation techniques, as well as stimulating students to self-manage their learning through the use of study



techniques. It was evident that from the didactic components there is no treatment to carry out the orientation.

Once the independent study is oriented, the teachers insisted more in the fulfillment of the same one, but they do not stimulate the use of study techniques that allows them the most accessible solution and the sure assimilation of the contents.

One hundred nine students who receive the subject were surveyed. Seventy percent of them referred to the need to strengthen the treatment of the subject of the use of study techniques, agreeing that they do not have all the tools and knowledge that allow them to handle certain situations related to the subject. They also agree that they need support from the teachers.

During the survey, question one provides knowledge about the process where 100 % of the students do not know the main elements of the psychopedagogical orientation. The 78 % refer that they rarely receive orientation actions from teachers, who only offer bibliography to develop the contents of the classes.

In the survey, students reported that they do not know how to use study techniques (Figure 3).



Fig. 3. - Results of the student survey

Document analysis

In the research, several documents were reviewed to analyze the treatment of the psychopedagogical orientation in each one of them and to verify the presence of actions for the realization of the process of psychopedagogical orientation: Program of the subject of basic Spanish, plans of classes of the teachers of basic Spanish. methodological indications of the careers. In the documents analyzed, the treatment of the psychopedagogical orientation does not appear explicitly, nor how it should be developed by those involved. It has been recommended that an analysis be carried out and that the documents be redesigned. As part of the actions of the strategy, the program of the subject is redesigned.



Analysis by dimensions

The characterization of the process of psychopedagogical orientation in the basic Spanish subject of the Physical Culture career of the CPE at the Universidad de Pinar del Río "Hermanos Saíz Montes de Oca" is presented from the behavior of each dimension analyzed.

Planning of activities related to the psychopedagogical orientation process

Orientation does not appear as a line for methodological work in the career. Moreover, it does not appear planned in the methodological plan of the basic Spanish group, it is scarcely planned in the methodological indications of the career; these are more directed to indicate that participative methods are used that propitiate the debate and the search for new knowledge, but from an individual point of view; that is to say, the orienting intention is there, but they do not indicate that they teach them how to find that knowledge and how to assimilate it better.

The 90 % of the teachers reported that they did not take into account the psychopedagogical orientation for planning activities in the classes; these were aimed at checking the assimilation of the contents. Similarly, 100 % of the methodological activities observed showed that no activities were planned to prepare the teachers to develop this process. In general, the planning of activities related to the process in question remains in some isolated actions.

Motivation of those involved in psicopedagogical orientation

The application of different instruments for the collection of information about the process being researched made it possible to ascertain that the motivation of those involved (students, teachers) is high, due to the topicality of the subject, the importance of training better students, and the improvement of the teachers of basic Spanish, as well as those responsible for the educational processes. The 92.6 % of the students reiterated the value of using study techniques for better learning, and considered it necessary for the teachers to offer them this help.

The 100 % of the teachers expressed their interest in continuing to study the subject of guidance in depth and thus be able to help the students who need the support most. Although the interest shown is high, 80 % reported that generally the time to give the classes is little, and they guarantee more the orientation of new contents to be studied by the student. Therefore, they considered important the need to increase their preparation on this topic of orientation through some postgraduate activity, in addition they asked for consultation materials that would allow students a greater self-preparation.

Preparation of teachers to develop the process of psychopedagogical orientation

During the interview with the teachers of the basic Spanish subject, it could be appreciated that 100 % of the teachers have an excellent integral preparation on how to develop the teaching-learning process, although there is little knowledge about orientation techniques, the stages of this process, they do not have materials about study techniques, nor about orientation. In general, the 10 teachers interviewed considered that their preparation is deficient in these aspects, which require more preparation on the subject.



The 90 % of the students consider that the teachers of the subject in isolation have carried out orientation activities aimed at a better development of their self-management of knowledge.

Development of orientation actions in the subject's teaching learning process

This indicator shows the most negative results of the variable and the one that allows obtaining the most explicit evidence of the need to develop the psychopedagogical orientation in relation to the proposed teaching strategy.

The 100 % of the teachers observed effectively developed the didactic components, problem, object, objective, methods, means, forms and evaluation. But the problem is to put them in function of the orientation.

The 30 % of the teachers who were observed developed in an isolated way some orientation actions about the need to fulfill the proposed objectives in the classes and to carry out the independent study; a positive aspect to highlight is the oriented bibliography that is diverse, but in the same way it generates difficulties because it must be present in the Moodle. In the repositories, these CPE students use very little of the technological means that are managed at "Hermanos Saíz Montes de Oca" University of Pinar del Río for the educational teaching process, although they have access to the center's laboratories.

The total number of teachers in guiding the independent study only reinforced the need to comply with the contents for each class, because time is short and the program must be complied with, but from this moment of the class no strategies are made to show the different study techniques that can be used for the best assimilation of the content. Therefore, 93 % of students report that they do not know about the use of these techniques.

Regularities of the psicopedagogical orientation process

- Scarce realization of activities aimed at favoring the process of psychopedagogical orientation.
- Little planning of orientation actions in the documents governing the process, the course program, the class plan, the methodological indications of the careers.
- Insufficient preparation of the teachers to develop the process of psychopedagogical orientation.
- High motivation of those involved in developing the process of educational psychology.

III. Objective of the strategy

The implementation of this strategy will make it possible to promote favorable transformations in the process of psychopedagogical orientation, taking into account the actions aimed at changing attitudes in those involved, promoting motivation and the need to improve. The general objective of the strategy is to implement in the basic Spanish subject of the Physical Culture career of the CPE a process of psychopedagogical orientation planned and organized in relation to the improvement of the teachers and the self-management of the student's learning.



IV. Specific actions of the strategy

The actions proposed will be aimed at perfecting the orientation process within the basic Spanish subject. To do this, it is necessary to influence all those involved, students and teachers, and therefore tasks will be outlined that manage to solve the difficulties.

First action: redesign of the General basic Spanish Program for CPE

Based on the theoretical bases that support the didactic strategy, as well as the opinions of the teachers, career leaders and students of CPE, the need to redesign the basic Spanish Program of the Physical Culture career was recognized as an action that can contribute to perfecting this process, integrating the components of the teaching-learning process in order to carry out orientation actions aimed at establishing helpful relationships with the students.

With the diagnosis carried out and the foundations assumed for the strategy, the state components were modified taking into account that it is only possible to modify up to 10 %.

On the basis of this significance, the objective of this action is: to perfect the process of psychopedagogical orientation through the redesign of the subject's programme, which will make it possible to establish coherence between the elements of psychopedagogical orientation and the didactic components

Second action: professional upgrading course for teachers of basic Spanish on psychopedagogical orientation

The upgrading for teachers of the Basic Spanish subject of the CPE is an action based on the need to boost the specific strategic actions to be developed that have been referred to above, since the success of them will depend largely on the vision of such actors present in the process of psycho-pedagogical orientation.

The above leads to propose the objective of this strategic action to exceed the teachers of the basic Spanish subject of the CPE for the development of the psychopedagogical orientation in the subject.

For the design of the program of the upgrading course, the theoretical foundation proposed in this research and the results of the diagnosis were taken into account, for the improvement of the process of psychopedagogical orientation, attending to the needs expressed by the teachers, career leaders and students of CPE.

Third action: creation of a manual on the use of study techniques

The manual that is proposed for CPE students who receive the subject. Is prepared based on the most used theories on study techniques, in addition to the results of the diagnosis, as well as examples and real situations that will allow the student to access this information in independent activities, and in the self-management of learning.



IV. Evaluation of the strategy

The objective that has been proposed to evaluate the didactic strategy is to control how the actions have been fulfilled in each one of the actions, to be able to verify the effectiveness of the strategy.

The didactic strategy that is proposed as a result of a process of research and foundation of the psychopedagogical orientation, with the participation of teachers and students, allows a projection and design taking as a starting point the criteria issued where the desires and motivations to implement the results in this way are demonstrated.

It takes into account the fulfillment of the general objective of the strategy and thus be able to evaluate the results of it, through the implementation of different actions and operations for the fulfillment of the development of the psychopedagogical orientation in the subject for CPE students, from the upgrading of the teachers, the inclusion of the subject in the methodological activities, and therefore the integral and competent formation of future professionals.

The evaluation of the implementation of the strategy will be carried out in a systematic way, since it entails the monitoring of the process of psychopedagogical orientation developed by the teachers of the subject and of the results of the application of each specific action.

Nowadays, a professional of the Physical Culture is required according to the contemporary demands, able to work in different areas from their professional profile, that is why whatever the subject is taught, it is going to influence directly in the preparation of each student, and if they do not understand such need, it is the task of the teachers and researchers to give solution to such problems through science.

In the modality of course by meetings in Cuban Higher Education, the approval of the basic Spanish subject becomes invalid for the continuity of the studies in this modality, which forces the student to approve it, aspect that puts at risk the quality of the formation in this sense since it will be tried to achieve the success at all costs. In this sense, research constitutes an excellent way to achieve solid learning from the support that the process of psychopedagogical orientation means, offering possibilities to teachers to make their work much more effective.

The diagnosis of the current situation of the process of psychopedagogical orientation, in the basic Spanish subject in the Physical Culture career of the CPE at "Hermanos Saiz Montes de Oca" University of Pinar del Río revealed that the main difficulties are found in the limited knowledge that teachers have of what to do to develop the orientation.

For this reason, the link between this process and the components developed in the subject is not achieved. In addition, it was possible to verify with the students that there is insufficient prior guidance on higher education and on the use of study techniques for their own self-management of learning.

The proposed strategy recognizes the need to plan the main guiding actions from the relationship of help, accompaniment and guidance, with a precision of the roles assumed by those involved in the teaching-learning process, where the use of study



techniques becomes a necessity in order to assume the preventive and remedial functions and ultimately achieve the objectives proposed in the subject.

The didactic strategy has been partially implemented from the redesign of the Program of the basic Spanish subject for the CPE that the careers receive and fundamentally that of Physical Culture, in addition a course of improvement was designed for the teachers of the subject on theories of the psychopedagogical orientation and the design of a manual of study techniques for the students.

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The authors declare not to have any interest conflicts.

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The authors have participated in the writing of the work and analysis of the documents.





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