

**JOSÉ MARTÍ PÉREZ UNIVERSITY**  
**PEDAGOGICAL SCIENCES FACULTY**  
**FOREIGN LANGUAGE DEPARTMENT**



**MAJOR PAPER**

**THE VOCATIONAL TEACHING GUIDANCE IN SENIOR HIGH EDUCATION**

**Authoree: Iris Arasay Bordado González**

**SANCTI SPÍRITUS**

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**Toturess: MSc. Regla Nurelys Espinosa Martínez, Associate Profesor**

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### **DEDICATION**

- To my family, for supporting me all time and giving me confidence to achieve my purposes.
- To Nurelis, my excellent tutoress.
- To my tenth grade students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School from Sancti Spiritus province, to be the focus of this research paper.

## **ACKNOWLEDGEMENT**

- ✓ To my mother for being there supporting and giving me strength to fulfill my goals.
- ✓ To Regla Nurelys Espinosa Martínez, my excellent tutor; for his wise and valuable orientations, his high exigency and his constant motivation.
- ✓ To my family that gave me support and breathe in bad moments to go on.
- ✓ To all my teachers who gave me their hand without vacillating and in a way or another collaborated with their knowledge and efforts for this research.
- ✓ To my students who help me on the elaboration and realization of the major paper

## **ABSTRACT**

This research is oriented to the creation of extracurricular activities for the vocational teaching guidance in the students from the Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School from Sancti Spiritus province to strengthen the motivation towards pedagogical careers. Different research methods from the theoretical, empirical, statistical mathematical levels were applied to determine the current state of the vocational teaching guidance to increase the levels of acceptance of pedagogical careers. A set of extracurricular activities was applied and validated. The scientific novelty of the major paper is reflected on the characteristics of the proposed extracurricular activities which vary according to the diagnosis of the sample to contribute to favour the students' interest towards pedagogical studies and to change their perspectives about the importance of the profession for the development of the Cuban socialism.

## **RÉSUMÉ**

Le projet de recherche est orienté vers la création d'activités extracurriculaires pour renforcer l'orientation vocationnelle pédagogique chez les élèves du lycée des sciences exactes «Eusebio Olivera Rodríguez» et les motiver vers cette spécialité. Différentes méthodes scientifiques des niveaux théorique, empirique et mathématique ont été appliquées pour déterminer l'état actuel de l'orientation vocationnelle pédagogique et pour augmenter les niveaux d'acceptation des carrières pédagogiques. Un groupe d'activités extracurriculaires a été appliqué et évalué. La nouveauté scientifique du projet de diplôme est présente d'après les caractéristiques des activités extracurriculaires proposées qui varient d'après le diagnostic de l'échantillon pour favoriser l'intérêt des élèves vers les spécialités pédagogiques et pour changer leurs opinions sur l'importance de la profession pour le développement du socialisme Cubain.

## INTRODUCTION

People require orientation to face any challenging situation to build up and to transform the society they live in, for their development, growth and benefits. Human kind should be intentionally well guided in all aspects of life, taking into account the great and fast changes that have been taking place in the social, political and economic spheres nowadays.

On the other hand, there is an immediate development of science and technology in the recent reality which has led to the existence of other professions which are not less important for the social, cultural, scientific and economic development of the nations.

This is also a significant concern of the Cuban state and government, it has been a priority since the triumph of the Cuban revolution as one of the most important objectives of the Ministry of Education so the vocational teaching guidance is guided to the students' preparation related to their conscious professional selection, which is strongly based on the student's interests and the real possibilities in close relation to the necessities of the country.

All this aspects are stated on the leading documents of the Cuban Communist Party where the vocational teaching guidance has an extraordinary role.

Teachers in their guiding role should prepare the students to choose what studies or what professions are the right ones. It is then when the vocational teaching guidance is needed, which is basically, directed to the senior high school students with the knowledge, feelings and aptitude; all this requires an important teachers preparedness and emphasis to educate the students to face any situation and to guide them to the selection of their future studies.

Outstanding investigators have based their criteria on the vocational teaching guidance, permitting to find alternative solutions to the related problem to the vocational teaching guidance in senior high schools with actions, methodological strategies, teaching activities and extracurricular activities. Among them: Mitjans A. (1989); González Maura, V. (1997); González Serra, D. (1995); Del Pino Calderón, Jorge Luis y Recarey Fernández (2005); González, K (2006), J.L., Manzano Guzmán (2009) and others that continue searching.

This has also been searched by some other investigators in Sancti Spiritus province among them: from the Pedagogical Sciences Faculty in Sancti Spiritus: Cueto Marín R. (2009); González Piñero G. (2011) and Hernández González I. (2011)

All these studies had contributed to the success of the vocational teaching guidance process in the different sub systems of the educational system in Cuba due to the results and changes in the educative reality.

Vocational teaching guidance is a duty for the progress of any society; schools are important factors to rise the population educational quality. These institutions are linked to the necessity of improvement of all the Programs of the Cuban Revolution, departing from the formation of the teaching personnel and the development of professional skills, to be a guide of the compliance of the formative objectives with higher levels of requirement, which learning contemplate the educational and instructive dimensions.

In the exploratory study about the educative reality in Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School, after the application of scientific methods from the empirical level such as: the pedagogic observation and the survey to obtain information about the vocational teaching guidance; it was detected that the potentialities of the educative- teaching process favor the development of extracurricular activities, the students have a high cognitive level of the teacher's profession, they get easily involved in all the activities planned by the officials and teachers, students are interested in continuing university studies and they are aware about their contribution for the development of the Cuban society, however they are not well guided to choose pedagogical careers, although they know about the importance of this profession in society they are strongly interested towards other studies, teachers not always plan significant activities to potentiate the students' interest to select pedagogical studies and most of the families influence on their children's selection by choosing other careers.

Among the causes of the detected problem it is distinguished that: the insufficient teacher's preparation to face the vocational teaching guidance, the existence of

alternatives to potentiate others studies but pedagogical and parents are not always involved in their children´s guidance towards pedagogical careers.

For that reason, it is necessary to continue on the search of alternatives aimed at improving the guidance towards the teachers' profession; hence the next research problem is determined:

**¿How to strengthen the vocational teaching guidance in Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School?**

Aiming to the solution of the above stated problem, the following objective is stated:

**To apply extracurricular activities to strengthen the vocational teaching guidance in Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.**

The following research questions were made to guide the solution to the problem:

1. What are the theoretical and methodological groundwork related to the vocational teaching guidance in senior high education?
2. What is the current state of the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School?
3. What characteristics should the proposal of extracurricular activities have to strengthen the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School?
4. How to validate the application of the extracurricular activities to strengthen the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School?

To achieve the formulated objective the following research tasks were stated:



1. Determination of the theoretical and methodological groundwork related to the vocational teaching guidance in senior high education towards pedagogical careers?
2. Diagnosis of the current state of the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.
3. Determination of the characteristics of the proposal of the extracurricular activities to strengthen the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.
4. Validation of the results of the proposed extracurricular activities to strengthen the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

For the development of this investigation the following methods from the **theoretical level** were considered:

**-The historical-logical analysis method:** to analyse the theoretical and methodological antecedents about vocational teaching guidance, so as to interpret the obtained results through the application of the empirical methods.

**-The inductive – deductive method:** to apply the pedagogical activities to strengthen the vocational teaching guidance at Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

**-The analytic-synthetic method:** to determine the needs and potentialities of the vocational teaching guidance at Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

The following methods from **the empirical level** were considered:

**-Pedagogical observation,** this allowed obtaining information about vocational teaching guidance at Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

**-Survey:** to determine the real state of the vocational teaching guidance in tenth grade students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

**-Documentary analysis:** it allowed the study of the problem from different informative and normative documents.

With the aim of calculating and obtaining the percentage the following method from the **mathematical level** was used:

**-Percentage analysis:** it allowed the interpretation of the obtained results in the application of the different techniques and instruments, and showed the collected information.

To carry out of this study a population was selected, composed of: 110 students and the sample 35 tenth grade students from class 6 from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School representing a 31.81% of the population; the sample is composed of 25 girls and 10 boys, very enthusiastic, dynamic and studious students, all of them come from Sancti Spiritus. They like to learn new things and they demand the teachers' preparation. The majority is focused on non-pedagogical future studies.

In this research, the novelty is reflected on the proposal of the extracurricular activities which are graded from the simple to the complex, from general to particular, they are based on the pedagogical diagnosis of the group, it favours the knowledge background about outstanding teachers from Sancti Spiritus province, the proposal of extracurricular activities is aimed at improving the direction of the vocational teaching guidance in the tenth grade, from Eusebio Olivera Rodriguez Exact Sciences Senior Vocational Senior High School.

This research is structured in introduction, development, conclusions, recommendations, bibliography and annexes; the importance of the topic and the theoretical and methodological design is presented in the introduction; the development has 2 epigraphs and sub epigraphs, these are related to the theoretical and methodological groundwork on the vocational teaching guidance in Senior High School, considerations about the vocational teaching guidance in senior high education, groundwork of the proposal of extracurricular activities,

characteristics of the proposal of extracurricular activities, conclusion, recommendations, bibliography and annexes.

## DEVELOPMENT

### **1-Theoretical and methodological groundwork on the vocational teaching guidance in Senior High School.**

The references of the study of the professional guidance goes back to the ideas of ancient philosophers such as: Socrates (469 -399 a.e.), Platon (427 - 347 a.e.) and Aristotle (384 - 322 a.e.), they tried to give an explanation to the professional guidance problems associating their arguments to the vocation as an internal call, that was propitiated by an interpersonal and extraterrenal force and it would be set out by the preference and encourage of man itself in its life acts.

Vocational orientation has its origins in 1908 with the creation of the first Vocational Orientation Center in charge of F. Parsons in Boston, United States, who lodges the term "Vocational Guidance".

This center had the mission of giving assistance to young people who requested help to choose a profession which guarantee them a rapid and efficient insertion in professional studies.

Vocational orientation was developed quickly in United States. The National Vocational Orientation Association was created in 1921 and the first theoretical studies of this thematic began.

In Fitch.J´ book, published in 1935 vocational orientation is defined as: "A process of individual assistance for the selection of a job, preparation for it, initiation and development in it."Fitch.J, (1935:.3) (Quoted by Pérez Gutierrez, Maynelis, (2014)

During many years, vocational orientation was limited to the moment of the selection of a profession.

It is when the movement "Career Education" is created in 1978. This movement allows students to obtain information about their working opportunities, at the same time; it creates conditions in the school curriculum, taking into account their own knowledge and appreciation, and the possibilities for the study of a profession.

Since the period of the formation of national conscience (1790 -1878), Cuba has among the most solid pillars José Agustín Caballero (1762 -1835), Félix Varela

(1785 -1853), José de la Luz y Caballero (1780 -1862), important personalities who searched about these educative ideas.

In José Martí's pedagogical ideas is clearly stated that in order to achieve human perfection, teachers should work with students taking as a point of reference the integral knowledge they have. He also centered his attention to the necessity of preparing every citizen to have an active task for the benefits of the nation.

Many were the attends to relate vocation with profession in Cuba, some of the most relevant personalities and institutions of the XIX century also related their studies to the professional and vocational guidance among them can be mentioned:

- Seamanship school of Regla (1812).
- Painting and Sculpture Academy of San Alejandro (1816).
- The Art and Occupation School (1851), and its subsequently; Workshop at number 72 near Belén square (Refuge San José).
- National School of Guanabacoa (1894),
- School El Salvador. (Its foundation dates in the middle of XIX century)

The vocational guidance in Cuba has gone through a process of transformation, especially after the revolutionary triumph and the creation of the National Education System. Nowadays it has the goal of forming and developing the learner's personality who is to be not only a cultured person but capable of getting knowledge in a world with a high technological development, under the influences of the concrete historical conditions of the epoch he lives in.

The necessity of forming workers, technicians and professionals in the most required different specialties as a consequence of the strong economic and social development starting from 1959, led the appearance of plans guided to the development of interests towards these professions for the construction of the Cuban society.

In the Constitution of the Republic of Cuba is stated that the State has the role of guiding and promoting the population's education and preparation, so the teachers' grounding to fulfill this task is important.

In the leading documents of the Cuban Communist Party specially in the article 134 is also stated the mission each territory has in forming teachers to solve the necessities of the educative institutions for the different sub systems of the educational system

This duty of guiding properly the new generations to the selection of professions for the development of the society has a place in Senior High Education, because in this level students have to be conscious for the final selection of their future professional studies.

In “Manuel Ascunce Doménech” Pedagogic Brigade graduation day on July 7, 1981, Fidel Castro Ruz expressed: “In the junior high and senior high school the work with vocational and professional guidance must be improved for a better selection of students’ future studies or profession according to their personal and social aptitudes and interests; in many careers there is an oversupply of applicants, especially in those which has bigger social authority and others very necessary for the development of the country are not interested”.(Castro Ruz, Fidel: 1981 )

That is why, the vocational teaching guidance has a decisive role in the development of the socialism in Cuba because teachers should prepare the new generations for the selection of this profession according to the existing needs in society.

### **1.1 Considerations about the vocational teaching guidance in Senior High Education.**

Senior High Education has as a main objective the comprehensive formation of the Cuban youth, so the educative teaching process in this level is organized to propitiate this goal; teachers should guide students to learn, to think, to act, they should orient the students not only to have ideals and aspirations in correspondence to the principles of the Cuban revolution but also to be good citizen and to know how to determine which professions are needed for the development of the society.

Students enrolled at Eusebio Olivera Exact Siences Vocational Sciences School need special attention to choose professions related to sciences taking into account the necessities from the province.

The importance of the teachers' preparation for having success in the vocational guidance is essential, teachers should have to be prepared to pay close attention the students and social necessities, and they must know how to face and promote initiatives for the new necessities.

Vocation is the highest expression of man's will before his fundamental social activities. Vocation, as a pedagogical category, holds all aptitudes and emotions which organize, active and guide man's conduct in his social activities. (Quoted by Perez Gutierrez, M. (2014)

Vocational guidance is inserted as an element of the personality's educational process and specifically of the educative orientation in life. It is characterized by a help relationship for the oriented subject to choose the profession which is in correspondence with her/his professional interests and aptitudes.

So teachers, for their professional formation, should be capable of guiding scientifically the students' educative teaching process towards the personality formation and the selection of the right profession.

Different definitions have been stated about these aspects in the consulted bibliography by different authors.

González, Maura. V (1994:2) related to vocation expressed the following idea: "system of pedagogical, social, political and psychological influences implementing help with effectiveness and it has as objective, to prepare children and adolescents with knowledge, feelings, attitudes and necessary values when it is decided by them, to choose a pedagogical career with complete assurance, taking into account the demands and necessities of the country and their personal interests. It is supported in the necessities, which are determined by the social historical and individual conditions of their life".

Manzano, (2005) defines vocational guidance as: "system of political, psychological, pedagogical and social influences that has as objective to supply children and youths with the necessary knowledge, feelings, attitudes and values to be capable of choosing a pedagogical career taking into account the necessities, requirement and interests of the country". (Quoted by Hernandez Gonzalez, I. 2010)

Del Pino Calderón, Jorge Luis y Recarey Fernández (2005:27) stated that vocational teaching guidance is: “a help relationship established with the student to facilitate the process of the development of his professional identity through different techniques and ways integrated to the educative process according to the specific situation in which he is involved”.

González, K (2006) expressed that “It is a multifactorial process which is directed to vocational education, to establish a help relation to student in offering ways, methods, procedures and an appropriate place inside the profession system and in this way students will learn to choose in a conscious way according to the social needs, it is an action and effect in the students for their studies in pedagogical careers as a result of a political, sociological and pedagogical influence system”.

Reinaldo Cueto Marín and others in Vocational Teaching Guidance Project (2009:14) assumed as vocational teaching guidance: a multifactorial process which acquired an ideopolitical connotation in the different conditions of the Cuban society, which is directed to the education of the vocational teaching to establish a help relationship through which the students receive ways, methods, and procedures to search an appropriate place to the pedagogical profession inside the profession system, and also the conscious election of a pedagogical career according to the social needs. Reinaldo Cueto, Marín and others. (Quoted by Hernandez Gonzalez, I. 2010)

Besides, Del Pino Calderón, J.L (2009:26) considered vocational teaching guidance as: a system of educative influences directed to stimulate the teaching vocation in the students, their immersion to pedagogical careers and their permanence and development in it. It most include the orientation to the students in the complex process of defining their life project, taking into account the social priority in society. (Del Pino Calderón, J.L., Manzano Guzmán, R., González Dosil, M.C. y Pherson Sayú, M.) (Quoted by Hernandez Gonzalez, I. 2010)

Taking into account the analysis of all the criteria about the vocational teaching guidance stated by different investigators and the role teachers should have for the success of this important matter, there are some aspects of great



consideration among them: the effectiveness of planning good activities to supply children and youths with the necessary knowledge, feelings, attitudes and values to be capable of choosing a pedagogical career, to let them know the place pedagogical profession has inside the profession system taking into account the social priority the teachers' profession has in society.

## **1.2 The initial state of the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Vocational Exact Sciences Senior High School.**

With the aiming objective of detecting the initial state of the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School an exploratory study was carried out with the participation of 35 students representing the 31.81% of the population.

The population was composed of 110 students and the sample 35 students from tenth grade from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior; the sample is composed of 25 girls and 10 boys, very enthusiastic, dynamic and studious students, coming from Sancti Spiritus. They like to learn new things and they demand the teachers' preparation. The majority is focused on non-pedagogical future studies. 2 of the parents are only teachers, 23 of the parents have university degrees. Their economical conditions are average; students come from different rural areas located in Sancti Spiritus. In the application of the pedagogical observation and the Survey, it was detected that they know about the profession and the importance of the teachers in the society, but many of them choose other careers putting this one in last place.

An initial **pedagogical observation (Annex 3)** was made with the objective of obtaining information about vocational teaching guidance of the tenth grade students from class six from Eusebio Olivera Rodriguez Vocational Exact Sciences Senior High School in the municipality of Sancti Spiritus.

The results were the following:

In first aspect to be observed related to Knowledge students have about the pedagogical career it was observed 35 students (100%) know about these profession.

In second aspect to be observed related to the importance the students give to the teacher in society it was observed that 28 students (80%) thought that teachers were important in society and 7 students (20%) thought that teachers were not important in society.

In third aspect to be observed related to the knowledge about the teachers' way of acting it was observed that 20 students (57.14%) knew about the teachers' way of acting and 15 students (42.85%) did not know about the teachers' way of acting.

In fourth aspect to be observed related to motivation towards pedagogical careers it was observed that 1 student (2.85%) was motivated towards pedagogical careers and 34 students (97.14%) were not motivated towards this profession.

In fifth aspect to be observed related to the selection of pedagogical careers it was observed that 1 student (2.85%) wanted to select pedagogical careers and 34 students (97.14%) did not want to select this profession.

### **Survey results (Annex 5)**

A survey to the students was applied with the aim of strengthening the pedagogical teaching guidance in Eusebio Olivera Rodríguez Exact Sciences Vocational High School and the following results were obtained:

In the first question related to the importance of pedagogical careers 28 students (80%) matched that pedagogical careers were important and 7 students (20%) matched that pedagogical careers were not important.

In the second question related to the tasks that teachers should accomplish 11 students (31.42%) exposed that teachers should teach and educate people and 24 students (68.57%) exposed that teachers should to evaluate and to correct the mistakes.

In the third question related to the selection of pedagogical careers, 1 student (2.85%) was interested in selecting pedagogical careers, and 34 (97.14%) students were not interested in selecting pedagogical careers.

In the last question related to the parents' opinions about teachers 12 students (34.28%) matched that their parents had a positive opinion about teachers and 23 students (97.14%) matched their parents had a negative opinion about them.

With the obtained results it was proved that tenth grade students from class six from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School in the municipality of Sancti Spiritus barely show interest towards pedagogical careers. They know the importance of teachers in society and their parent's opinions about this profession but they are not motivated to choose pedagogical careers.

The quality from the academic point of view is not the best; averages students generally fluctuate between 90 and 95 points. Students from high academic results (above 95 points) are not very interested to study pedagogical careers and it is a fact that these students prefer to study some other careers.

### **1.3 Groundwork of the proposal of extracurricular activities aimed to the strengthening of the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School**

The proposal of extracurricular activities has as one of the groundwork the concept given by Manzano who stated: "it is a system of political, psychological, pedagogical and social influences that has as objective to supply children and youths with the necessary knowledge, feelings, attitudes and values to be capable of choosing a pedagogical career taking into account the necessities, requirement and interests of the country", this can be done through a good activity, the teacher plays an important role in the realization of the activity to guide the students to choose a pedagogical career.

The Marxist-Leninist philosophy considers activity as the process in which the natural and social circumstances change man's vital activity and along with it, man changes too. This concept is linked to life process and to man's socio-historical work as a social subject.

In this sense, Rubinteyn, S.L. (1977:91) expressed: "(...) activity are all those processes through which the subject, responding to his needs, gets in an interaction with his reality, adopting a given attitude towards the reality. Activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives room for the formation of an image or abstract

representation of the object in the subject. (...) this way, activity is a process in which occur transformations between the subject and the object with the end of pleasing the needs of the subject."The subject develops determined activities to satisfy their principal needs.

Carlos M. Alvarez de Sayaz, on the other hand, (1999:66) defines activity as: "(...) the process of practical and sensitive character through which people get in contact with the objects of the world that surrounds them making an influence on these objects for pleasing of their own needs. It is through the activity that man can transform and get to know the world".It is necessary to see individual no as a simple object but a subject capable of creating his own formation, values and convictions.

Gonzalez, V. (2001:91) stated that: "we call activity to these processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards this reality (...) in the way the activity occurs the subject-object interaction, thanks to which psychic reflex permits the interaction". Through activities, the subject has to interact with people around to socialise and to be capable of creating his own personality.

Taking into account the analysis of all the criteria about the activity stated by different investigators and the role teachers should have for the success of this important matter, there are some aspects of great consideration among them: it is a process through which the subject gets in an interaction with his reality in which the natural and social circumstances change subject's vital activity creating his values and convictions. Through activities, the subject has to interact with people around to socialize and to be capable of creating his own personality.

There are different types of activities to be carried out in the different levels of education in Cuba: teaching activities and extracurricular activities which are basic for the comprehensive formation of youth in senior high schools.

Lozada Diaz, Ismael and others (1984:182) stated that extracurricular activity: "are those activities organized and guided to an educative and instructive objective by the school with the students out of the schedule permitting to use their free time".

Guillermina Labarrere and Gladis Valdivia (2002:298) expressed that: Extracurricular activity is the activity made outside of the teaching schedule, been organized and guided by the school, to achieve educational and instructive objectives”. This activity permits to see the students out of the teaching schedule and to motivate them towards other aspects.

Taking into account the analysis of all the criteria about extracurricular activities stated by different authors, it is considered that the organization of the teaching schedule to achieve educational and instructive objectives is vital.

In Eusebio Olivera Rodriguez Vocational Exact Sciences Senior High School the educative learning process is organized into two sections, from 8:00 AM to 12:00 PM the students receive the different subjects, after they have lunch time until 1:00 PM and later they receive lessons until 4:00 PM, then they go to their houses, and this is the time when the extracurricular activities can be applied.

It is very important to know how to organize the educative learning process because the extracurricular activities can be conceived even in the night and on Saturday and Sunday responding to the students’ comprehensive formation and specifically guiding them for the selection of their future studies.

The theoretical groundwork that support the activities for strengthening the vocational teaching guidance in tenth grade students from Eusebio Olivera Rodriguez Vocational Exact Sciences Senior High School in the municipality of Sancti Spiritus, find their basis in sciences like philosophy, pedagogy, sociology and psychology, which made a coherent organization of these sciences possible.

### **1.3.1 The principles of the leading of the teaching learning process in the proposal of teaching activities to strengthen the pedagogical teaching guidance in Eusebio Olivera Rodríguez Exact Sciences Vocational High School.**

The proposal of extracurricular activities is based on the principles of the leading of the pedagogical process, stated by Fatima Adinne and a group of Cuban pedagogists, among them:

Principle of the unity of the ideological and scientific character of the pedagogical process.

Principle of the link of education with life social environment and work.

Principle of the collective and individual character of the personality education and the respect for it.

Principle of the unity of the instructive, educative and developing.

Principle of the unity of the affective and cognitive.

Principle of the unity among activity, communication and personality.

All this principles are the theoretical basis of the proposal of extracurricular activities to contribute to the vocational teaching guidance in Eusebio Olivera Rodriguez Vocational Exact Sciences Senior High School. When the activities were conceived the diagnosis of the group was taken into account permitting me to know the students' interest, knowledge they have about the profession, necessities and their problems.

Through the extracurricular activities they can work in groups, learn from each other and respect others' opinions. These activities propitiated a good communication and change in the students' thoughts about pedagogical careers.

#### **1.4 Characteristics of the proposal activities to strengthen vocational teaching guidance in Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School**

The extracurricular activities are objective, flexible, developmental and integrating, the proposal encourages the interchange with other institutions and organizations and it favors the students and family' participation; it develops the desire for knowing more about the pedagogical careers, it motivates them and transforms their thoughts about what they know about teacher, it shows them the importance of the profession in the society.

**Objective:** the proposal of extracurricular activities starts from the analysis of the results of the diagnosis applied to the students, the need of the transformation in the way of action and sustains in their psycho pedagogical characteristics.

**Flexible:** the proposal of extracurricular activities allows changes in the activities as they develop themselves, according to the context where they develop and to the level of motivation reached by the students. Also it allows a change according to the proposed objectives, the new communicative situation and the characteristics of the students.

**Developmental:** the proposal of extracurricular activities enables the development of knowledge and skills, as well as the ways of action by means of the interaction and the interchange with the group and people around, besides it promotes the development of the vocational teaching guidance towards pedagogical careers in the students.

**Integrating:** the proposal of extracurricular activities is based on the qualities, values and behavior, closely related to the prioritized objectives of education, and the psychological requirements for the development of the guidance.

The extracurricular activities are structured in title, objective, time, organization, materials, orientation, development and evaluation.

The extracurricular activities are structured in title, objective, time, organization, materials, orientation, development and evaluation.

### **1.5 Proposal of extracurricular activities to the strengthening of the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Vocational Sciences Senior High School**

#### **Activity #1**

**Title:** Footprints in time

**Objective:** to familiarize with some great teachers' biography so as to reinforce on the pedagogical formation and to understand the importance of selecting pedagogical studies.

Time: 1 hour

Organization: Small groups

Materials: Pictures, books, PowerPoint, blackboard.

## **Methodological procedures:**

### **Orientation:**

The teacher will start by telling the students the objective of the activity. The teacher will explain the students what they are going to do. They are going to visit the provincial library to investigate about some important teachers from the Cuban History. The teacher will organize the students into small groups saying a number from one to four and later they get together according to the selected number. The teacher will choose a leader in each group or they can choose him/her. The teacher will give a list of teachers from different epochs to the students to be chosen. The teacher gives a role to each student to be accomplished; each student having a particular number has to search an aspect of the selected teacher.

Before the visit, the students will have some aspects to be searched about the teacher they have to search. They will search about events, personal experiences, dates and everything they see.

### **Aspects:**

1. Personal life
2. Anecdotes
3. Experiences
4. Photos or documents to be used

### **Development:**

While they are in the library they will ask the librarian for information related to the selected teacher. The teacher will give them some bibliography to start the search. They will read books to look for the information about the teacher. The teacher will help and guide the students in the research. She will tell the students the parts of the research they have to do: introduction containing the importance of the profession, some important personality's viewpoints about the matter, after the development saying what they learnt in the visit and what they think of the profession and then the conclusions.

After the research the students will gather the information and they will make a presentation. They can do it with their parents in their houses. They will present a PowerPoint to present the information.

To finish the activity they will say why they chose those teachers and why they were important in education in Cuba. They will compare one of the teacher's



characteristic with their own. They have to recognize their values and what all these qualities represent for their future selecting profession.

**Evaluation:**

The students will say how they felt doing this research and they will say if it was interesting and valuable for them, the teacher will give the students some ideas, verbs, adjectives for they can say how they felt. They will say what new things they learnt from the research and which teacher they knew more. The teacher will put three boxes, red, black and white. The students will choose the box according how they evaluate the activity.

**White:** the activity was teachable and I learnt a lot.

**Red:** the activity was good but I did not learn much

**Black:** I did not like the activity because I did not learn anything.

**Activity #2**

**Title:** Great teachers

**Objective:** to express orally about great teachers to strengthen the motivation towards pedagogical careers.

Time: 2 hours

Organization: Small groups

Materials: Pictures, photos, documents, blackboard.

**Methodological procedure:**

**Orientation:**

The teacher will start by telling the students the objective of the activity. The teacher will explain the students what they are going to do and why they are doing this activity: to know about important teachers in their communities.

The teacher will divide the students into small groups knowing from which community they are from, the teacher will ask to form the groups according to the same community they live in.

Each student will have a question to be answered given by the teacher. The teacher will tell the students what to do. First they have to go to their Revolution Defence Committee to interview their main leaders to know about the neighbors living there, if there is any retired teacher in there so they can interview him/her to know about his/her time as a teacher.

Before this the teacher will put in the blackboard some verbs related to what they are going to do so they can make some questions for the interviews.

Personal information:

- What is your name?
- How did this job contribute to your life?
- What anecdotes can you tell us that you cannot forget?
- Can you lend us some old teaching aids?
- Do you have some photos showing this time as a teacher?
- Do you have some documents with professional or sentimental values that you can lend us?

### **Development:**

The students can ask for help to their parents to find the teacher in the neighbourhood. When the students find the teacher, they will interview him/her making the questions they have already created. They will ask for all the documents, rewards and experiences the teachers have.

After this, the students will gather all the information and pictures they have obtained from the interview. They will make a presentation showing the rest of the group the teacher they found. They will make a poster; they will bring photos about the meeting and the teacher's documents showing his/her way of life (trajectory).

### **Evaluation:**

The teacher will give a piece of paper and the students will be told to evaluate the activity by writing what they think about this one, taking into account the following indicators:

Very good: I learnt new things about the teacher and I would like to know more about this profession.

So-so: I did not learn much about the teacher and I did not like it much either.

Bad: I did not learn anything about the teacher and I did not like it at all.

### **Activity #3**

**Title:** Learning from a teacher

**Objective:** to express orally about an important teaching personality to increase the students' love for pedagogical careers.

Time: 1 hour

Organization: group

Materials: the invited teacher

### **Methodological procedure:**

#### **Orientation:**

The teacher will tell the students the objective of the activity and she/he will explain them what they are going to do, and the importance of the activity.

A retired teacher is invited to the activity to have a conversation with the students about his/her life as a teacher. The students will be working at Jose Martí University.

The teacher will explain the students that a retired teacher is going to visit them to talk about his/her life as a teacher. When the retired teacher is there the teacher will present him/her and the teacher will say what he/she is going to do. Before listening to the visitor, the students will remember all the teachers they have

seeing and searched during the other activities and they will debate about the profession of all of them.

Each student will have a paper with a question to be answered under the table. The questions are based on the importance of being a teacher, what main results they have got during their professional life, about any anecdote they would like to say and some others.

**Development:**

During the development of this chat, the invited teacher narrates his/her professional experiences, the students will be listening to the teacher, and they can formulate new questions just in case they want to know about some other important aspects about his/her job.

After the teacher finishes the students will ask about things they want to know, and they will talk about it.

**Evaluation:** students are supposed to express their viewpoints about the activity, saying what they learned, the way they felt, what they liked, how they enjoyed during the activity. The visitor will also say what she/he felt during the activity.

Then in a one-to-ten scale (being one the minimum and ten the maximum) the students will say how they would evaluate the activity by saying a number.

1-3 I did not learn anything and I did not like the activity.

4-7 I learnt few new things, I need to go on searching and increasing my love towards pedagogical career.

8-10 I learnt a lot and I enjoyed the activity very much, and the activity helps me to increase my love towards pedagogical career.

**Activity #4**

**Title:** Movie debate (Conduct)

**Objective:** to characterize teachers' role in the formation of the new generation so as to increase their interests for the teacher profession.

Time: 2 hours

Organization: Individual

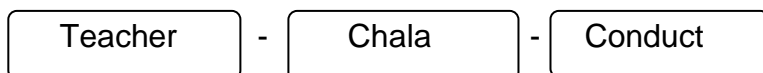
Materials: The video, the computers, and the television.

**Methodological procedure:**

**Orientation:**

The teacher will start the activity by telling the students the objective of the activity and she will explain the students what they are going to do. The students will be working at Conrado Benitez movie.

The teacher will begin by doing a brainstorming activity in which the students have to say what come to their minds when they see the following diagram:



After, the teacher can ask some questions such as: who is Chala? , Do you like Chalas´s teacher?, What is her name?, Have you seen the film?

Before watching the film the teacher will give the task to be done while observing the film:

The students have to answer the following questions:

1. Who are the main characters in the movie?
2. Why Carmela was so good with Chala?
3. Why did the students love Carmela so much?
4. What do you think about the young teacher?
5. What can you advice the young teacher?
6. Who defended her when she was fired?
7. If you were Carmela what would you do?

**Development:**

While watching the film the students will answer the questions and the teacher will be observing what they are doing helping them to answer the questions.

The students will watch the film.

After, they will comment about the characteristics of good teacher, using the answers they have and their opinions; if they liked it, if they know any teacher who did something like that; what they think about the teachers' attitude of the movie, what new things they learnt.

Then, the teacher will ask the students about the teacher's role and its importance nowadays.

To finish, the students will make a summary about the movie, they will give the ideas about the characters from the film, and meanwhile the teacher will be writing all the ideas given by the students on the blackboard. At the end there will be a summary about the film on the blackboard.

**Evaluation:** the teacher will bring to the classroom one balls, the teacher will explain why she had brought the ball to the classroom, and the objective is to throw the ball and will say a phrase: I learned from the film, it was really interesting, i love Carmela..., then student who receives the ball will go on saying his/her opinion about what he/she learned.

#### **Activity #5**

**Title:** My best teacher

**Objective:** to write a letter to his/her favourite teacher so as to promote their interests for teaching profession

Time: 45 minutes

Organization: Individual

Materials: Photos and the blackboard.

#### **Methodological procedure:**

##### **Orientation:**

The teacher will start the activity, and she / he will say what they are going to do, why they are doing this activity for their lives.

The teacher will start by presenting a letter to Fidel Castro Ruz written by a person in the 60's after finishing the illiteracy campaign in Cuba, the letter does not have its parts in a clear way. The teacher will emphasize on the importance of this campaign in Cuba and on the parts of the letter.

The teacher will make the students remember the parts of a letter described by Leticia Rodriguez, some students can come to the front and they will say the parts of the letter they remember.

After she/he will explain the students the parts of the letter:

Parts of a letter:

- Heading: name, address, date and place it goes
- Greetings: formal or informal
- Exposition: topic and composition
- Farewell: courtesy which we end the letter
- Sign: you can also write your full name

### **Development:**

The teacher will ask the students if they would like to write a letter to Carmela, a teacher they saw in the film "Conduct", taking into account some reasons; they will write all what they think about this teacher and her role and characteristics as a teacher, also they are going to write why her work is important in society.

Reasons:

- Why they loved this teacher.
- Actions Carmela did.
- What Carmela did to solve the problems
- What values they can remember from Carmela.
- A piece of advice to Carmela.

The teacher will give the necessary help to write the letter such as: the correct use of verbal tenses, adjectives to describe the teachers, some modal verbs to give pieces of advice among others.

The students will rise up, one by one, and they will share comments with their partners about what they wrote on their letters. The teacher will check what the students wrote.

After that, all the letters will be read aloud in front of the students and they will be checked and the teacher will keep the letter to be read during the educators' day.

### **Evaluation:**

To evaluate the teacher will make a survey, she/he will give a paper with some aspects, and the students will select the one that shows how they evaluate the activity, the aspects are:

- Important and interesting because I did not know the parts of a letter and I enjoyed writing to Carmela a letter telling her what I thought about is work as a teacher.
- It was good because I knew some parts of a letter but some others I did not and the teacher helped me to write the letter to Carmela.
- So-so because I knew the parts of a letter and I did not learnt anything new.

### **Activity #6**

#### **Title: What I learnt**

**Objective:** To express orally about teachers characteristics so as to increase the vocational teaching guidance and love towards pedagogical careers.

Time: 1 hour

Organization: small groups

Materials: magazines, scissors, blackboard, fine cardboard, crayons and pencils.



## **Methodological procedure:**

### **Orientation:**

The teacher will start the activity by asking the students about the movie "Conduct" and about the previous activity. Then she/he say to them what they are going to do, how they will do it and why they are doing this activity. The students will be working at the Ruben Martínez Villena library.

The teacher oriented to the students in the previous activity to bring pictures, images, magazines, scissors, fine cardboard, crayons and pencils, and all they could find about the film "Conduct" and about any other teacher they know.

The teacher will organize the students into small groups, she will select three leaders, and these leaders will choose the members of their teams. The teacher will give a role to each team to be accomplished, each team will make a poster about something different, the team 1 will make a poster about Carmela and her love for teaching, the team 2 will make a poster about the new teacher in the movie and her behavior with Chala and the team 3 will make a poster about Chala.

### **Development:**

The teacher will orient the students to take out what they bring to make the poster. During the activity the teacher will walk around the classroom to check and to help the students. They will also write what they think about this profession and the necessity of it in the society.

After finishing the teams will make an oral presentation about what they did.

**Evaluation:** Each student is going to give his opinion about the activity and the teams are going to evaluate the activity by giving a card with a color, each color has a meaning and the teacher will give them the colors and their meanings:

Black: I did not like the activity because I could not talk about the profession of teachers.

Blue: it was instructive because I enjoyed and I talked about the teachers with the help of the teacher

White: it was excellent because a talked about the teachers without the help of the teacher and I learnt new things about the profession

### **Activity #7**

**Title:** Today a student, tomorrow a teacher.

**Objective:** to express orally about the components of a lesson to reinforce on the importance of good planning for the integral formation of the new generation.

Time: 1 hour

Organization: group

Materials: books, cards.

### **Methodological procedure:**

#### **Orientation:**

The teacher will start by telling the students the objective of the activity. The teacher will explain the students what they are going to do and how they will do it. The students will be working at the education office.

In the previous lesson the teacher oriented the students to choose the best teacher and the subject they like the most. They had to observe her/his lesson. During the class they had to take notes of all that happened there to be commented.

The teacher will start the activity telling the word **lesson**; the students will say what they think of this word.

#### **Development:**

During the activity the students will share their notes. After debating about the observation of any lesson in their school, the teacher will show the students the components of a lesson plan:

- Warm up
- Objective
- Method
- Content
- Teaching aids
- Evaluation

The teacher will explain each of the components. The teacher will ask the students to check all the notes they took from the lesson they observed, they have to check if the lessons they observed have these components and which them are not present. After the teacher will start a debate and she/he will speak about the importance of them in a lesson and the importance of a good lesson for the students' education. The students will give their opinions and ideas about it.

**Evaluation:** The students will be given each a pair of cards, one white and one black. Then the teacher will ask for to raise the white card if they enjoyed the activity and learnt about the components of the class or raise the black card if they did not enjoyed it and they did not learn anything about the components of the class.

### **Activity #8**

**Title:** I would like to be a teacher

**Objective:** to express orally about the importance of having a good preparation for the good planning of the lessons so as to reinforce their vocational teaching guidance.

Time: 45 minutes

Organization: groups

Materials: blackboard, PowerPoint.

### **Methodological procedure:**

#### **Orientation:**

The teacher will start by telling the students the objective of the activity. The teacher will explain the students what they are going to do and why they are doing this. The students will be working in one of the classrooms of Jose Martí University. The teacher will start the activity giving to one student a phrase in a piece of paper to be read aloud the phrase is: *the best lesson has*.....

The students will complete the phrase giving ideas about what they think and then she/he will emphasize on the importance of having a good preparation for the good planning of the lessons.

**Development:**

The teacher will orient the students to form groups of 7 according to the number in the list to prepare a part of the lesson; the teacher will give the students all the information about what they have to do, the lesson they have to plan, then the teacher will tell the groups what to do: group 1 will be working on the selection of teaching aids for the lesson, group 2 will be working on the warm up; group 3 will be working on an activity to practice the content, group 4 will be working on participatory technique to practice the content, and group 5 will be working on the evaluation of the activity., the teacher will give them all they need to do everything they want. The teacher will walk around the classroom checking what they are doing.

After finishing the teacher will ask the students about what they did, each group will say what they did and the importance of them in a lesson.

**Evaluation:**

The teacher will ask the students to draw a little face and to show how they felt during the activity,

Happy represents: I enjoyed all I did and I learned how to plan a good lesson.

Sad: represents: I felt fine but I have to study about to plan a good lesson.

Worry: I learnt some things and I enjoyed but there are things I did not learnt.

**Activity #9**

**Title:** A good lesson

**Objective:** to express orally about all the actions they did during the lesson so as to strengthen the motivation towards pedagogical careers.

Time: 1 hour

Organization: individual

Materials: pictures, blackboard, PowerPoint, cards.

**Methodological procedures:**

**Orientation:**

The teacher will begin by telling the students the objective of the activity. The teacher will explain the students what they are going to do. Based on what they did in the previous activity, they are going to prepare a part of the lesson to be taught in a lesson festival. The students will be working at the theater of the Jose Marti University

The teacher will explain to them how they will do this. They will choose the subject they like the most and they will ask for help to a teacher to prepare the activity. They can invite some teachers of the school to participate in the activity.

The teacher will start the activity with a remembrance of the previous activity and a debate of the topic.

**Development:**

The students will prepare the part of the lesson they want. The teacher will walk around the class helping every student who really needs it.

After, the groups will present, one by one, what they have prepared. They will explain what they have made and the others will take notes of all to make a suggestion if it is necessary.

At the end they will talk about the importance of preparing a good lesson and how this is affecting the teaching learning process.

**Evaluation:**

The students will evaluate the activity by writing in a piece of paper:

- Positive: I enjoyed the activity and I learn how to make a lesson.
- Negative: I did not enjoy the activity because I did not learn how to make a lesson.

**Activity #10**

**Title:** Exposition

**Objective:** To express about all they have learnt about great teachers and the importance of being a teacher as to strengthen the vocational teaching guidance.

Time: 2 hours

Organization: group work

Materials: pictures, PowerPoint, magazines, posters.

**Methodological procedures:**

The teacher will begin by telling the students the objective of the activity. The teacher will explain the students what they are going to do. The exposition will be in a neighborhood they selected.

The students will ask for help to their parents to organize the activity in the neighborhood.

All the neighbors will gather in a meeting where the objective of the activity will be explained.

Afterwards the students will speak about the main activities they have been carrying out and what they have learnt from them.

Then, the students will speak about all the extracurricular activities they have done in the school year and what they have learnt, what they found interesting, the positive things they obtained from that activity. After, they will talk about teachers' role and the importance they have in society.

The students will speak about the importance of forming new teachers.

Finally the students will bring a big poster with all the photos, the drawings, and other documents and evidence they have about education in Cuba.

The teacher will recognize their job and the great effort to do their exposition in the selected neighborhood. The parents will express their opinions about the activity and the students' job.

**Evaluation:**

To evaluate the activity, the students will place a note book on a table for the neighbors to print their opinions about the activity. And later they will write their own opinions.

**2. The result analysis of the proposal of extracurricular activities to strengthen the vocational teaching guidance in Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.**

Methods from the empirical level such as: pedagogical observation and a survey were employed to compare the initial and final stage after the application of the proposal of extracurricular activities.

A final pedagogic observation (Annex 4) and a survey were made with the objective of obtaining information about vocational teaching guidance of the tenth grade students from the class six from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School in the municipality of Sancti Spiritus.

The results were the following:

In first aspect to be observed related to knowledge students have about the pedagogical career it was observed 35 students (100%) know about this profession.

In second aspect to be observed related to the importance the students give to the teacher in society it was observed that 35 students (100%) thought that teachers were important in society. While in the initial stage 28 students (80%) thought that teachers were important in society and 7 students (20%) thought that teachers were not important in society. From this can be concluded that all the students knew about the importance of teacher in society.

In third aspect to be observed related to the knowledge about the teachers' way of acting it was observed that 33 students (94.28%) knew about the teachers' way of acting and 2 students (5.71%) did not know about the teachers' way of acting. While in the initial stage 20 students (57.14%) knew about the teachers' way of acting and 15 students (42.85%) did not know about the teachers' way of acting. From this can be concluded that the students learnt about the teacher' way of acting.

In fourth aspect to be observed related to motivation towards pedagogical careers it was observed that 8 students (22.85%) were motivated towards pedagogical careers and 27 students (77.14%) were not motivated towards this profession. While in the initial stage 1 student (2.85%) was motivated towards pedagogical careers and 34 students (97.14%) were not motivated towards this profession. From this can be concluded that the students motivated towards pedagogical careers after the application of the proposal of extracurricular activities.

In fifth aspect to be observed related to the selection of pedagogical careers it was observed that 8 students (22.85%) wanted to select pedagogical careers and 27 students (77.14%) did not want to select this profession. While in the initial

stage 1 student (2.85%) wanted to select pedagogical careers and 34 students (97.14%) did not want to select this profession. From this can be concluded that there was an increase in the selection of pedagogical careers but it is necessary to continue working on this aspect.

### **Survey results (Annex 6)**

A final survey was applied to the students with the aim of strengthening the pedagogical teaching guidance in Eusebio Olivera Rodríguez Exact Sciences Vocational High School and the following results were obtained:

In the first question related to the importance of pedagogical careers 35 students (100%) matched that pedagogical careers are important. While in the initial stage 28 students (80%) matched that pedagogical careers are important and 7 (20%) matched that pedagogical careers are not important. From this can be concluded that all the students knew about the importance of pedagogical studies for the development of the new generations.

In the second question related to the tasks that teachers should accomplish 31 students (88.57%) exposed that teachers should teach and educate people and 4 students (11.42%) exposed that teachers should to evaluate and to correct the mistakes. While in the initial stage 11 students (31.42%) exposed that teachers should teach and educate people and 24 students (68.57%) exposed that teachers should to evaluate and to correct the mistakes. From this can be concluded that there was an increase of the students' opinions about the main tasks a teacher should accomplish after the application of the proposal of extracurricular activities.

In the third question related to the selection of pedagogical careers, 8 students (22.85%) is interested in selecting pedagogical careers, and 27 (77.14%) students are not interested in selecting pedagogical careers. While in the initial stage 1 student (2.85%) was interested in selecting pedagogical careers, and 34 (6.7%) students were not interested in selecting pedagogical careers. From this can be concluded that although not all the students changed their minds about the selection of this profession there was an increase in the selection of pedagogical careers but it is necessary to continue working on the students' motivation towards this profession.



In the last question related to the parents' opinions about teachers 21 students (60%) matched that their parents have it and 14 students (40%) matched their parents do not have it. While in the initial 12 students (34.28%) matched that their parents have a positive opinion about teachers and 23 students (97.14%) matched their parents have a negative opinion about teachers. %. From this can be concluded that more parents have a positive opinion about teachers but it is necessary the continuity of working on it.

According to the obtained results after the application of the extracurricular activities it is observed that the vocational teaching guidance was strengthened in the students from Eusebio Olivera Rodriguez Vocational Exact Sciences Senior High School.

## CONCLUSIONS

**As a final research of the scientific investigation the following conclusion were stated:**

- The role it has vocational teaching guidance in Senior High School in developing student's knowledge, feelings, attitudes and necessary values to make them feel capable of choosing a pedagogical career is considered in the related consulted bibliography.
- The current state of the vocational teaching guidance in the students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School after the application of research methods to obtain information about the vocational teaching guidance showed that although there was an increase in the acceptance of the teachers' profession there is still a little interest for pedagogical careers, the work with the vocational teaching guidance at Eusebio Olivera Rodriguez Vocational Exact Sciences Senior High School has limitations due to the fact that there was an insufficient number of extracurricular activities planned as a part of the educative process to potentiate the selection of pedagogical careers.
- The proposal of the extracurricular activities encourages the interchange with other institutions and organizations and it favors the students and family' participation; it develops the desire for knowing more about the pedagogical careers, it shows them the importance of the profession in the society.
- The application of the proposal of extracurricular activities in Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School allows the strengthening of the vocational teaching guidance because there was a positive change in the students' decision for selecting a pedagogical career.

## **RECOMMENDATIONS**

To recommend the continuity of investigation related to vocational teaching guidance and the work with family and community due to in Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School a great amount of students are interested in the selection of other careers but teacher.

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## ANNEXES

### ANNEX 1

**Title:** Pedagogical observation

**Objective:** to obtain information about vocational teaching guidance in students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

<b>Aspects to be observed:</b>	observed	Not observed
1. Knowledge students have about the pedagogical career.		
2. The Importance the students give to the teacher in society.		
3. Knowledge about teachers' way of acting		
4. Motivation towards pedagogical career		
5. Selection of pedagogical career		

## ANNEX 2

**Title:** Survey

**Objective:** to determine the state of the vocational teaching guidance in students from Eusebio Olivera Rodriguez Exact Sciences Vocational High School.

Dear students, we are developing an investigation related to vocational teaching guidance that why we need your cooperation for the success of the investigative process.

### Questions:

1. Do you think that pedagogical studies are important?

Yes\_\_\_\_\_ No\_\_\_\_\_

2. Select the appropriate tasks teachers accomplish:

\_\_\_to teach and to educate people

\_\_\_ to evaluate them and to correct their mistakes.

3. Are you interested in selecting a pedagogical career?

Yes\_\_\_\_\_ no\_\_\_\_\_

4. What is your parents' opinion about teachers related to their knowledge about pedagogical careers?

Positive\_\_\_\_\_ Negative\_\_\_\_\_ Regular \_\_\_\_\_

Thank you.

Level 1(High): Those students that have knowledge about vocational teaching guidance and are interested in selecting pedagogical careers.

Level 2(Middle): Those students that have some knowledge about vocational teaching guidance and are a little interested in selecting pedagogical careers.

Level 3 (Low): Those students that have little knowledge about vocational teaching guidance and are not interested in selecting pedagogical careers.

### ANNEX 3

**Title:** Initial pedagogical observation

**Objective:** to obtain information about vocational teaching guidance in students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

<b>Aspects to be observed:</b>	observed	Not observed
1. Knowledge students have about the pedagogical career.	35	
2. The Importance the students give to the teacher in society.	28	7
3. Knowledge about teachers' way of acting	20	15
4. Motivation towards pedagogical career	1	34
5. Selection of pedagogical career	1	34

## ANNEX 4

**Title:** Final pedagogical observation

**Objective:** to obtain information about vocational teaching guidance in students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

<b>Aspects to be observed:</b>	Observed	Not observed
1. Knowledge students have about the pedagogical career.	35	
2. The Importance the students give to the teacher in society.	35	
3. Knowledge about teachers' way of acting	33	2
4. Motivation towards pedagogical career	8	27
5. Selection of pedagogical career	8	27

## ANEX 5

**Title:** Initial Survey

**Objective:** to determine the state of the vocational teaching guidance in students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

Dear students, we are developing an investigation related to vocational teaching guidance that is why we need your cooperation for the success of the investigative process.

### Questions:

1. Do you think that pedagogical studies are important?

Yes\_28\_\_ No\_7\_\_

2. Teachers should accomplish different tasks, among them:

\_11\_to teach and to educate people \_24\_ to evaluate and to correct the mistakes.

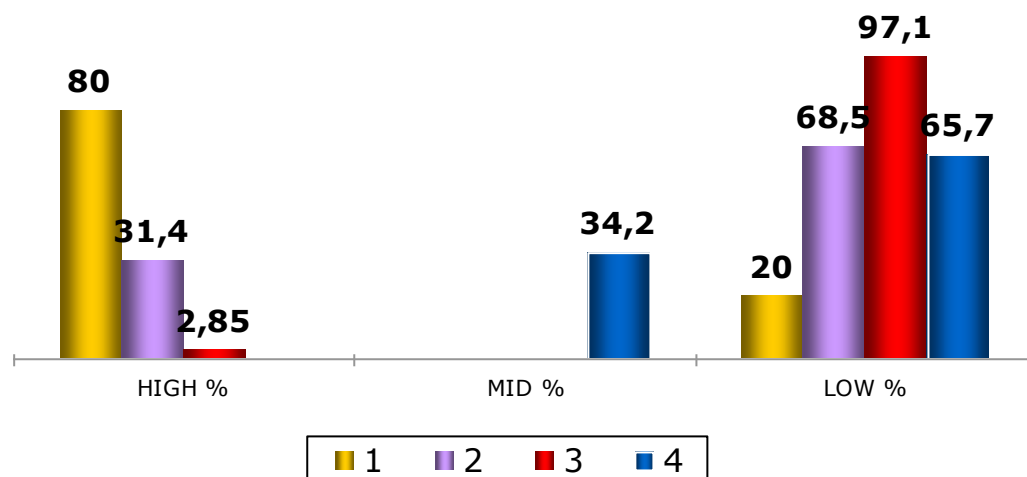
3. Are you interested in selecting a pedagogical career?

Yes\_\_1\_\_\_\_\_ no\_\_34\_\_\_\_\_I do not know

4. What is your parents' opinion about teachers related to their knowledge about pedagogical careers?

Positive\_\_12\_\_\_\_\_ Negative\_\_23\_\_\_\_\_ Regular \_\_\_\_\_

Thank you.



## ANNEX 6

**Title:** Final Survey

**Objective:** to determine the state of the vocational teaching guidance in students from Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School.

Dear students, we are developing an investigation related to vocational teaching guidance that why we need your cooperation for the success of the investigative process.

### Questions:

1. Do you think that pedagogical studies are important?

Yes\_35\_\_\_ No\_\_0\_\_

2. Teachers should accomplish different tasks, among them:

\_33\_ to teach and to educate people      \_2\_ to evaluate and to correct the mistakes.

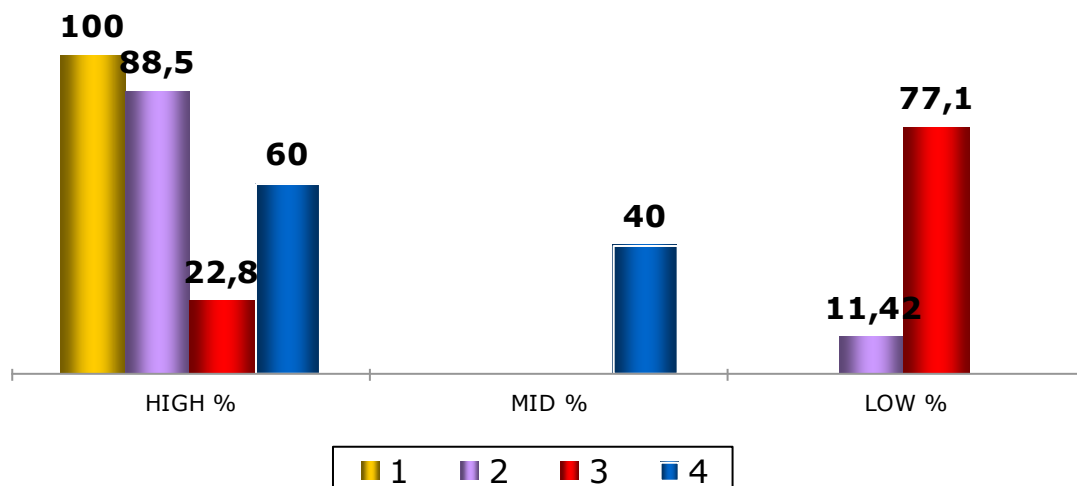
3. Are you interested in selecting a pedagogical career?

Yes\_\_8      no\_\_27\_      \_\_\_ I do not know

4. What is your parents' opinion about teachers related to their knowledge about pedagogical careers?

Positive\_21\_\_\_\_\_ Negative\_\_14\_\_\_\_\_ regular\_\_

Thank you.





## **ANNEX 7**

### Dimensions

#### Cognitive Dimension

##### Indicators

- 1- Knowledge about the profession.
- 2- Knowledge about the importance and significance of the pedagogical profession
- 3- Knowledge about the teachers' way of acting

#### Motivational Dimension

1. Motivation towards the pedagogical profession
2. The priority of the profession
3. Selection of the pedagogical profession