

**BACHELOR ON EDUCATION ON FOREIGN LANGUAGES. ENGLISH WITH
A SECOND LANGUAGE.**

RESEARCH PAPER

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Title: The vocational teaching guidance in Junior High Education.

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Quote:

Education is the most powerful weapon wich you can use to change the world.

Nelson Mandela.

Dedication

- To my family, for supporting me all time and giving me confidence to achieve my purposes.
- To Regla Nurelys Espinosa Martínez, my excellent tutoress.
- To my seventh grade students from Ramón Leocadio Bonachea Junior High School from Sancti Spiritus province, to be the focus of this research paper.

Acknowledgments:

- ✓ To my mother for being there supporting and giving me strength to fulfill my goals.
- ✓ To Regla Nurelys Espinosa Martínez, my excellent tutor; for her wise and valuable orientations, his high exigency and his constant motivation.
- ✓ To my family who gave me support and breathe in bad moments to go on.
- ✓ To all my teachers who gave me their hands 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 major paper brings about a profound analysis of the theoretical and methodological groundwork 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 in the seventh grade students. The proposal of curricular english activities to contribute to strengthen the vocational teaching guidance in the students of seventh grade from Ramón Leocadio Bonachea Junior High School which responds to the class profile. The activities go from simple to complex and they reinforce students' knowledge and love towards great teachers from Sancti Spíritus province who had influenced on the students preparation in different period of time.

Résumé

Le projet de recherche est orienté vers la création d'activités curriculaires pour renforcer l'orientation vocationnelle pédagogique chez les élèves de lycées Ramón Leocadio Bonachea 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 curriculaires a été appliqué et évalué. La nouveauté scientifique du projet de diplôme est présente d'après les caractéristiques des activités curriculaires 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.

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. It is an important element in any society as humanity needs a guide to fulfill any task satisfactorily even for the good selection of a profession and to contribute in this way to the full development of society.

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

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 .About this topic Vigotsky (1989) expressed selection of a profession is not a simple selection of one or another activity; it is the selection of a determined way of life..."

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.

Teacher's role is not only to provide information and control discipline, but to be a mediator between the student and the environment. Ceasing to be the protagonist of learning to become the student's guide or companion. In the most basic sense, providing education consists of providing information and developing explanations so that students are in a position to assimilate the content.

Secondary school teachers teach students those knowledge that are basic in their training, to be able to continue with their studies to higher stages or other types of training of interest. For most teachers, it is crucial to use teaching methods to accommodate a class of students with very unequal abilities and who learn at different speeds. It carries out the planning of the knowledge that must be acquired, and that is established by the Secretary of Public Education.

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 being 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.

In the exploratory study about the educative reality in the Ramón Leocadio Bonachea Junior 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

teaching 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 teachers not always plan significant activities to potentiate the students' interest for pedagogical studies and most of the families influence on their children's selection by choosing other careers also was detected that students do not recognize teacher's role in society and students are not well-guided to select pedagogical studies

Among the causes of the detected problem it is distinguished that:

- Insufficient work of professional pedagogical guidance from the lesson.
- Affecting the image of the profession by students and society in general.
- Lack of systematicity and mastery of the routes and techniques to be used from the lesson.
- 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 the Ramón Leocadio Bonachea Junior High School?

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

To propose teaching activities to strengthen the vocational teaching guidance in the Ramón Leocadio Bonachea Junior High School.

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

1. What are the theoretical and methodological groundwork's that sustain the vocational teaching guidance in Junior High Education?

2. What is the current state of the vocational teaching guidance in seventh grade students from Ramón Leocadio Bonachea Junior High School?

3. What characteristics should the proposal of teaching activities have to strengthen the vocational teaching guidance in seventh grade students from Ramón Leocadio Bonachea Junior High School?

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

1. Determination of the theoretical and methodological groundworks that sustain the vocational teaching guidance in Junior High Education.

2. Diagnosis of the current state of the vocational teaching guidance in seventh grade students from Ramón Leocadio Junior High School.

3. Determination of the characteristics of the proposal of the teaching activities to strengthen the vocational teaching guidance in seventh grade students from Ramón Leocadio Bonachea Junior 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 Ramón Leocadio Bonachea Junior High School.

-The analytic-synthetic method: to determine the needs and potentialities of the vocational teaching guidance at Ramón Leocadio Bonachea Junior High School.

The following methods from the empirical level were considered:

-Pedagogical observation, this allowed obtaining information about vocational teaching guidance at Ramón Leocadio Bonachea Junior High School.

-Survey: to determine the real state of the vocational teaching guidance in tenth grade students from Ramón Leocadio Bonachea Junior High School.

-Documentary analysis: it facilitated the study of the problem from different documents that guide and deal with the process.

-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: 198 students and the sample 22 seventh grade from Ramón Leocadio Bonachea Junior High School representing a 11.11% of the population.

In this research, the novelty is reflected on the proposal of teaching activities to contribute to strengthen the vocational teaching guidance in the students of seventh grade from Ramón Leocadio Bonachea Junior High School which responds to the class profile .The activites go from simple to complex and to reinforce students' knowledge and love towards great teachers from Sancti Spíritus province who had influenced on the students preparation in different period of time.

DEVELOPMENT

1- Theoretical and methodological groundworks to strengthen the vocational teaching guidance in Junior High Education.

Taking into account that this research paper is directed to strengthen the vocational teaching guidance in the English language in 7th grade students an analysis of the teacher's role in the leading of the teaching learning process of the English subject in Junior High Education is made, making emphasis on the kind of didactic actions they should follow and apply, taking into account the didactic of Foreign Languages in the Cuban context to contribute to the expected learning goal in 7th grade.

The importance of the methodological strategy is based to create curricular English activities on facilitating the teachers and students from 7th grade, alternatives to develop the speaking skill of the English language. Its selection and design are made up according to the objectives and learning goal of the subject in this grade, and the reasons of consulting a varied and updated bibliography about the topic, to support the methodological strategies established from a theoretical point of view.

1.1. Theoretical and methodological groundworks for the development of the vocational teaching guidance.

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.

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.

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.

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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.

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.

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

1.1.1 Considerations about the vocational teaching guidance in Junior High Education.

The teaching role, on the other hand, implies the transmission of values. The person who fulfills the teaching role is in charge of educating others. In the most basic sense, providing education consists of providing information and developing explanations so that students are in a position to assimilate the content. The teaching role, on the other hand, implies the transmission of values. In general, society expects people who teach to instill positive values in students: respect for the rules, the exercise of solidarity

Secondary school teachers teach students those knowledge that are basic in their training, to be able to continue with their studies to higher stages or other types of training of interest.

Ramón Leocadio Bonachea Junior High School aims to raise the quality of the pedagogical process, achieving a better comprehensive training in students; these objectives are governed under several methodological lines such as:

- Preparation of teachers in training to complete the good pedagogical teaching process.
- Specify the professional pedagogical orientation from the pedagogical process in basic secondary schools.
- Preparation for the execution of preventive work from the comprehensive diagnosis in each student and his family.

End of the Basic Secondary education level

The achievement of the development of the personality and the integral formation of each student from 12 to 15 years old, with a higher level of consolidation in the systematization and expansion of the contents of the educational process, with a scientific-investigative thought, in correspondence with the patriotic, civic and humanist ideals of the Cuban socialist society in its prosperous and sustainable development, expressed in its ways of feeling, thinking, acting, in accordance with its particularities and individual interests, aspirations, social needs and superior forms of independence and regulation in the active participation before the student tasks and their organization, which allows them to gradually assume a scientific conception of the world.

General objectives of the subject in the degree

Understand simple oral and written messages in different contexts, about personal life and family, cultural, environmental, health and social issues, the school and community environment, that favor the relationship with other people in a caring and respectful way, from a perspective intercultural, in correspondence with the ethical-aesthetic ideal of socialist society, manifested in the ability to perceive and enjoy values, as an expression of social behavior in accordance with their individual characteristics.

Communicate, orally and in writing, feelings, preferences, motivations and interests about personal life and family, about cultural, social, environmental, health, school and community issues; that favors the relationship with other people in different contexts of sociocultural interaction, in a supportive and respectful way, from an intercultural perspective according to their individual particularities where English is used to: Communicate short and simple messages about personal life, places, people and preferences. Exchange information in short and simple conversations about personal and school activities in present, present continuous Read simple texts in English and demonstrate general understanding of them through visual, oral and written

tasks, preferably in English. Write descriptions, simple narratives of family, friends, personalities and familiar places.

Develop logical thinking by observing and applying the linguistic content studied. Reinforce the knowledge of the mother tongue as a result of the development of basic skills.

Demonstrate their convictions and feelings, taking into account patriotic, civic and legal, scientific and technological, polytechnic, labor, economic and professional education. Show behaviors that favor education for health and sexuality, with a gender perspective. Improve through the curriculum their knowledge of aesthetic education, communication and environmental education for sustainable development, orientation and social projection.

Unit	H/C	Content
Introductory	2	
1 Hello! What's your name?	6	<ul style="list-style-type: none"> • Basic personal information
2 What's your town like?	6	<ul style="list-style-type: none"> • Describing places of the city • Talking about existence
3 "What's your house like?"	6	<ul style="list-style-type: none"> • Describing the house • Talking about existence
4 What's mom doing?	6	<ul style="list-style-type: none"> • Talking about family current activities
5 What's your friend doing?	5	<ul style="list-style-type: none"> • Talking about friends current activities

6 REVIEW	3	<ul style="list-style-type: none"> • Basic personal information • Describing places of the city • Talking about existence • Describing the house • Talking about existence • Talking about family current activities • Talking about friends current activities
7 What's your friend like?	4	<ul style="list-style-type: none"> • Describing people
8 What's the weather like?	3	<ul style="list-style-type: none"> • Talking about the weather
9 What are they wearing?	3	<ul style="list-style-type: none"> • Talking about clothes
10 What do you do in at school in the morning?	8	<ul style="list-style-type: none"> • Talking about daily activities • Talking about frequency
Total	62	

Junior 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 Ramón Leocadio Bonachea Junior High 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.

1.2 The initial state of the vocational teaching guidance in the students from Ramón Leocadio Bonachea Junior High School.

With the aiming objective of detecting the initial state of the vocational teaching guidance in the students from Ramón Leocadio Bonachea Junior High School an exploratory study was carried out with the participation of 22 students representing the 11.11% of the population.

The population was composed of 198 students and the sample 22 students from seventh grade from Ramón Leocadio Bonachea Junior; the sample is composed of 13 girls and 9 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. 1 of the parents is a teacher, 21 of the parents have university degrees. Their economic 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 seventh grade students from class six from Ramón Leocadio Bonachea Junior 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 22 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 8 students (36.36%) thought that teachers were important in society and 14 students (63.64%) 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 6 students (27.27%) knew about the teachers 'way of acting and 16 students (72.73%) 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 3 student (13.64%) was motivated towards pedagogical careers and 19 students (86.36%) were not motivated towards this profession.

In fifth aspect to be observed related to the selection of pedagogical careers it was observed that 4 student (18.18%) wanted to select pedagogical careers and 18 students (81.82%) did not want to select this profession.

Survey results (Annex 5)

A survey to the students was applied with the aim of strengthening the vocational teaching guidance in Ramón Leocadio Bonachea Junior High School and the following results were obtained:

In the first question related to the importance of pedagogical careers 5 students (22.73%) matched that pedagogical careers were important and 17 students (77.27%) matched that pedagogical careers were not important.

In the second question related to the tasks that teachers should accomplish 10 students (45.45%) exposed that teachers should teach and educate people and 12 students (54.55%) exposed that teachers should to evaluate and to correct the mistakes.

In the third question related to the selection of pedagogical careers, 2 student (9.09%) was interested in selecting pedagogical careers, and 20 (90.91%) students were not interested in selecting pedagogical careers.

In the last question related to the parents' opinions about teachers 5 students (22.73%) matched that their parents had a positive opinion about teachers and 17 students (77.27%) matched their parents had a negative opinion about them.

With the obtained results it was proved that seventh grade students from class six from Ramón Leocadio Bonachea Junior 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 80 and 85 points. Students from high academic results (above 85 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 Characteristics of the proposal curricular English activities to strengthen the vocational teaching guidance in Ramón Leocadio Bonachea Junior High School

The curricular English activities are objective, flexible, developmental and integrating, the proposal encourages the interchange with other institutions and organizations and it favours 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 curricular English 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 curricular English 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 curricular English 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 curricular English 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.

1.4.1 The principles of the leading of the teaching learning process in the proposal curricular English activities to strengthen the vocational teaching guidance in Ramón Leocadio Bonachea Junior High School.

The proposal of curricular activities is based on the principles of the leading of the pedagogical process, stated by Rosa Antich de León 1986 and a group of Cuban pedagogics, among them:

- Principle of the educational nature of teaching.
- Scientific principle of teaching.
- Principle of affordability.
- Principle of the systematicity of teaching.
- Principle of the theoretical - practical relationship.
- Principle of the conscious and active character of the students under the teacher's guidance.
- Principle of solidity in the assimilation of knowledge, skills and habits.
- Principle of attention to individual differences within the collective nature of the teaching-learning process.
- Principle of the audiovisual character of teaching: unity of the concrete and the abstract.

All this principles are the theoretical basis of the proposal of curricular activities to contribute to the vocational teaching guidance in Ramón Leocadio Bonachea Junior 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 curricular 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.

1.4.2 Groundwork of the proposal of curricular English activities aimed to the strengthen the vocational teaching guidance in the students from Ramón Leocadio Bonachea Junior High School

The proposal of curricular English activities to contribute to strengthen the vocational teaching guidance in the students of seventh grade from Ramón Leocadio Bonachea Junior High School which responds to the class profile. The activities go from simple to complex and they reinforce students' knowledge and love towards great teachers from Sancti Spíritus province who had influenced on the students preparation in different period of time, 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, Rubintein, 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.

1.5 Proposal of curricular English activities to the strengthen of the vocational teaching guidance in the students from Ramón Leocadio Bonachea Junior High School

The curricular English activities are structured in **Unit, Title, Objective, Time, Organization, Materials, Orientation, Development** and **Evaluation**.

Activity #1

Unit #2 What´s your town like?

Title: Important teachers of your town.

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

Time: 45 min

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?
- Why is important this profession in life?
- What anecdotes can you tell us that you cannot forget?
- Do you have some photos showing this time as a teacher?
- Do you have some documents with professional 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 #2

Unit #3 What's your house like?

Title: Great teacher's house.

Objective: to express orally about a José Martí's house so as to reinforce and the important essence of this historical house to the formation of the new generation.

Time: 45min

Organization: groups

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 what they are going to do. They had to observe her/his lesson

The teacher will start the activity telling the name of the personality; the students will say what they think of this person.

Development:

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 student's description are good 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 this personality 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 importance of José Martí to the society.

Activity #3

Unit #4 What's mom doing?

Title: Travelling through time

Objective: to familiarize mother's opinion about some teachers' biography so as to reinforce on the importance of meeting great personalities of education in our country.

Time: 45 min

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 some personalities of Cuban Education they know. They will search about experiences, dates and everything they see.

Aspects:

1. Anecdotes
2. Experiences
3. 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/He 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 to how they evaluate the activity.

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Activity #4

Unit #5 What's your friend doing?

Title: The example of a great teacher.

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

Time: 45 min

Organization: groups

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 Marti 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 seen 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.

Activity #5

Unit #6 Review

Title: Debate Video

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

Time: 45 min

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 teacher will begin by doing a brainstorming activity in which the students have to say what come to their minds when they are going to see in the video :

After, the teacher can ask some questions such as: who is the girl? , Do you like girl's teacher?, What is his name?, Have you seen the video?

Before watching the video 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 video?
2. Why the teacher was so good with the girl?
3. Why did the students love the teacher so much?
4. What do you think about the old teacher?

Development:

While watching the video 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 video.

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 video, they will give the ideas about the characters from the video, 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 video 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 video, it was really interesting, I love the old teacher..., then student who receives the ball will go on saying his/her opinion about what he/she learned.

Activity #6

Unit #6 Review

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: 45 min

Organization: small groups

Materials: magazines, blackboard, crayons and pencils.

Methodological procedure:

Orientation:

The teacher will start the activity by asking the students about the video related of the old teacher 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 Ramón Leocadio Bonachea 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 video related to the old teacher 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 the old teacher and her love for teaching, the team 2 will make a poster about the reaction of the girl in the movie and her behavior with the teacher and the team 3 will make a poster about the girl.

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:

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

Pink: 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

Unit #6 Review

Title: What would you like to be in the future?.

Objective: to express orally about with your family about what they are think about teacher's profession so as to reinforce the importance of motivation to select pedagogical careers.

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 with the real life and their parent's opinion.

The students will give their parent's opinion giving ideas about what they think and then they should compare their opinions about the topic.

Development:

The teacher will orient the students to form groups of 5 according to the number in the list to prepare a part of the lesson; the teacher will give the students all the information about the importance to be a teacher and then 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 they think.

Evaluation:

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

Activity #8

Unit #7 What's your friend like?

Title: My favourite teacher

Objective: to write a letter to his/her friend in which the student describe her /his favourite teacher so as to promote their interests for teaching profession

Time: 45 minutes

Organization: Individual

Materials: Pictures and the board.

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
- Sign: you can also write your full name

Development:

The teacher will ask the students if they would like to write a letter to the old teacher of the last video, 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.
- What values they can remember from the old teacher.

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 the old teacher 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 the old teacher.

Activity #9

Unit # What are they wearing?

Title: Teacher's clothe.

Objective: to express orally about all the teacher's clothes so as to strengthen the importance and necessity a good teacher should be properly dressed.

Time: 45 min

Organization: individual

Materials: pictures, board, PowerPoint, .

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, they are going to prepare a part of their opinions about the topic.

The teacher will start the activity with some pictures about the dress of different teachers of the previous activity and a debate of the topic.

Development:

The students will prepare the part of the exposition 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 why a teacher should be properly dressed.

Evaluation:

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

Activity #10

Title: Exposition

Objective: To express orally about all they have learnt about great teachers and the importance of being a teachers in society.

Time: 45 min

Organization: group work

Materials: pictures, PowerPoint, 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 curricular 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 photos and other documents and evidence they have about education in Cuba.

The teacher will recognize their job and the great effort to do their expositions.

Evaluation:

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

2. The result analysis of the proposal of curricular activities to strengthen the vocational teaching guidance in Ramón Leocadio Bonachea Junior High School.

According to the obtained results after the application of the curricular activities it is observed that the vocational teaching guidance was strengthened in the students from Ramón Leocadio Bonachea Junior High School.

A final survey (**Annex 4**) was made with the objective of obtaining information about vocational teaching guidance of the seventh grade students from the

class Ramón Leocadio Bonachea Junior 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 22 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 22 students (100%) thought that teachers were important in society. While in the initial stage 18 students (81.82%) thought that teachers were important in society and 4 students (18.18%) 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 20 students (90.91%) knew about the teachers' way of acting and 2 students (9.09%) did not know about the teachers' way of acting. While in the initial stage 13 students (59.09%) knew about the teachers' way of acting and 9 students (40.91%) did not know about the teachers' way of acting. From this can be concluded that the students learnt about the teacher's way of acting.

In fourth aspect to be observed related to motivation towards pedagogical careers it was observed that 10 students (45.45%) were motivated towards pedagogical careers and 12 students (54.55%) were not motivated towards this profession. While in the initial stage 3 students (13.64%) was motivated towards pedagogical careers and 19 students (80.36%) 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 curricular activities.

In fifth aspect to be observed related to the selection of pedagogical careers it was observed that 9 students (40.91%) wanted to select pedagogical careers and 13 students (59.09%) did not want to select this profession. While in the initial stage 4 students (18.18%) wanted to select pedagogical careers and 18 students (81.82%) 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.

Results of the Interview (Annex 6):

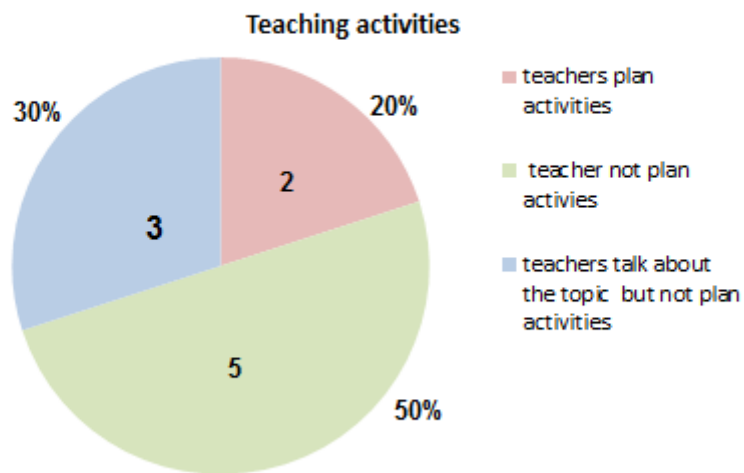
A final interview was applied to the teachers from Ramón Leocadio Bonachea Junior High School with the aim of verifying the motivation English teachers feel by the subject and the next results were collected:

- With the application of this proposal of teaching activities they have increased their own motivation towards to select pedagogical careers, it brings about an improvement of the student's results in class.
- It was demonstrated that the implementation of curricular teaching activities related to the motivation to select pedagogical careers achieved a notable change in the development of seventh graders at Ramón Leocadio Bonachea Junior High School in Sancti Spiritus.

Results of the Scientific Observation: After to visit the lessons of some teachers was detected that most of the teachers do not plan creative teaching activities to motivate students to select pedagogical careers, after the observation of 10 teachers in total were detected that 5 teachers do not plan creative teaching activities to motivate students, 2 teachers work with teaching activities to motivate students to select pedagogical careers and 3 teachers talk about the importance of pedagogical careers but not preparer teaching activites to motivate the students.

With the obtained results it was proved that seventh grade students from Ramón Leocadio Bonachea Junior High School in the municipality of Sancti Spiritus the students are not interested in to obtain 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.

Scientific Observation



CONCLUSIONS

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

- The role it has vocational teaching guidance in Junior High School in developing student's knowledge, feelings, attitudes and necessary values to make them feel capable of choosing a pedagogical careers is considered in the related consulted bibliography.
- The current state of the vocational teaching guidance in the students from Ramón Leocadio Bonachea Junior 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 Ramón Leocadio Bonachea Junior High School has limitations due to the fact that there was an insufficient number of curricular activities planned as a part of the educative process to potentiate the selection of pedagogical careers.
- The proposal of the curricular activities encourages the interchange with other institutions and organizations and it favours 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 curricular activities in Ramón Leocadio Bonachea Junior High School allows the strengthen the vocational teaching guidance because there was a positive change in the students' decision for selecting a pedagogical career.

RECOMMENDATIONS

Apply vocational teaching activities to contribute to motivation to select pedagogical careers.

To recommend the continuity of investigation related to vocational teaching guidance and the work with families and communities in Ramón Leocadio Bonachea Junior High School a great amount of students are interested in the selection of other careers but teacher.

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