

JOSÉ MARTÍ PÉREZ UNIVERSITY
FACULTY OF PEDAGOGICAL SCIENCES



FOREIGN LANGUAGE DEPARTMENT

MAJOR PAPER

**THE PEDAGOGICAL TEACHING GUIDANCE AT THE EXACT SCIENCES
VOCATIONAL SENIOR HIGH SCHOOL**

Authoress: Leidy Magela Cancio Rosendi

SANCTI SPÍRITUS

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RESUME

The work with pedagogical teaching guidance has been always a subject of major importance in the Cuban Revolution. There are still some difficulties in the development of this work, though. That is why teachers nowadays put a lot of effort in their daily teaching activity to reinforce this work and to eradicate the difficulties present in this process. The application of several investigative scientific methods such as: interview, survey, observation and others, has helped to identify difficulties and potentialities to develop the present research. The work has as an objective: to apply teaching activities to strengthen the pedagogical teaching guidance at Eusebio Olivera Rodriguez Exact Sciences Vocational Senior High School. The application of these activities provided positive results because students learned more about pedagogical activity in the province and the country throughout history, the students' motivation has increased towards the selection of pedagogical careers.

Résumé:

Le travail avec l'orientation vocationnelle pédagogique a toujours été un thème d'une grande importance de la Révolution Cubaine. Il y a encore des déficiences qui ne permettent pas le développement adéquat de ce travail. C'est pourquoi actuellement les professeurs mettent un grand effort dans leur travail éducatif quotidien pour renforcer ce travail et pour éliminer les déficiences présentes dans ce processus. L'application de diverses et différentes méthodes scientifiques d'investigation telles que : l'interview, l'enquête, l'observation et d'autres ; ont aidé à identifier les déficiences et les potentialités pour développer la présente recherche. Le travail a pour objectif : appliquer des activités éducatives pour renforcer l'orientation vocationnelle pédagogique au lycée des sciences exactes Eusebio Olivera Rodríguez. L'application de ces activités a éprouvé les résultats positifs parce que les élèves ont appris plus sur l'activité pédagogique de la province et du pays au cours de l'histoire aussi que la motivation des étudiants vers la sélection des carrières pédagogiques a augmenté.

INTRODUCTION

Being well-guided in life is to know how to organize the actions for the achievement of all projects of life, it is to know all the possibilities and to reduce the number of failures. The guidance is an important element in any society as men need a guide to fulfill any task satisfactorily even for the good the selection of a profession and to contribute in this way to the full development of the society. About this topic Vigotsky (1989) expressed: “The selection of a profession is not a simple selection of one or another activity; it is the selection of a determined way of life...”

With the triumph of the Revolution in Cuba, the population has been correctly guided by the highest leaders of the Cuban Communist Party and the State for the successful fulfillment of the different tasks of the Revolution.

In the Constitution of the Republic of Cuba, and the leading documents as well as the Guidelines of the economic, social and politics of the Cuban Communist Party, this aspect of such importance is included for the population and the scholars' guidance concerning the selection of universities studies.

The continuity of studies after finishing the Senior High Educational level becomes a demand in the country, so that the correct professional guidance is an element of vital importance. To successfully achieve seniors' graduated personal and social aspirations, it is necessary the involvement of the school in the process of the appropriate professional guidance.

The topic of the professional guidance has been treated from different points of view, and from all them this guidance appears outlined as an unquestionable force for the human kind realization, as well as, in the general and the professional one, always departing from the objectives of the Cuban State.

The pedagogical teaching guidance has been a priority of the Ministry of Education, this aspect is accurately shown in the educators' preparation through the National Workshop for teachers. Taking into account the necessities the country has in the number of teachers to carry out important tasks in the construction of the socialism in Cuba, so this aspect should be

among the main aspirations that all teachers should accomplish in their schools and community environment.

There are several investigations on the existing problems on the pedagogical teaching guidance, carried out by Collazo y Puentes, M. (1992); González, V. (1995); Del Pino, J. (1996, 2004); Otero, I. (2001); García, M. (2004); González, K. (2006) Castro Ruz, F. (2007:2) and others.

In Sancti Spiritus, there are some authors that searched about this important topic among them can be found: Cueto Marín R. (2009); González Piñero G. (2011); Hernández González I. (2011) and Pérez Gutierrez, Maynelis. (2014)

All these researchers contributed to the pedagogical sciences because they improved the process of the pedagogical teaching guidance through the proposed methodological workshops, educative actions and teaching activities among others.

In Cuba, in spite of the enormous efforts carried out from the pedagogical sciences to foster the pedagogical teaching guidance, there are still difficulties in the application and achievement of the objectives, the consulted teaching activities not always offer alternatives to be developed taking into account the learning outcomes to be fulfilled through the English syllabus in the senior high education, so a great quantity of seniors graduated want to study other careers after finishing their senior high school studies.

The investigations previously carried out about this topic at the Exact Sciences Vocational Senior High School revealed that there is a well-organized teaching learning process for the development of different types of activities related to the professional guidance, the students registered at this school have a high level of knowledge about different matters, they get easily involved in their lessons and they fulfilled all the tasks related to it. And students recognize the importance of learning the English language.

However there are difficulties in the pedagogical teaching guidance, there is a lack of stable pedagogical professional interests they express preferences about professions focusing mainly on the study of pure sciences, originated by

their families direct influence that is why, they do not select to study pedagogical careers as a first choice.

Among the main causes of the detected problem it can be mentioned that teachers not always take advantage of the potentialities of the content to be taught to carry out an efficient and effective pedagogical teaching guidance.

For all previously exposed criteria, it is necessary to go on searching for alternatives directed to perfect the pedagogical teaching guidance through the English teaching learning process.

Therefore, the following scientific problem is stated: How to contribute to the strengthening of the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School?"

The present research has as objective: to apply teaching activities to contribute to the strengthening of the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School."

The following scientific questions were formulated.

1. Which are the theoretical and methodological groundwork that sustain the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School?"
2. Which is the real state of the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School?"
3. What characteristics should the proposal of teaching activities have for strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School?"
4. How to validate the proposal of teaching activities for strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School?"

To answer the scientific questions the following scientific tasks have been determined:

1. Determination of the theoretical and methodological ground-words that sustain the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.
2. Diagnosis of the real state of the pedagogical teaching guidance at the students of Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.
3. Characterization of the proposal of teaching activities for strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.
4. Validation of the proposal of teaching activities for strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School?"

In this research work, the following scientific methods were considered:

- **The dialectical-materialistic:** which offers the scientific conception of the research.

From the theoretical level:

- **Historical-logical analysis:** to establish the concepts and authors that treat the pedagogical teaching guidance in senior high school education.
- **Analytic-synthetic:** to analyze and synthesize the content of this work.
- **Induction – deduction:** provides the research with the necessary tools to carry out the pedagogical teaching guidance in the students from the class 5 of tenth grade of Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.

With the aim of establishing the real state of the declared scientific problem, the following methods from the empirical level were considered:

- **Survey:** This permitted to diagnose the students' level of preference towards pedagogical careers.

- **Document -analysis:** it facilitated the study of the problem from different documents that guide and deal with the process.
- **Interview:** It determined the level of information students have regarding the topic of pedagogical teaching guidance and how motivated they are towards pedagogical careers.

With the aim of calculating and obtaining some percentages as well as analyzing the data the following method from the statistic mathematical level was used:

- **Percentage -analysis:** for the quantitative and qualitative interpretation of the data obtained in the application of the different techniques and instruments, and to present the report.

The population is composed of 30 students from tenth grade of Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School and as sample 30 students of the population representing 100%, living all of them in Sancti Spiritus municipality. The students are comprised between 14 and 15 years old. They are enthusiastic, dynamic.

In this research, the novelty is reflected on the characteristics of the applied teaching activities which vary according to the pedagogical diagnosis of the group, and the contents to be treated through the English syllabus, the teaching activities are organized taking into account different levels of complexity to improve the direction of the pedagogical teaching guidance in the students from Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.

The present paper is structured in introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction, the importance of the topic and the theoretical and methodological design of the investigation are taken into account. In the development are stated the most updated word-groundings of the theme, it presented the initial and final stages of the research and the teaching activities as such.

DEVELOPMENT

THEORETICAL AND METHODOLOGICAL CONSIDERATIONS ABOUT THE PEDAGOGICAL TEACHING GUIDANCE PROCESS.

1.1 Reflections on the pedagogical teaching guidance process.

The need of guidance, present along the whole life, turns out to be fundamental in the stages of formation and development of the personality and in those moments in which a person finds it difficult to make a decision and it does not feel prepared for it ". Collazo y Puentes, M. (1992:43).

The previous expression encloses the essence in the process of formation and development of the professional guidance as part of the development of the personality and in a subject for making conscious decisions, which provides the students the necessary level of satisfaction on a professional specific area.

"The end of the guidance corresponds to the ends of a deeper and more complete guidance in the formation of a healthy, efficient and mature personality with an integral development of all its potentials, capacities and fundamental skills to prepare the man for life; that is to prepare it to realize its own tasks at either age " Torroella Gonzalez, G. (1992:7).

It is important to guide professionally all the pupils not only for giving them information about the different professions they can choose, but because it allows them to select consciously the profession that is more convenient for their social inclinations; to know its skills and limitations, to develop its potentials, through their own efforts.

In the VII National Seminar to principals, methodologists and inspectors of the provincial and municipal directions of education it was stated that: "The teacher's profession is one of the first ones in leaving permanent impressions in children and it influences forever. In our country our teachers' social recognition and prestige continues rising increasingly ".

The VII National Seminar also reaffirmed the importance of this profession it becomes indispensable to continue perfecting the teaching activities directed to increase the number of youngsters who choose pedagogical studies.

"The Revolution has given an extraordinary and special importance to the formation of teachers and professors (...) because the education has to be in the base of all the revolutionary effort, since the most important function of the Revolution is to educate " because " educating is to foster values, to develop an ethics, an attitude towards life. Educating is to strengthen feelings ". Castro Ruz, F. (2007:2).

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

The guidance is the scientific activity to define how to help someone with efficiency in a given moment and space to facilitate it a better level of possible personal growth, according to the specific stage of development in which it is and its social and personal concrete situation. Del Pino, J.L. and Recarey, S. (2005:2).

The teacher in its pedagogical occupation, establishes a close relation with life and wants to prepare its pupils for it, in this case of guiding them professionally in a right way; it should be able neither to avoid political and social commitments, nor to be projected socially in correspondence with what it proposes in its dialogue with the pupils; these must not discover breaks between saying and doing so teachers have the duty to prepare them all for life, in a wide sense.

"The guidance consists in the effort the school makes to assist the pupil in a special way so that it acquires the sufficient comprehension of itself and its environment, with the aim of making it able to use intelligently the educational opportunities and of progress, offered by the school and the community. Understood this way, the guidance must be provided at all times to all the individuals and in relation with all the problems. It is true that the help must be

intensified in cases of crisis, but the fundamental intention of the guidance is to anticipate and to orient adequately the pupils “L.A. Lemus, (1992:6). (Quoted by Hernández González I. (2011))

The teachers play a fundamental role on this matter because it is in the school where the students acquire a complete professional formation with the teachers' help, taking into account the potentialities of teaching learning process in guiding the students for the selection of their future profession.

The National System of Education, being consequent with the Cuban pedagogical tradition enriched with Martí and Fidel's rules the expectation of forming better qualified specialists each time, capable of assuming the tasks that our development and State aims demand. Hence the formation of the pedagogical professional must encourage not only the development of knowledge and skills necessary for the exercise of the profession, but essentially the development of solid interests and motivations that lead towards the intentions expressed before.

The pedagogical teaching guidance, result of a historical process of development, it is sustained on the basis of a philosophical, psychological and pedagogical foundation of great significance for those who try to approach it. From ancient times the humanity has given examples of the attention given to the pedagogical teaching guidance.

In this matter L.S. Vigotsky, thinks that the choice of the profession is not simply the choice of one or another professional activity, but that of a certain way of life and the search of a determined place in the social process of production.

In Cuba, in the work of illustrious pedagogues as Martí, Varela y José de la Luz y Caballero, there are very clear evidences of a revolutionary thought on having conceived the type of man who had to be formed and the way of reaching such intentions, which constitutes the basis of the Cuban educational project.

At present, the advanced pedagogical thought has given a solid ground-word to the problem of the pedagogical teaching guidance and it contributes to the psychological and pedagogical basis that sustain this labor. Among them special attention is given to the studies carried out by González Maura, V.

(2001); Addine, F. (2004); González González, K. (2006); Castellano, Medina D. (2008); Cueto, R. (2011).

Several authors like Gonzalez Rey Otero (2003) agree that to achieve a satisfactory evolution of the pupils, during the process of pedagogical teaching guidance, it is necessary that this guidance facilitates itself, through the effective knowledge of the profession, exploration of opportunities and knowledge of oneself; for that it is indispensable that the pupil knows the significance of the teacher's profession, possibilities of work, work places, requirements to reach it and exercise it, opportunities of self-transformation during its performance; experience through the direct link with the educators and pupils in his school and in the educational practice, the pleasure of teaching, the results that are obtained, the most significant aspects of the profession, recognition of its work; analysis of the acquired experiences, if it likes what it is offered, the strengths and weaknesses of growing as a human being and as a professional during its performance, projects of self-transformation that it will undertake, as well as the results that it wants to reach.

A pedagogical teaching guidance conceived as such will be able to contribute, as F. Gonzalez Rey has postulated "... that the choice of the profession should be an act of self-determination for teenagers and youngsters, who will feel really committed and implied as a person in its decision " Gonzalez Rey, F. (2003:24)

So the existence in some pupils of a higher level of development in the professional motivation that Gonzalez Rey, F calls the professional intentions and which existence presupposes a conscious level of regulation - volitional in the professional sphere. The professional intentions, as a higher level of the professional motivation, determine the existence in the subject of a high personal implication in the profession, which contents are elaborated in a personalized form and this is reflected in own valuations on it, with big emotional shades, an active search and production on the profession and its integration to the projects of life of the subject, forming a part of his personal ideals. The possibilities of professional success in them are high.

The studies of Dr. V. Gonzalez Maura (2000), clearly distinguishes different levels of functional integration of the professional motivation, which diagnosis offers us the possibility of a strategy with the pupil directed on scientific basis.

So the professional guidance will be the higher level of development of the professional interest, which defines it the following way: " The professional interest is expressed as cognitive - affective inclination of the personality towards the content of the profession in which his primary forms of functional manifestation are shown as cognitive interests towards the study of the profession and its most complex forms as professional intentions " Gonzalez Maura, V. (1988:10)

In addition, this indicates that the principal figure of the guidance work in the school must be the teacher and he must direct himself to look for the self-determination of the pupil from improving the quality of his professional motivation.

Several authors coincide with the need to achieve a problematic direction of the education that the pupils receive and its link with the practice. Nevertheless, in the pedagogical practice, this has been more developed in the academic level, without the problematic subjective relation of the pupil with the profession. In this respect, the professional practice of the pedagogical formation has understood and used the problematic character of the education Majmutov, M (1983:36).

1.1.2-Considerations on the pedagogical teaching guidance in the teaching-learning process.

The pedagogical teaching guidance in the school is an essential element in all the systems of teaching and educational work, with it teachers can contribute to the formation of future teachers, so teachers must not forget that this formation occurs according to the system of influences in which the pupil develops, given by the school, the family, the community and the society in general. The teaching-learning process constitutes the suitable moment to diagnose the level of development reached by the pupils and this way guide them professionally in a suitable way.

The teaching-learning process has as essential objective to contribute to the pupils' comprehensive formation. It includes dialectically the whole system of reciprocal relations of activity and communication that are established between teachers and pupils, to learn and teach by means of the components of the teaching-learning process.

The teaching-learning process is the one that, as result of the social relations that take place among the subjects that participate in it, it is directed, in a systemic and efficient way, to the formation of the new generations, in the educational and instructive levels, to solve the social problem: social duty, by means of the appropriation of the culture that the humanity has gathered in its development; through the active and conscious pupils' participation; planned in the time and observing certain student organizational structures; and with the help of certain objects; and whose movement is determined by the causal relations between these components and of them with the society, which constitutes its essence Gonzalez, A.M. (2004:47).

The professional guidance work should be developed in the pedagogical centers by means of the teaching-learning process, through a variety of activities; such as: the lessons, the monitors work, the professional pedagogical practice and the scientific student work; taking into account among others some techniques: the interview of guidance, the group techniques, the assignment of tasks, the solution of problems and the reinforcement.

Among these variants, the lesson is considered to be the most important space to carry out the professional teaching guidance, since it constitutes a fundamental way in the demonstration of the role of the teacher in the development of the society and an essential means to achieve a proper professional guidance work.

In relation to this Dr. J.L Del Pino Calderon M.Sc. S. Recarey Fernandez (2005) have stated:

"The lesson is the principal and most effective way to develop the professional guidance and very specially the one directed to the pedagogical careers; it is the systematic and consciously planned space where the pupil meets his

teacher and where the influence in the feelings and ideas of the pupil is greater; it is the moment where, the pupil meets the general culture through the different subjects and where cognitive interests towards these contents can developed in a better way; here is where the teacher presents a concrete model of professional of the education ". Del Pino J.L. and Recarey Fernandez, S. (2005:34)

To achieve a lesson that orientates professionally towards the pedagogical careers, some factors are taken into account such as:

- The model that the teacher projects in the classroom must be: happy, efficient, communicative and self-achieved.
- The lesson must be a workshop to the teaching of the matter that is studied. It must not only highlight the significance of the sciences and applications that it contains, but also the need to teach them. Any message that reduces valuation, that denies its importance and presents its teaching as something tedious and unpleasant is, at least, a double message in the middle of the lesson, of a given matter.
- The lesson cannot be an isolated fact, has to be a link inside a system. The teacher must determine, from the methodological work, all the potentials of the program for the professional guidance and the ways to put them into practice in every lesson, guaranteeing from the constant diagnosis of his pupils its relation with the profession.
- The lesson must be an expression of the commitment of the teacher with its epoch and with the pedagogical profession. In case of Cuba, it must serve to demonstrate the revolutionary and patriotic position of the teacher and of the pupil, having as premise that the Cuban teaching has a great tradition of fight in our country.

1.2 The English lesson as a fundamental link for the pedagogical teaching guidance.

The English subject in the National System of Education is based on the political, economic, social and cultural importance of the foreign languages in nowadays world. It contributes to the scientific formation of the world in students, when taking the language as a starting point, as a social phenomenon and the relation among thinking-language-culture, so as to promote the language analysis to enter in its essence.

General objectives of the English subject in tenth grade:

- Comprehend oral texts that are related to the unit or lesson according to learner's needs, interests and linguistic level.
- Express themselves orally and in the written form using the corresponding communicative function:
 - Narrate experiences, memories and anecdotes related to school and family life during their childhood and adolescence.
 - Offer and receive pieces of advice and suggestion.
 - Give instructions.
 - Speak about health problems.
- Extract information from mid-complex texts; adapted and authentic ones about different topics.
- Summarize information from oral and written texts.
- Consolidate habits and abilities in working with the bilingual dictionary, printed or digital.
- Continue developing their logical thought, fundamentally by means of analysis-systems processes.
- Consolidate independent work habits.

- Develop project and independent work so as to favor the use of the English language and its interrelation with other subjects.
- Comprehend the social character of language and its relation with thought and culture.
- Reinforce their mother tongue knowledge.
- Strengthen their feelings and convictions according to their integral formation.

That is why, the English subject in senior high school has a great importance for the students' comprehensive formation, so teachers must think of all possible and appropriate teaching activities to achieve a correct pedagogical teaching guidance making the students capable of choosing a pedagogical career after finishing their senior high studies with a conscious participation to be useful in society.

2. THE INITIAL STATE OF THE PEDAGOGICAL TEACHING GUIDANCE IN EUSEBIO OLIVERA RODRIGUEZ EXACT SCIENCES VOCATIONAL HIGH SCHOOL.

In the initial stage of the research different methods were applied to determine how the pedagogical teaching guidance is conceived and viewed in the selected sample. From the application of these instruments the following outcomes were obtained.

2.1.1 Results of the pedagogical observation:

For the development of the research the pedagogical observation was applied, and the obtained results were:

Potentialities detected:

- There is a well-organized teaching learning process.
- Students registered at this school have a high level of knowledge about different matters.

- Students get easily involved in their lessons and they fulfilled all the tasks related to it.
- Students recognize the importance of learning the English language.

Limitations:

- There is a lack of stable pedagogical professional interests, students express preferences about professions focusing mainly on the study of pure sciences.
- There is a direct influence of their families for the selection of pedagogical as a first choice.
- Teachers not always take advantage of the potentialities of the content to be taught to carry out an efficient and effective pedagogical teaching.

2.1.2 Results of the survey.

A survey to the students was applied (see annex 4) with the aim of strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School and the following results were obtained:

In the first question 28 students (93%) matched that they would not like to be guided for the selection of the pedagogical career, while 2 (7%) matched that they would like.

In the second item related to the importance of teachers in society, among the most important criteria, the students exposed:

___ Teachers are very necessary for the preparation of the new generation.

___ Teachers are the base of the society but they do not have the necessary social recognition they need.

Regarding if families contribute to the students' pedagogical teaching guidance, 23 students (77%) matched that their parents do not do it, while 7 students (23%) matched their parents do.

In the last question 28 students (93%) selected that they would not study pedagogical careers, and only 2 (6.7%) students selected yes.

2.1.3 Results of the interview.

An interview to the students was also applied (see annex 3) with the aim of strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School and the following results were obtained:

In the first question 28 students (93.3%) stated they feel non-motivated to select a pedagogical profession, choosing other studies like medicine or engineering. While 2 (10%) of them feel motivated but they have never received a good guidance.

In the second question 22 students (73.3%) consider that they would like to participate in pedagogical activities. However 8 students (26.7%) consider they would not like to do it.

In the third question the students identified some principal qualities that a good teacher should have, among them:

___ Having good values

___ being dishonest

___ Well prepared

___ having bad manners

___ Being responsible

In the last question related to if they like to study a pedagogical career the 93% of the students stated they would not like to study pedagogical professions, because they are motivated for other studies.

2.2 Groundwork of the teaching activities to strengthen the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.

Teaching activities are the cognitive activities of the pupils that takes place in the development of the teaching process. Rico, P. (2002:72).

V. V. Davídov highlights that “the mastery on behalf of the students of the generalized theoretical procedure of a certain and determined classroom activity solution constitutes the essential characteristic of the teaching activity” (Davídov, V. V., 1987:15). Highlighting with it the function ability of the teaching activity as a means to learn to solve determined concrete and particular teaching activities, which could be for example, proper problems of a determined context. That is, the teaching activities are seen by this author as a means to construct the cognitive-instrumental system needed in the problem solution, proper of a certain context.

That is why, the importance of the selection of a good teaching activity because in this way students are conceived as direct participants in their formation and development, compromised and implicated in their personal and social growing and in their human improvements. Individually formed in the activity and the communication.

Zilberstein, J. y Portela, R., 2002:35, on the contrary consider the teaching activities “as those activities that orient the students in and out doors to do it, it implies the search and acquisition of knowledge, the development of abilities and the integral formation of the personality”.

In this definition are implicitly delimited, according to the authors, the functions of each of the poles that intervene in the teaching –learning process: teachers design and orient the activities (teaching activities) students do it and as a consequence acquire knowledge, develop abilities and form integrally the personality.

In the analyzed criteria are shown the double functionality of the teaching activities concerning each of the poles that intervene in the teaching learning process:

-as a means to learn.

-as a means to direct learning.

However, it is considered that the unfolding of its functions has some methodological risks. First, it does not take into account the function of the person who teaches and the person who learns. The teacher's role in the teaching-learning process is guided to modify the students' role taking as points of reference from the postulates that they construct their own learning, instruments, the future expectations, objectives and firm purposes; making them go through the easiest "way", comprehended between its actual state and its potential. Such a role is developed then through actions directed to these ends and that differ from it when students are presented the activity.

However, the students' role, in the context where they develop their learning, is directed to the autonomous and conscious construction of the instrumental and cognitive system, which allows them an effective role in their future context, with the help of their mates and under the guide of their teachers. (Quoted by Hernández, P. Dulce María, (2010))

It can be inferred that the actions developed by the professors and students do not have identical finalities: first argument that justifies the need of distinguishing among those activities developed to direct learning and those directed to learn. Second, the professor's methodological role that it is developed, it is structured through methods, procedures and means which permit them to develop the actions directed to modify the students' role, which are the methodological expression of the cognitive-instrumental system that shapes their personality.

Students learning will be mediated by methods, procedures and means that constitute the methodological expression of the cognitive-instrumental repertoire in each of them. That justifies, not only the teacher and students' role while facing the activity but the difference of its finality, the activities have a remarkable personological character that obliges to distinguish the actions before doing them. Third, the classification given by M. R. Concepción (1989) and which is assumed by many of the consulted authors (Báxter, E. (1995); Cerezal, J. et al. (2000); Basso Z. (2001) based on their criteria the exercises and problem solutions can also be considered as teaching activities.

It is the teaching activity as the basic cell of learning and the smallest unit in the

teaching-learning process, where the dynamic interrelations are concreted between the personal and non-personal components. In it must be materialized the preventive character of the man formation while forwarding to the future, for which the teacher is precised of laws to domain that regulate learning, so as the ones that assure the integral development of the students personality.

That is why, in the proposed teaching activities the student is conceived as direct participant in its formation and development, compromised and implicated in its personal and social growing and in its human improvement. Individual formed in the activity and the communication.

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

The proposal of teaching activities is based on the principles of leading of the teaching learning process, stated by Fatima Adinne and a group of Cuban pedagogists, among them we can find:

- 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's 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 base of the proposal of teaching activities to contribute to the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.

When the activities were conceived the diagnosis of the group was taken into account permitting to know the students' interest, knowledge they have about the profession, necessities and their problems.

Through the teaching activities they can work in group, learn from each other and respect other's opinions. These activities propitiated a good communication so they can talk about important topics of the society and it permitted a change in the students' thoughts about pedagogical careers.

These teaching activities have as main objective to contribute to the strengthening of the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.

These teaching activities were presented in the tenth grade English syllabus. The English syllabus is structured by three units with 92 Hours, devoted to the study of: family members, personalities, jobs, daily activities, past memories, future plans, advice and health. All of them contribute to the students' comprehensive formation and to the strengthening of pedagogical teaching guidance, the teaching activities were applied in free practice lessons, the students are supposed to apply all their knowledge about the topic of the unit and in this way they can speak, discuss and write about what they have learned before.

2.2.2 Characteristics of the teaching activities:

To obtain the expected results in the application of the teaching activities it was necessary to make a deep analysis of the existing teaching activities to strengthen the pedagogical teaching guidance in senior high school, the proposed teaching activities were mainly focused on the other subjects, based on the discussion and debate of films, the analysis of the main topics related to this matter.

It was necessary to recommend a set of characteristics to differentiate the proposed teaching materials from the existing ones, so the characteristics that distinguished the teaching activities are, among them:

Objective: teaching activities start from the analysis of the results of the diagnosis applied to the students, taking into account their needs, interests and feelings and they respond to the solution of the detected problem.

Comprehensive: teaching activities are led to the students' comprehensive formation taking into account students' qualities, values, behavior, closely related to the prioritized objectives of senior high education, and the psychological requirements for the development of the guidance.

Flexible: teaching activities can be changed according to the pedagogical diagnosis of the group according to the context where they are developed and to the level of motivation reached by the students.

Applicable: teaching activities can be in another group of students who present the same situation and needs few resources for its application.

For all the exposed criteria before, it is demonstrated that each of the activities of the proposition is based on the pedagogical teaching guidance of the students of 10th grade of Eusebio Olivera Exact Sciences Senior High School.

2.2.4 Proposal of teaching activities to strengthen the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School.

Activity No 1

Title: What makes a good teacher?

Objective: To express orally about the qualities a teacher should have to focus on the importance of this profession for the development of the society.

Communicative function: describing people.

Organization: Individual and group work.

Teaching aids: Photographs, black board, magazines and newspapers

Time: 10 minutes.

Orientation:

The teacher will:

- Prepare the students for the practice of the communicative functions studied, explain what they are going to do, how, and why they are going to do it.
- Set some situations to remember the communicative functions studied in classes. Describing people morally.

Development.

The teacher will begin the activity by asking the students if they know what a good teacher is, and the students are supposed to mention some of the adjectives they studied which are used to describe people morally.

The students are asked to list down what they think of a good teacher. (Work in groups)

The teacher will give the students some teachers' photographs and they have to describe the teachers on the photographs.

Then the teacher will show some unscrambled words, the students have to organize them

A) List: mastr, robspeiles, micnady, pleims, lurevorynatio, rtvecaie

b) Students have to mention a teacher they know and they have to write a sentence describing this teacher.

Control

Checking the students work

- The teacher will check the sentences they wrote. And she / he will ask volunteers to start. Correct their mistakes.

Evaluating the activity.

- Ask the students to evaluate their work. Ask them to draw a facial expression that represents their feelings about teachers' profession and the importance of this profession for the development of the society.

Activity 2

Title: Professions in Society.

Objective: To express orally about some professions and all the frequent activities related to different professions to reinforce on the importance of the teacher's role in the formation of people in society.

Communicative function: talking about frequent activities of different professions.

Organization: Group work.

Teaching aids: Photographs, black board, Power Point Presentation and sheets of paper

Time: 40 minutes.

Orientation:

The teacher will:

- Prepare the students to the practice of the communicative functions studied, explain what they are going to do, how, and why they are going to do it.
- Set some situations to remember the communicative functions studied in classes: Talking about frequent activities of different professions.

Development.

The teacher will begin the activity by making a Power Point Presentation in which the students will see some professionals doing some actions and he will ask the students what the professions are and what those people usually do in their jobs. The students have already studied this content and they are going to make use of the frequency adverbs, simple present tense and some adjectives studied in previous lessons. Also, they should talk about the professions they like. This will last around 5 minutes.

The teacher will organize 4 teams of 8 students each by having them count from 1 to 4. Later, he will give the students a puzzle printed on some sheets of

paper for them to find the different professions in it. To find them, they will have for this 5 minutes.

T E C H N I C I A N O
A E S R U N Q E W T U
L R A R C H I T E C T
L D O C T O R V M Y L
Z M E C H A N I C F D
E N G I N E E R B X Y
W A R E T I R W Z R S

After the students have found all the words, they will be given 2 professions each team and they are going to talk about the frequent activities related to different professions taking into account that they will have four that were not presented in the power point presentation.

To end the activity, the teacher will make the students think of the importance of teachers in society by asking them the reasons why they think the letters of this word are present in all the others.

Control

Checking the students work

- The teacher will check the ideas they wrote. And she / he will ask volunteers to start. Correct their mistakes.

Evaluating the activity

- Ask the students to evaluate their work. Ask them to provide a score from 1 to 10 that represents their feelings about teachers' profession, their interest

to be a teacher and the importance of this profession for the development of the society.

Activity 3

Title: The profession-discussing line

Objective: To express in oral about the teacher's profession and actions related to this profession to focus on the teachers' role in society.

Communicative function:

- Talking about professions
- Talk about future activities and actions

Organization: Group work

Teaching aids:

Time: 20 minutes

Orientation:

The teacher will begin by preparing the students to the practice of the communicative functions studied, explain what they are going to do, how, and why they are going to do it.

The teacher will talk about professions studied in previous lessons and she or he will

The teacher will begin by asking the students to form two big circles, the students in the inner circle will begin by asking questions to the ones in the outer circle, and later the ones in the outer circle will ask questions to the others, the questions are going to be ordered by the teacher, they can be related to the teachers' profession, the teacher will be giving instructions to move one step or two to the right or left, as soon as they answer the questions.

The possible questions can be: Who works in a school? /in a hospital? /in a restaurant? Who uses pieces of chalk? Who carries a lot of books and notebooks in a bag? Who gets to know as good as your mother and father do? And so on, until the students are able to guess what the profession is.

Development

- The teacher will ask the students to make two rows: one of girls and the other of boys. After the students will say numbers from one to four and, when they are done counting, they have to team up after the numbers they said: for example numbers one are the Team one, numbers two are Team two.
- Each team forms a group and selects a leader. The teacher will give them in a piece of paper with a diagram containing a figure of a person representing a teacher, the leader will determine who is going to speak at the end of activity
- The students have to write some qualities they think teachers have on the different parts of the body for example: in the head. In their hearts, hands, feet among other parts. They will discuss about future activities and actions teachers do and the importance of this profession.
- The teacher will be walking around the classroom to check the students' work and she or he can also correct the possible mistakes made by the students, to check if they use or not the structure of future using "will" and "be + going to" studied in the unit.

Control

Checking the students work

- At the end, the teacher will check the ideas they wrote. And she / he will correct their mistakes.

Evaluating the activity

- The teacher will give some pieces of paper to the students and she or he will ask them to write with at least one word in English what they find positive, negative and interesting in the activity. They have to explain the reason of this selection emphasizing on the teachers' qualities and the actions they have to fulfill.

Activity 4

Title: The profession guessing game.

Objective: To express in written form about frequent activities and actions related to professions focusing on the teachers' role in society.

Communicative function:

- Talking about professions
- Talk about frequent activities and actions

Organization: Individual

Teaching aids: Pictures

Time: 20 minutes

Orientation:

The teacher will:

- Prepare the students to the practice of the communicative functions studied, explain what they are going to do, how, and why they are going to do it.

Development

- The teacher will ask the students to go to the front table and to choose a picture. They will go one by one to select the picture. After selecting the picture the student will have to go to his or her seat to write three sentences containing the actions of the selected profession.
- Then the teacher will be walking around the classroom to check the students' work, then the teacher will ask the students to read what they wrote, the rest of the students have to guess which profession is. After, they have to say some frequent activities related to the profession.

Checking the students work

- At the end of the activity, the teacher will stand up in front of the classroom, and she or he will evaluate the students work, the students can also evaluate their classmates work if they progress or not.
- Evaluating the activity
- The teacher will ask them to select an object used in the selected profession and they have to say how much they learned in the activity, if they need to go on studying about this profession, if they like it or not,. The teacher will

emphasize on the frequent activities and actions related to professions focusing on the teachers' role in society.

Activity 5

Title: The wreck

Objective: To express orally about the professions and the place they have in society so as to focus on the importance of teachers in the formation of all professionals.

Communicative function:

To express moral obligation.

To give advice.

To talk about possible consequences.

Organization: Group work.

Teaching aids: None

Time: 20 minutes

Orientation:

The teacher will:

- Prepare the students to the practice of the communicative functions studied, explain what they are going to do, how, and why they are going to do it.

Development

The teacher will explain to the students the importance of the different professions, and she or he will ask the students if they have face in their lives any risky experience.

The teacher will write on the blackboard the word Titanic and she or he will ask the students to brainstorm what comes to their minds.

Then the teacher will say that they will read a situation of a sinking ship, the crew is composed of different professionals. Before the reading the teacher will

select 7 students, they will be the survivors in a wreck and they all will have professions or social roles such as: a lawyer, a teacher, an engineer, a farmer a doctor, an artist, a computer programmer,

The teacher will ask the students to read and to save at the end three occupations, the students have to provide with a strong argument using modal verbs in English why they selected these occupations.

- The teacher will ask the students to listen carefully to their classmates' arguments and to evaluate the use of modal verbs in the expositions and the prosodic and grammatical aspects of the oral expression.
- The 7 students dramatize the situation providing their arguments and refusing those of the others in order to fight for their own survival.
- The rest of the group listens to the 7 students' arguments from their seats evaluating their development in the activity taking into account pronunciation, use of grammar structures and other aspects decided by the teacher at the beginning of the activity.
- In a piece of paper, all of the students in the class vote for the 3 shipwrecked who should be saved and deliver the pieces of paper to the teacher who will count the votes. The three students with the biggest quantity of votes will be the saved ones.
- In a group analysis the students will evaluate the role of every character in society.
- The teacher emphasizes on the role of the teacher, especially on the most significant of this profession in society.
- There will be a debate on this topic by making the students answer some questions such as:
 - Who was identified with the teacher? Why?

Control

Checking the students work

- After the discussion, the teacher leads the evaluation of the students' work by asking who did not use modal verbs, the pronunciation and grammar mistakes made by the expositors. They have to evaluate themselves and to recommend ideas to progress in the language.

Evaluating the activity

- The teacher draws three faces on the board: one is happy, the other is serious and the last one is sad. On a piece of paper, the students draw one of the faces according to the way they felt during the activity and they also add a plus or a minus mathematical symbol whether they think the activity was good or not. They have to hand the piece of paper to the teacher.

Activity 6

Title: Teachers are examples because...

Objective: To express orally about different great teachers' qualities to reinforce their professional teaching guidance.

Communicative function:

- Describing people morally.
- Talking about past events or activities.

Organization: Group work and individually

Teaching aids: computer, power point presentations, photos, sheets of paper

Time: 15 minutes

Orientation:

The teacher will:

- Prepare the students to the practice of the communicative functions studied, explain what they are going to do, how, and why they are going to do it.

Development

The teacher will organize the activity to work in pairs, and she or he will ask the students to look at the power point presentation dealing with the great teacher selected from the Cuban history such as: José Martí, Félix Varela, José de la Luz y Caballero, José Agustín Caballero, Raúl Ferrer, after having read his biography, the students will talk about the following aspects:

- Date and place of birth.
- Main contributions of their work.
- Main personal characteristics and values you can differ from their actions.

The activity will be developed in a computer laboratory. The students will be placed in couples or three some according to the number of computers in the laboratory. They can find all the information in a folder, previously prepared by the teacher in all the computers.

The students may write down on a sheet of paper, according to their personal opinion, some information about them and the most significant contributions and values that personality had and they have to explain why they say so answering the following questions:

- When and where was he born?
- What was he like?
- What were the aspects about this personality's life and profession that called your attention the most?
- What were his main contributions to Cuban education?
- Would you follow his example? Why?

To make comparisons of the results of this activity, the teacher will ask the students to group according to the personality they had to analyse what they wrote and to ask each other different questions about that personality.

Checking the students work

The teacher monitors the activity by walking around the groups of students.

Control

Evaluating the activity, the teacher will give the chance to all the students to express themselves about all their job during the activity, they will say in which way this activity made them change their view point about teachers profession, The teacher will give The teacher will give a piece of paper and the students will be told to evaluate the activity by writing what they think about the activity, taking into account the following indicators:

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

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

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

Activity 7: A letter to a beloved teacher.

Objective: To express in a written form about a beloved teacher and the influence this person had on their lives so as to reinforce on the pedagogical teaching guidance.

Communicative function:

- Describing people morally.
- Talking about past events or activities.

Organization: Group work and individually

Teaching aids: computer, power point presentations, photos, sheets of paper

Time: 15 minutes

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 commence by presenting a letter written by a little boy, the letter does not have its parts in a clear way. The teacher will emphasize on the importance of knowing the parts of the letter.

Development

The teacher will show in big poster the letter and she or he will ask the students to find wrong aspects in this way the teacher will try to focus on the parts of a letter; the teacher will ask some students to come to the blackboard and to say where the mistakes are.

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

Parts of a letter:

- **Leaded:** 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

The teacher will ask the students if they would like to write a letter to one of the great teachers studied in the previous lesson, they will write all what they think about this teacher and the characteristics this great teacher has, also they are going to write why this work is important in society.

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 teacher will ask the students to share comments with their partners about what they wrote on their letters. The teacher will check what the students wrote.

After that, the teacher will select a student to read aloud his or her letter in front of the classroom, the teacher will keep the letter to be read during the educators' day

Checking the students work

The teacher will check the mistakes students have and she/he will allow them to correct their mistakes. Also she or he will recognize the ones who have done a great effort and do not have mistaken while speaking and writing about the topic.

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 to write to a great teacher and telling him what I thought about his work as a teacher.

- It was good because I knew some parts of a letter but some others don't and I need to go on studying the parts of the letter.
- So-so because I knew the parts of a letter and I did not learnt anything new.

Activity No 8

Title: What a teacher should not do.

Objective: To express orally about what a teacher should not do to reinforce on the necessary qualities teachers should have to contribute to the pedagogical teaching guidance.

Communicative function:

- To talk about prohibition, possibility and advices.

Organization: Pair work

Teaching aids: a film, pictures and computer, color pencils

Time: 25 minutes

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.

Development

Then the teacher will show some pictures containing good and bad actions teachers do, the students are supposed to say what it wrong or good.

The teacher will ask the students to observe some fragments of the film "Bad teacher" and she will ask the students to write down the actions done by the teacher Elizabeth. The teacher will give some minutes to the students to write all they saw.

The teacher will play the fragment again and she or he will ask the students to complete two columns, one containing bad actions and the other one with good actions.

The teacher will check what they wrote in each column, the teacher will ask the students to give some pieces of advice to the teacher.

The teacher will play the fragments of the movie again. They will have to answer, in couples, an observation guide.

- Some questions from the observation guide will be:
 - 1- What does the teacher wear in school?
 - 2- Is it proper of a teacher to dress like that? Why?
 - 3- What does the teacher do during the lesson?
 - 4- Is it correct? Why?
 - 5- If you were the head of the school, what would you tell her about it? (remember to use modal verbs)
 - 6- How does the teacher behave out of school?
 - 7- Should teachers behave properly no matter the place?

To check the activities, the students discuss in pairs the answers they wrote in the observation guide.

- So, the teacher will divide the board into three sections. And she or he will write on each of them: obligations of a good teacher, possible consequences of teachers' bad actions and pieces of advice to better up the teachers' behaviour.

- **Control**

Checking the students work

- After the discussion, the teacher leads the evaluation of the students' work by checking the use of modal verbs, the pronunciation and grammar mistakes made by the expositors.

Evaluating the activity

- The teacher gives some pieces of paper and four color pencils to the students and asks them to draw a line in a different color according to how they felt during the process: Black if they found the activity unproductive, red if they were bothered, blue if it was good for them and orange if they were happy and motivated towards the activity.

Activity 9

Title: Dangerous minds, but courageous hearts.

Objective: To express orally about the film “Dangerous Minds” so as to reinforce the professional teaching guidance.

Communicative function:

- To narrate a story (an event) of the past.

Organization: Team work

Teaching aids: a film, computer, color pencils and sheets of paper

Time: 1:30 minutes

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 activity will be at the school library

Development

From the previous lesson, the students should have done, as a homework, a research about the Cuban Literacy Campaign, the main personalities involved in the process and the main results to be exposed during the activity.

Taking advantage of this activity, the teacher shows an English-subtitled video in which the students listens to Fidel Castro’s speech after the murder of Conrado Benítez and the procession given by the Cuban people when Manuel Ascunce Domenech was buried.

The teacher will write on the board the title of the activity and she or he will ask the students to hypothesize the content of the movie. The teacher will write the hypothesis on the board.

- Then, the students watch the film “Dangerous minds” making emphasis in the following aspects:
 1. Place and historical moment in which it develops.
 2. Characterization of the place.
 3. Social and economic situation of the place where it develops.

4. Attitude assumed by the teacher towards the students' problems.
 5. The teacher's feelings.
 6. Attitudes assumed by the students towards the reality introduced by the teacher.
 7. Importance of the film presented.
- The students debate their answers to each question after having watched the film making emphasis in the positive and negative aspects of it.
 - The teacher, then, makes a comparison about the social and historical moment of the Cuban Literacy Campaign and that presented in the movie because this teacher had to go to a far place in a difficult situation as the youngsters who made part in our campaign.
 - Now, they have to realize why the activity is entitled "Dangerous minds, but courageous hearts" and provide more solid answers.

Control

Checking the students work

- After the discussion, the teacher leads the evaluation of the students' work by checking the use and the structure of simple past tense, the pronunciation and grammar mistakes made in each answer.

Evaluating the activity

The teacher gives some pieces of paper 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 so as to strengthen the pedagogical teaching guidance.

- Time: 2 hours
- Organization: group work

- Teaching aids:

Methodological procedures:

The teacher will commence 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 at the school library with the participation of their families.

Development.

All the students from the school will gather in a meeting where they will be explained the objective of the activity.

Afterward the students will speak about the main activities they have done in their lessons to reinforce their interest towards pedagogical career and what they have learnt from the different activities.

Then, they will talk about teachers' role and the importance they have in society.

Finally the students will present the exposition to the students with all the evidence they have about education in Cuba. They can use some teaching aids or technology to explain all the knowledge they have got about the matter.

Checking the students work.

The teacher will recognize their job and the great effort to do their exposition in the school. And the teacher will ask their families to write their view point about the exposition and the way their sons and daughters progress in their interests towards pedagogical career.

Evaluation:

To evaluate the activity, the students will place a note book on a table and they will ask to all participants in the exposition to write down their impressions after observing the exposition, the results will be shown during the educators' day.

2.3 Final state of the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School

After the application of different methods to determine how the pedagogical teaching guidance is conceived and viewed in the selected sample, the following outcomes were obtained.

2.3.1 Final results of the pedagogical observation:

Potentialities detected:

- There is a well-organized teaching learning process.
- Students can speak with independence and property about the pedagogical studies.
- Students get easily involved in the development of all the teaching activities.
- Students recognize the importance of learning the English language and doing actions to change their perspectives towards the pedagogical careers.

Limitations:

- There is a lack of stable pedagogical professional interests, students express preferences about professions focusing mainly on the study of pure sciences.
- There is a slight influence of their families for the selection of pedagogical as a first choice.
- Teachers took advantage of the potentialities of the content to be taught to carry out an efficient and effective pedagogical teaching.

2.3.2 Final results of the survey.

A survey to the students was applied (see annex 8) with the aim of strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School and the following results were obtained:

In the first question 20 students (67%) matched that they would not like to be guided for the selection of the pedagogical career, while 10 (33%) matched that they would like.

In the second item related to the importance of teachers in society, among the most important criteria, the students exposed:

___ (8) Teachers are very necessary for the preparation of the new generation.

___ (22) Teachers are the base of the society but they do not have the necessary social recognition they need.

Regarding if families contribute to the students' pedagogical teaching guidance, 20 students (67%) matched that their parents do not do it, while 10 students (33%) matched their parents do.

In the last question 22 students (73%) selected that they would not study pedagogical careers, and only 8 (27%) students selected yes.

2.3.3 Final results of the interview.

An interview to the students was applied (see annex 9) with the aim of strengthening the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational High School and the following results were obtained:

In the first question 22 students (73%) stated they feel non-motivated to select a pedagogical career. While 8 (27%) of them feel motivated but they have never received a good guidance.

In the second question 27 students (90%) consider that they would like to participate in pedagogical activities. However 3 students (10%) consider they would not like to do it.

In the third question the students identified some principal qualities that a good teacher should have, among them:

___ Having good values

___ being dishonest

___ Well prepared

___ having bad manners

___ Being responsible

In the last question related to if they like to study a pedagogical career the 73% of the students stated they would not like to study pedagogical professions, because they are motivated for other studies.

CONCLUSIONS

As a final research of the scientific research the following conclusions were stated:

- In the related consulted bibliography about pedagogical teaching guidance in senior high school, it is considered the role it has in developing students 'knowledge, feelings, attitudes and necessary values to make them feel capable of choosing a pedagogical career.
- The real state of the pedagogical teaching guidance in the students from Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School after the application of scientific methods to obtain information about the pedagogical teaching guidance showed that:
 - a. The career the students selected among a group of them was medicine and they placed in the last two options teachers as one of the selected careers.
 - b. Teachers do not have the necessary preparation to do an efficient pedagogical teaching guidance in their lessons.
 - c. Teachers and students recognized the importance of being a teacher for the development of the society.
- The characteristics of the proposal of the teaching activities to strengthen the pedagogical teaching guidance in the students from Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School are: objective, flexible, comprehensive, and applicable.
- The application of the proposal of teaching activities at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School allows the strengthening of the pedagogical teaching guidance due to the fact that there was a positive change in the students' decision for selecting a pedagogical career.

RECOMMENDATION

To recommend the continuity of research related to the pedagogical teaching guidance at Eusebio Olivera Rodríguez Exact Sciences Vocational Senior High School due to a great amount of students who are interested in the selection of other careers but teacher.

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ANNEXES

ANEX 1: Pedagogical observation

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

Aspects to be observed:

- If they like the English subject.
- Knowledge students have about the pedagogical career.
- Knowledge about the importance and significance of the pedagogical profession.
- Knowledge about the teachers' way of acting
- Interest towards the pedagogical profession
- The priority of the profession

ANEX 2: Survey

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

Questionnaire:

1. Would you like being guided to select a pedagogical career?

Yes ___ No ___

2. Select the item according to how important you think being a teacher is.

___ Teachers are very necessary for the preparation of the new generations.

___ Teachers are the base of the society but they do not have the necessary social recognition they need.

3. Does your family contribute to the selection of a pedagogical career?

Yes ___ No ___

4. Would you select a pedagogical career?

Yes ___ No ___

Scale to evaluate the indicators.

Level 1. (High). Those students who have complete knowledge and participate in all the activities related to the pedagogical teaching guidance, proving total interest and proud towards a pedagogical career.

Level 2. (Middle). Those students who know partially about pedagogical careers, participate in some activities related to the pedagogical teaching guidance and prove partial interest and proud towards pedagogical careers.

Level 3. (Low). Those students who know little or nothing about pedagogical careers, participate in few activities related to the pedagogical teaching guidance, and prove no proud nor interest towards pedagogical careers.

ANEX 3: Interview

Objective: To determine the level of information students have regarding the topic of pedagogical teaching guidance and how motivated they are towards pedagogical careers.

Questionnaire:

1. Are you motivated to choose a pedagogical career?

Yes___ No _____

2. Would you like to take part in pedagogical activities?

Yes_____ No_____

3. What qualities do you consider the students that choose pedagogical careers should have in order to be a good teacher?

___Having good values

___being dishonest

___Well prepared

___having bad manners

___Being responsible

4. According to you, would you like to study a pedagogical career?

Yes_____ No_____

ANEX 4: Pedagogical observation

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

Aspects to be observed:

- If they like the English subject. **(observed)**
- Knowledge students have about the pedagogical career. **(observed)**
- Knowledge about the importance and significance of the pedagogical profession. **(observed)**
- Knowledge about the teachers' way of acting. **(observed)**
- Interest towards the pedagogical profession. **(do not observe)**
- The priority of the profession. **(do not observe)**

ANEX 5: Survey

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

Questionnaire:

1. Would you like to be guided to select a pedagogical career?

Yes ___ (2) No ___ (28)

2. Select the item according to how important you think being a teacher is.

___ (10) Teachers are very necessary for the preparation of the new generations.

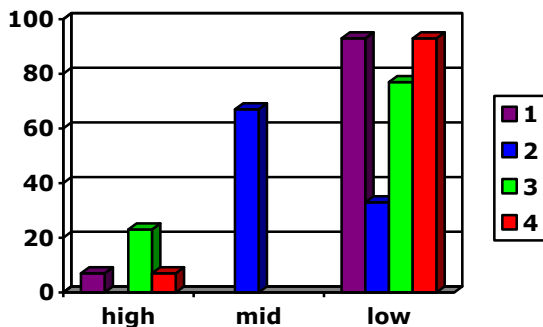
___ (20) Teachers are the base of the society but they do not have the necessary social recognition they need.

3. Does your family contribute to the selection of a pedagogical career?

Yes ___ (7) No ___ (23)

4. Would you select a pedagogical career?

Yes ___ (2) No ___ (28)



ANEX 6: Interview

Objective: To determine the level of information students have regarding the topic of pedagogical teaching guidance and how motivated they are towards pedagogical careers.

Questionnaire:

5. Are you motivated to choose a pedagogical career?

Yes__ (2) No __ (28)

6. Would you like to take part in pedagogical activities?

Yes__ (22) No__ (8)

7. What qualities do you consider the students that choose pedagogical careers should have in order to be a good teacher?

___ (30) having good values

___ being dishonest

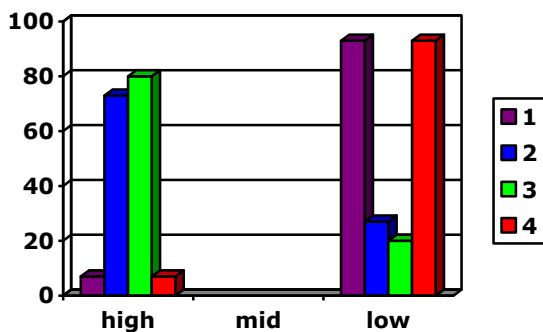
___ (30) well prepared

___ having bad manners

___ (30) being responsible

8. According to you, would you like to study a pedagogical career?

Yes__ (2) No__ (28)



ANEX 7: Pedagogical observation

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

Aspects to be observed:

- If they like the English subject.
- Knowledge students have about the pedagogical career.
- Knowledge about the importance and significance of the pedagogical profession.
- Knowledge about the teachers' way of acting
- Interest towards the pedagogical profession
- The priority of the profession

ANEX 8: Survey

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

Questionnaire:

1. Would you like to be guided to select a pedagogical career?

Yes ___ (10) No ___ (20)

2. Select the item according to how important you think being a teacher is.

___ (8) Teachers are very necessary for the preparation of the new generations.

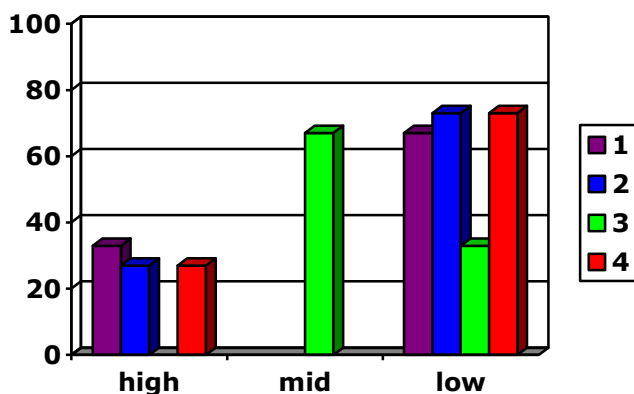
___ (22) Teachers are the base of the society but they do not have the necessary social recognition they need.

3. Does your family contribute to the selection of a pedagogical career?

Yes ___ (10) No ___ (20)

4. Would you select a pedagogical career?

Yes ___ (8) No ___ (22)



ANEX 9: Interview

Objective: To determine the level of information students have regarding the topic of pedagogical teaching guidance and how motivated they are towards pedagogical careers.

Questionnaire:

9. Are you motivated to choose a pedagogical career?

Yes__ (8) No __ (22)

10. Would you like to take part in pedagogical activities?

Yes__(27) No__ (3)

11. What qualities do you consider the students that choose pedagogical careers should have in order to be a good teacher?

___ Having good values

___ being dishonest

___ Well prepared

___ having bad manners

___ Being responsible

12. According to you, would you like to study a pedagogical career?

Yes__ (8) No__ (22)

