

The projection and level of competence of the adviser professor. Methodological actions for its empowerment

La proyección y el nivel de competencia del profesor tutor. Acciones metodológicas para su potenciación

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ABSTRACT

In the investigation, elements related to the projection and competence of the tutor professor are provided, supported by the diagnosis made in the process of investigative work practice in the Faculty of Physical Culture of Guantánamo, which reveals limitations in advising students, from Hence, methodological actions are proposed for its empowerment. Scientific methods were used that allowed to reveal and explain the current state of the problem and the collection of information based on the achievement of the objectives. With the application of methodological actions, it was possible to improve the level of competence of the adviser professors.

Keywords

Adviser professor; Methodological actions; Students in training; investigative work practice

RESUMEN

En la investigación se brindan elementos relativos a la proyección y competencia del profesor tutor, sustentado a partir del diagnóstico realizado en el proceso de la práctica laboral investigativa en la facultad de Cultura Física de Guantánamo, que revela limitaciones en la asesoría de los estudiantes, de ahí que se proponen acciones metodológicas para su potenciación. Se emplearon métodos científicos que permitieron revelar y explicar el estado actual del problema y la recogida de información en función del logro de los objetivos. Con la aplicación de las acciones metodológicas se logró mejorar el nivel de competencia de los profesores tutores.

Palabras clave

Profesor tutor; Acciones metodológicas; Estudiantes en formación; Práctica laboral investigativa

INTRODUCTION

Human activity includes different spheres that are, in turn, scenarios for the development of science, such as; productive, social, technological, educational, cultural and formative, our work responds to the last mentioned, given the claim to offer tools aimed at promoting the advice of students during the investigative work practice in correspondence with the requirements of the Study Plan "E", for which the adviser professor must have a solid scientific-methodological preparation.

For the training of the graduate in Physical Culture, it is of the first order to materialize the conception of a graduate with a broad profile, who meets the competitive demands and expectations demanded by the National Institute of Sport, Physical Education and Recreation (INDER) and the Ministry of Education (MINED), so that it is capable of interacting and modifying the problems in its area of action; in the corresponding spheres: Physical Education, Sports, Therapeutic and Prophylactic Physical Culture, and Physical Recreation, this ensures greater job mobility for the graduate as the professional model claims.

In relation to the above, Pérez (2015), states that

“the training of Physical Culture students requires a contextualization that contributes to developing their modes of professional and social action; which must be characterized by a high ethical commitment and dignified service to the country and society as a sign of its identity and identification with the principles that sustain it”. (p.3)

On this subject, Álvarez (2004) agrees with the article by Addine and García (2001), who state that

“The organization of the Investigative Labor Practice (PLY) it must be in correspondence with the functions that the student must carry out at school (as a teacher) and in his training as a professional (as a student). It also ensures that conceiving investigative work practice as a system means understanding it as a comprehensive set of activities that have been inserted into the curricular design to improve the quality of the professional preparation of future teachers under certain conditions. (p.118)

However, currently in the Physical Culture Career, the projection and the level of competence of the adviser professor do not sufficiently ensure the articulation between the scientific-methodological work and the contents that make up the (PLI), which limits the expected professional performance. of the third-year students.

The adviser professor is the one who provides the pedagogical accompaniment, technical assistance and advises the contents of interest that the teacher in training requires, with what corresponds to his function as a professional of Physical Culture and his role as a tutor, he also plays a fundamental role in the preparation of the teacher in training, because it represents a model to follow in educational action, enables the insertion of the new teacher in the school, serves as a guide in their training process inside and outside the teaching field and integrates it with the schoolchildren, parents, representatives and the community.

For Gonzales et al. (2007) the adviser as counselor

“is directive in that he is the expert person who has the knowledge, motivation, and pedagogical resources necessary to guide student learning, but his directiveness must be flexible, so as to give space to prominence and participation of students, only thus is it possible to promote the development of the student as a subject of learning, only thus is it possible to promote the integral formation of the student”. (p.9)

According to Ministerial Resolution 202 of 2019 in its article 39, it states that the adviser professor is a member of the year group. He is an educator who has the responsibility of integrating the system of educational influences present in the different areas of the student's personal development, providing academic and research advice, as well as the necessary support for decision-making, so his role is essential in the harmonic formation of the student.

There are several researchers who contribute with their contributions to the materialization of this purpose, among them, Medina (1989); Gonzalez, (1994); Alvarez (1996); Torres (1996); Garcia and Paez (1998); Braslavsky (1998); Bar (1999); Perera (2000); Salazar (2001); It costs (2001); Gomez (2001); Rock (2001); Fernandez (2002); Turkaz (2007); who from their scientific results, both theoretical and practical, offer recommendations about the need to promote measures that prepare students to face the situations present in daily life and their job training.

Meanwhile, with the aim of promoting the figure of the adviser professor from the Main Integrative Discipline of the Physical Culture career, this work is carried out, based on a diagnosis of the professors designated as tutors for the PLI, of which the following were revealed: insufficiencies.

- Weaknesses in the theoretical and practical preparation of the advisers to conduct the counseling of students in training.
- Insufficient correspondence between the work guide to be developed with the students in training and their needs.

- Lack of commitment or willingness of the advisers to face the tutoring.

In correspondence with the previous arguments, the objective is to propose methodological actions to enhance the projection of the adviser professors of the labor practice in the Physical Culture career of Guantánamo.

METHODS

The present investigation responds to the problem bank of the Faculty of Physical Culture and in particular, to that of the Investigative Labor Training discipline. For its development, 34 students of the 3rd year of the Degree in Physical Culture were selected as a population. The selected sample matches the population.

In addition, 27 professors were selected as a sample, 15 of them work at the Faculty of Physical Culture of Guantanamo, 3 heads of year group, 5 heads of disciplines, 7 advisory professors with several years of experience in Investigative Labor Practice and 22 adviser professors of primary schools in the Guantánamo municipality.

During the investigation different materials and scientific methods were used that allowed to detect the problem, to know its causes and after an analysis to propose the actions for its solution. An analysis of the historical evolution of the behavior of the adviser professors of the labor practice in the Physical Culture career was carried out; The theoretical references that support the investigation were determined, normative documents, investigations and publications of different authors both nationally and internationally were analyzed, which allowed to systematize, generalize and specify the information processed.

The application of some instruments allowed to make inferences and generalizations about the projection of the adviser professors of the labor practice in the Physical Culture career in the tutoring of students in the training process, as well as the interpretation of the data obtained in the elaboration of the proposal through which new logical conclusions are deduced.

The search for intentional direct information on the projection of the adviser professors of the labor practice in the Physical Culture career in the tutoring of the students during the activities that are carried out in various components of the training process was carried out.

Different activities carried out during the investigative work practice were observed to determine the existing limitations regarding the advice of adviser professors to students in training, which were taken as a basis in the elaboration of the proposed methodological actions.

The students were surveyed with the objective of verifying the level of advice they receive from their tutors in the different activities they carry out in the investigative work practice.

An interview was carried out with the professors that allowed determining the elements that limit their preparation as a adviser professor to provide personalized attention that dedicates to the student in the information and knowledge management process, in the use of technological resources and other skills necessary for the successful development of their learning process.

The heads of the year group, the heads of disciplines and the advisory teachers were also interviewed to verify the limitations that hinder the preparation process of the advisers in terms of identifying the academic and educational needs of the students they attend and carry out. the appropriate custom actions.

Training workshops for adviser professors were developed, coordination was carried out with municipal and provincial educational institutions with the aim of promoting the preparation, projection and functionality of the adviser professor, they will be attended taking into account their results when evaluated periodically; The basic labor entities where the student will interact were selected.

RESULTS

Characterization of methodological actions

The proposed methodological actions have a personological character because they allow the differentiated attention of all the tutors, with the application of coherent actions according to the individual and group needs, directed to the fulfillment of the desired objective.

In addition, they have a flexible nature because these actions can be adjusted according to the characteristics of the advisers and the needs of the practice. Its diagnostic character is manifested in the possibility of evaluation in each of the proposed actions of his performance as an advisor, in the development of his work with the student in training.

The proposed methodological actions are presented below.

Methodological actions to enhance the projection and level of competence of adviser professors

- Evaluate in conjunction with the methodologists and the heads of teaching departments the selection of advisory professors for the development of the PLI according to the type of practice in correspondence to the semester. (September).
- Establish a work agreement with the employer centers that will serve the internship students.

- Selection of the advisers who will attend the practitioners in correspondence with the specialty (Assessment of their characteristics, professional evaluation and methodological needs)
- Carry out an initial workshop with the advisers where the objectives to be achieved with the students and the ways to achieve them are explained in detail (Methodological guide for tutors)
- Determine the teacher's advisory competence, his attitude, responsibility and what he knows about his work as a tutor. This is done through the application of surveys, interviews and direct observation.
- Conduct training and preparation workshops related to the following topics:
 - Characteristics and functions of the adviser professor.
 - Professional training in the adviser professor; Theoretical bases of the training process and professional preparation.
 - Professional connection with the different spheres of action.
 - The elaboration of the objectives and contents of the teaching according to the type of practice.
 - Selection of methods, precisions on the form of control and evaluation in teaching.
 - The influence of Physical Education on cognitive, affective, social and motor development.
 - Role of motivation, affective experiences and volitional qualities in the development of physical education classes and school sports.
 - Contemporary Physical Education. Characteristics and structure of the traditional class and the class from a comprehensive physical educational approach.
 - Types of heating and its different manifestations.

For the development of the actions, different ways of overcoming are proposed, such as:

Workshops, methodological activities, consultancies, with the use of participatory techniques and Information and Communication Technologies (ICT) where possible, which allow improving the professional pedagogical performance of tutors and teachers in training. Here it is essential to insist on the need to take into account the methodological requirements mentioned above for the implementation of the actions, they must be:

Professionalized: It is favored with the analysis of the concrete problems that affect the professional performance, when developing the different activities.

Reflexive: through the debate of the problems, the exposition of advanced pedagogical experiences, the reflexive nature of the analyzes and attitudes is enhanced.

Dialogic: Understanding the work of the adviser and the role it plays, monitoring the development of the teacher in training, requires dialogic communication between the adviser professor and the teacher in training.

DISCUSSION

The proposed actions promote the development of the competence of the adviser professor and therefore the improvement of the professional pedagogical performance, promoting the integration of the actions with a professionalized and personological conception; because it contributes to solving the difficulties that have arisen in them. Its professionalized conception, is given in that the proposal is a continuous and dialectical process where the tutors, through the pedagogical professional activity that they develop, manifest a better pedagogical professional performance.

These actions comply with methodological requirements that guarantee their effectiveness and turn them into a work tool to promote the development of the tutor's competence in such a way that the development and integral formation of students is favored. In addition, they stimulated and strengthened the link between the Faculty of Physical Culture and the employer centers in a harmonious way and in an order of professional growth that favored both institutions.

In this sense, he agrees with Pérez (2015) regarding the importance of the role played by the adviser professor in the attention to the teacher in training during work, academic and research activities. As well as the double social responsibility of the work practice for the training of students.

It coincides with what was exposed by Álvarez (2004), since in the context of the PLI in the Physical Culture career, the adviser professor has the responsibility of promoting an adequate mastery of the modes of action that characterize the professional activity, in particularly sports, through their participation in the solution of the most general and frequent problems present in the professional or social scenario in which they are inserted and, at the same time, promote the development of values that contribute to the formation of an integral professional, capable of for their future performance in society, it also contributes to the development of labor awareness, discipline and responsibility at work.

On the other hand, Gonzales et al. (2007) reveal the guiding and directive function of the adviser professor based on their knowledge and pedagogical resources necessary to guarantee learning.

In addition, it denotes flexibility as a fundamental characteristic that must be possessed to favor the prominence and participation of students based on their integral development.

On the other hand, in what is stated in article 39 of Ministerial Resolution 202 of 2019, the responsibility of the adviser professor in the integration of the system of educational influences in the different spheres of student development is highlighted, through academic and investigative advice and in decision-making in a way that contributes to its harmonious formation.

By way of conclusion, it can be said that during the investigative process elements related to the projection and competence of the adviser professor were determined. The diagnosis made during the process of investigative work practice at the Guantánamo School of Physical Culture revealed limitations in advising students in training, which served as the basis for developing the methodological actions necessary for their empowerment.

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