

Diagnose. An important professional pedagogical skill Diagnosticar. Una habilidad profesional pedagógica de importancia

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Reception date: November 13, 2023

Acceptance date: December 15, 2023

ABSTRACT

The article originates from a research aimed at specifying one of the professional problems of the Bachelor's degree in Primary Education: that related to the diagnosis of the student, the group, the family and community environment; As well as diagnosing the physical condition of its students, its objective is to provide a subject program that promotes the development of the professional pedagogical ability to diagnose, based on the importance that initial training has in the professional future, a contribution that is reached through the use of methods such as document analysis, group interview, pedagogical test and observation.

Keywords

Diagnosis; Student; Professional pedagogical skill; Community environment; To diagnose.

RESUMEN

El artículo se origina en una investigación orientada a precisar uno de los problemas profesionales de la carrera Licenciatura en Educación Primaria: el relacionado con diagnóstico del educando, el grupo, el entorno familiar y comunitario; así como diagnosticar la condición física de sus educando, su objetivo es aportar un programa de asignatura que propicie el desarrollo de la habilidad profesional pedagógica diagnosticar, a partir de la importancia que reviste en el futuro profesional de la formación inicial, aporte al que se llega mediante el uso de métodos como el análisis de documentos, la entrevista de grupo, la prueba pedagógica y la observación.

Palabras clave

Diagnóstico; Educando; Habilidad profesional pedagógica; Entorno comunitario; Diagnosticar.

INTRODUCTION

The “E” study plan for the training of the graduate in Primary Education offers the possibilities to contribute to the development of professional pedagogical skills, in order to achieve a graduate with greater preparation to face the educational process in correspondence with the context in which the current Cuban society lives, however, the coherence necessary for the specific development of the “diagnose” skill is insufficient from the particular didactics, so that the primary teacher upon graduation can provide adequate attention to the students.

The study of the Professional Model, the Teaching Process Plan and the Main Integrative Discipline Program, as well as the experiences and debates in the Career Groups, Year Groups and Discipline Groups, reveals a certain incongruity from all didactics.

Particulars of one of the professional problems: that related to the diagnosis of the student, the group, the family and community environment, and the physical condition of the student as well as its corresponding objective in the different didactics of the discipline; for these reasons the authors have focused their research on strengthening professional diagnostic skills.

The problem is reflected in the educational reality, with the following manifestations: insufficient coherence between the subjects of the Main Integrative Discipline, to develop the diagnostic ability in students of the Bachelor's degree in Primary Education; limitations in the preparation of students of this career to provide educational attention to students, improve physical condition, the appropriation of methods for systematic and conscious self-preparation and promote the formation of the habit of practicing physical exercises; thus contributing to the maintenance and improvement of health.

It is considered necessary and possible to achieve a better correspondence between the theoretical, methodological and practical system of the Main Integrative Discipline and the mode of action of future professionals of Primary Education, through the development of diagnostic skills.

It is based on the theoretical support offered by Psychology: Danilov & Skatkin, 1980; Petrovsky, 1981 & Montes de Oca, 2004. Some studies on professional skills are also considered: Laguna, 1998; Mulet, 2014; Ruíz, 2003 & Díaz, 2005. These investigations constitute contributing antecedents.

Through documentary analysis and group interviews with teachers of the Main Integrative Discipline discipline, the significance of the professional ability to diagnose was confirmed. The application of a pedagogical test to fourth-year students of the Primary Education program and

the observation of teaching activities allowed us to assess the level of development of the professional diagnostic skill.

The criteria of actors (Crespo, 2009) led to the collection of information on the need and possibility of implementing the analytical program of the subject in educational practice, through the analysis of the opinions and criteria of teachers, based on the improvement of the program. This article has the purpose of supporting the development of diagnostic skills.

METHODS

Analytical-synthetic: allowed the study of the theoretical systematization and characterization of the professional pedagogical skill: diagnose, by the student of the Bachelor's Degree in Primary Education and the evaluations and interpretation of the empirical information obtained from the applied instruments.

Inductive-deductive: it was used in the assessments made during the verification of the problem, in the interpretation of the information collected that led to partial and general conclusions referring to the object of study.

Document analysis: carried out to deepen the bibliographic study of regulatory documents with a view to obtaining information and assessment on the evolution of the research object and assuming a position with respect to the assessments made.

Observation: for the diagnosis and monitoring of the student's training behavior in terms of professional pedagogical skill: diagnose.

RESULTS

Among the professional problems that are defined for the Graduate in Primary Education are: The diagnosis of the student, the group, the family and community environment; as well as the physical condition of the students for the group and individual direction of the educational process with a developmental approach and the need for the development of individual potentialities, as well as the importance and usefulness of the different means of Physical Education, in turn applying the active teaching methods, which will allow students to fully fulfill the objectives of the discipline from attention to diversity, with equity and social justice.

Consequently, it constitutes a general objective: To diagnose, using methods, techniques and instruments, the student, the group, the family and the community, as well as the physical condition in order to strengthen the system of educational influences and provide better attention to diversity. present in different contexts.

From its conception and execution, the Main Integrative Discipline is aimed at enhancing the psycho-pedagogical and didactic-methodological preparation of professionals who are trained as teachers, so that they can efficiently fulfill the functions of their sphere of action, which are in accordance with their condition. As an educator, it is his responsibility to develop in accordance with the transformations, demands, purpose and objectives of the existing model for this level (Laguna, 1998, p. 2).

The program of the Main Integrative Discipline discipline in the E study plan has an explanation related to the contents of each subject; It specifies the different levels of integration between the subjects by year, but lacks precision as to how, when and where to solve the aforementioned professional problem and the corresponding objective. The main skills proposed by the program are very general in nature and none are explained based on the diagnosis.

The Pedagogy subject includes among its contents the sociological characterization of the family: indicators and techniques, sociological characterization; educational potential of the community. For its part, Didactics, establishes among its contents the Modeling of didactic strategies based on the solution of professional problems of the educational reality and Physiology the assessment of physical development as part of the comprehensive diagnosis of the student.

From the point of view of Psychology, skills constitute structural psychological elements of the personality, with a close link to the executing function. This function is formed, developed and manifested in activity, which is why activity is considered a necessary support. for an adequate approach to the problem.

The Physical Education discipline is aimed at the development and training of students for their future professional work biologically, culturally and socially, contributing to forming a healthy graduate with skills to diagnose their students, the possibility of practicing exercises physical; thus contributing to the maintenance and improvement of health.

In understanding the concept of ability, different criteria come together: “an extraordinarily complex and broad pedagogical complex is the ability acquired by man to creatively use his knowledge and habits, both during the process of theoretical and practical activity” (Danilov & Skatkin, 1980), p. 72).

Ability is also defined as “the mastery of a complex system of psychic actions and practices necessary for a rational regulation of activity, with the help of knowledge and habits that the person possesses.” (Petrovsky, 1985, p. 164).

For Leontiev, activity is “the process of subject-object interaction, aimed at satisfying the needs of the subject, as a result of which a transformation of the object and the subject itself occurs.” (Leontiev, 1981, p. 82).

On the other hand, he expresses: In the context of didactics of all education, a specific type of skill is required that is developed in said context and constitutes the basis of the professional's performance: professional skills; these are specified in the willingness to develop the set of effective actions in a conscious manner, using appropriate methods for their implementation, which allows the achievement of qualitative and quantitative results in the work carried out.

On the other hand, these professional skills determine the profile of the graduate, once they enable the development of professional activity with mastery, they are based on the pedagogical skills of the subjects, their acquisition guarantees successful performance of the graduate.

The following definition of professional pedagogical skills is assumed: Set of intellectual, practical and heuristic actions correctly carried out from the operational point of view by the subject of education when solving pedagogical tasks, where he demonstrates mastery of the actions of the socio-pedagogical direction that guarantees the achievement of the results of teaching and education (Torres, 2000, p. 5).

Ferrer (2000) classifies the professional pedagogical skills of the Primary Education teacher: characterize, communicate, investigate, diagnose and direct; He specifies that the skills are professional because they allow him to successfully carry out his educational work unlike those of other spheres of knowledge; Differentiate psychopedagogical attention to students according to their potential and shortcomings. Furthermore, he considers that they are professional pedagogical skills that must be present in a curricular form in the general pedagogical training of the Primary Education teacher.

The quality of professional performance and, consequently, the quality of education assimilated by students in primary school depends largely on the correct development of professional pedagogical skills.

The mastery of professional pedagogical skills presupposes a graduate capable of: directing the process of personality education, characterizing its essential components, designing strategies for the fulfillment of their functions, adequately establishing communication with the student during their training, psychopedagogically diagnosing the student. educating, their group, the family and the community, and investigate as ways to solve the problems of professional practice.

DISCUSSION

The ability to diagnose.

The didactic principle that establishes the unity between the conception of teaching and the comprehensive diagnosis of student learning (Pla, et al, 2012, p.50), constitutes support for the student's preparation for the Bachelor's degree in Primary Education. to carry out the diagnosis as a starting point in the conception of the educational process and in particular the teaching-learning process.

The diagnosis makes it possible to formulate the objectives, select the contents, methods, teaching media, organizational forms and evaluation based on the characteristics of the learners, taking into account their potential, their educational needs, as well as their living conditions. and education.

From the pedagogical point of view, it constitutes a process that allows us to really know the student, in the behavior of each of the spheres, styles and learning strategies; taking into account the potential and shortcomings of its development in different educational environments, which makes it possible to forecast and intervene in a timely manner.

In the context of Primary Education, the diagnosis is assumed as “the starting point to know the situation of the school in relation to the different areas of school management and is the basis for developing the objectives, goals and actions of the School Program of Continuous Improvement (PEMC), which contribute to understanding the problems identified as priorities due to their impact on the learning achievement of girls, boys and adolescents (NNA).”

The subject's deficiencies have a link with the stimulation he receives from the contexts that surround him and requires knowing the potential, to develop from them the intervention strategy that allows the transformation. This aspect has contributed to the success of the educational change in students in Primary Education due to the potential of education.

The success of the diagnosis will be given, to a large extent, by the teacher's ability to make an adequate comprehensive pedagogical diagnosis, understood as: “a process that allows us to know the educational reality, with the primary objective of predicting and promoting educational change to through an action that encompasses, as a whole, different aspects of the object to be modified” (González & Reinoso, 2002, p. 75).

This definition reveals how significant real knowledge of the object of study is, not only in order to predict, but also to develop educational change and deploy actions that integrate all the aspects

that we want to transform from that object in its different contexts. Therefore, it constitutes a professional pedagogical skill.

The above justifies the need to support and promote the development of professional pedagogical diagnostic skills from the initial training of the Graduate in Primary Education, for the conduct of the educational process in primary education.

The professional pedagogical skill of diagnosing has an educational and training purpose; It seeks to comprehensively study the student and the conclusions reached are not to classify him or compare him with others, but rather, to provoke educational change based on the strategy of comprehensive and exclusive educational attention for him for attention based on his potential. those that constitute the basic support point to cause success.

In summary, the psychopedagogical diagnosis acquires the character of a pedagogical principle (Rodríguez & Guirado, 2015); These authors define the principles, general objectives, functions of psycho-pedagogical diagnosis, as well as its stages: psycho-pedagogical characterization, prognosis and comprehensive educational care strategy. Below is a representation of the transition through each of the stages of the psychopedagogical diagnosis:

- Identify the psycho-pedagogical regularities of the student in the teaching group.
- Describe and explain individual situations according to development achievements, education and living conditions in the family and community.
- Request specialized help.
- Define potentialities and weaknesses.

Psychopedagogical characterization.

Formulate explanatory hypotheses about the student individually, taking potentialities as a starting point.

- Specify the agreements made collectively in the technical and management bodies.

Forecast.

Project actions that lead to transformation under the advice of the Commission.

Psychopedagogical Center.

- Prioritize the most pressing actions based on the potential of the students to correct and/or compensate for short, medium and long-term needs.
- Prepare the psychopedagogical diagnosis report (potentials, needs and improvement actions).

Comprehensive educational care strategy.**Characterization of the subject program.**

For the design of the program, the diagnosis of the problem was deepened; The interview with all the teachers of the Main Integrative Discipline allowed us to verify that insufficient teaching activities are conceived to project actions in a hierarchical manner, supported by the potential according to the achievements of development, education and the living conditions of the family and community of the learners. The pedagogical test applied to fourth-year students showed that they have limitations in identifying regularities to diagnose the student, the school, the family and the community.

Observation of teaching activities revealed that students maintain a pleasant atmosphere in their classroom, however, sometimes they have imposing behavior to control the discipline of the school group, especially in recess activities, dining room or other settings. On the other hand, it is difficult for them to formulate correct hypotheses, as they do not rely on the potential to successfully lead them to the zone of proximal development and, therefore, in the development of comprehensive educational strategies.

The proposed program has a total of 34 hours/classes; It belongs to the Main Integrative Discipline, its general objective is to prepare the student of the Bachelor's Degree in Primary Education to diagnose students, taking into account the educational conditions of the Cuban school. It has its foundation, methodological guidelines, skills system, value system, evaluation system, basic and complementary bibliography. The knowledge system is structured into five themes:

Topic 1: General considerations about Primary Education. The Psychopedagogical Diagnosis. (10 class hours): Introduction to Pedagogy and Primary Education.

General concepts of Primary Education: Primary Education, Attention to diversity. Stages through which Primary Education has gone. The psychopedagogical diagnosis, concept. Functions, stages and logical steps for the development of psychopedagogical diagnosis.

Topic 2: Primary Education. (14 hours' classes): Achievements of development, education and the living conditions of the family and community of the students and physical conditions.

Topic 3: Special Educational Needs, Affective-Behavioral (Attention Deficit Hyperactivity Disorder). (12 class hours): Definition of SEN Behavioral concepts. Psychopedagogical regularities of behavioral SEN.

Achievements in the development, education and living conditions of the family and community of learners with behavioral SEN. Prognosis of transformation hypotheses for students with behavioral SEN. Development of actions for the educational care of schoolchildren with behavioral SEN. Modeling of the psychopedagogical diagnosis of Behavioral SEN.

Evaluation of the quality of the subject analytical program by the criteria of actors.

To evaluate the quality of the subject analytical program, it was decided to consult the actors (12 teachers from the departments of Primary Education, Special Education and Physical Education who have been immersed in initial training on average for ten school years); all from the Guantánamo province, with an academic degree of Master in Educational Sciences, of which six hold the scientific category of Doctor in Pedagogical Sciences and the teaching category of Full Professor. The rest have the following teaching categories: two are Assistant Professors, five are Assistants and two are Instructors.

An interview was developed focused on: the vision they have on the topic, the possibilities and limitations they consider exist to put the program proposal into practice and its quality.

From the statistical point of view and based on the analysis of the data provided by the actors, the three necessary steps in the tabulation of the results are structured. Which are mentioned below:

- Inventory of variables/factors.
- Description of the relationships between variables.
- Identification of key or essential variables.

To carry out the statistics, the MICMAC software (Crespo, 2009) was used; This application allowed establishing the different relationships between the indicators, the actors, to establish the different matrices. The variables suggested by the actors were established, which are mentioned below with their respective indicator (Id):

1. Theoretical-practical knowledge related to the development of undergraduate subject programs (CON)
2. Skills to Diagnose students with a psychopedagogical approach.
3. Motivation and improvement in the use of skill development in your teaching work (MOT).

The analysis of the correlation of relevance allowed us to assess the level of correlation between the subject program that develops the ability to diagnose with a psychopedagogical approach and its contribution to the conception of the General Pedagogical Training discipline to contribute to the scope of both the professional problem and the objective. general directly linked

to the diagnosis. The actors attach great importance to theoretical-practical knowledge about the internal structure that brings together the foundations of the subject program.

The actors converge in that: they consider the subject program relevant and necessary, the program proposal is accepted as a subject for their own curriculum and the proposed topics are considered appropriate, as well as the distribution of class hours.

The actors differ in that: the proposed indicators (CON and MOT) are adequate, but it was suggested: changing the title of the subject program, improving the foundation of the program by incorporating the modality of the course and curriculum to which it is proposed, as well as recording the type of class instead of the organizational forms in the thematic plan.

In addition, increase some skills to strengthen the fulfillment of the proposed objective, improve the projection of the final evaluation of the subject and incorporate into the bibliography the support materials developed and the local and national scientific results related to the topics worked on in the program. subject.

CONCLUSIONS

Post comments.

Side panelsThe historical-cultural theory and the identification of trends in the concept of diagnosis, offered the theoretical-methodological platform that allowed, from the conception of the Main Integrative Discipline, to base the process of development of the professional pedagogical skill to diagnose, in the initial training of the teacher in all his potential to guarantee quality teaching in the Bachelor's degree in Primary Education.

The proposed subject program and the theoretical foundations contemplated therein constitute an important path in achieving the development of professional pedagogical skill to diagnose with a psychopedagogical approach in students of the Bachelor's degree in Primary Education in the contexts of professional performance of the educator to care for students.

The positive evaluation of the criteria of the actors of both the design of the subject and the development of the professional pedagogical diagnostic skill, justify its validity for its use in the Bachelor of Primary Education degree.

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