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DIAGNÓSTICO PEDAGÓGICO INTEGRADO. UNA HERRAMIENTA CLAVE PARA LA GESTIÓN DE PROYECTOS EDUCATIVOS COMO COMPETENCIA PROFESIONAL DEL ALUMNADO DE EDUCACIÓN

INTEGRATED PEDAGOGICAL DIAGNOSIS. A KEY TOOL FOR MANAGING EDUCATIONAL PROJECTS AS A PROFESSIONAL SKILL FOR STUDENTS STUDYING EDUCATION

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Resumen

El artículo aborda el tema del diagnóstico en la práctica educativa, en la carrera de Educación de la Universidad Estatal del Sur de Manabí (UNESUM). Se tienen en cuenta investigaciones precedentes en este ámbito desarrolladas por investigadores de diferentes nacionalidades como resultado de sus proyectos de investigación, tesis de maestrías y doctorados. Se sistematizan contenidos tomados de diferentes fuentes y se presenta el diagnóstico como proceso de investigación – educación, de aprovechamiento de los procesos formativos que se producen en la universidad lo que se concreta como resultado fundamental en las competencias que deben desarrollar el futuro profesional en el diseño de proyectos educativos que involucre a estudiantes, tutores, profesores, contexto educativo, familia y contexto laboral. El presente trabajo es resultado del proyecto de investigación titulado "Fortalecimiento del nivel didáctico-pedagógico de los docentes en las instituciones educativas del cantón Jipijapa" y también contribuye como parte de los resultados del proyecto de vinculación titulado "Tareas dirigidas y apoyo Psicopedagógico para fortalecer el aprendizaje de los alumnos en la Educación básica Pública de Jipijapa Fase III 2025".

Palabras claves: Proyecto, educacional, diagnóstico, competencia, profesional.

Abstract

The article addresses the issue of diagnosis in educational practice in the Education program at the State University of Southern Manabí (UNESUM). It considers previous research in this field carried out by researchers of different nationalities because of their research projects, master's theses, and doctoral dissertations. Content taken from different sources is systematized, and diagnosis is presented as a research-education process that takes advantage of the training processes that take place at the university, which is reflected in the fundamental skills that future professionals must develop in the design of educational projects involving students, tutors, teachers, the educational context, family, and the work context. This work is the result of the research project entitled "Fortalecimiento del nivel didáctico-pedagógico de los docentes en las instituciones educativas del cantón Jipijapa" and also contributed as a part of the results of the linkage project entitled "Tareas dirigidas y apoyo Psicopedagógico para fortalecer el aprendizaje de los alumnos en la Educación básica Pública de Jipijapa Fase III 2025".

Keywords: Educational project, diagnosis, professional, competence.

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1. Introduction

In today's global context, education faces significant challenges in its role of training competent professionals who are adaptable to a constantly changing environment. The need to improve the training process in various degree programs has been a recurring theme in academic and political debates, given that the quality of education directly determines the ability of graduates to respond to the demands of the labor market and contribute to social development. The development of skills in Ecuadorian university graduates from the State University of Southern Manabí is a vital goal for improving the quality of learning for professionals in training, considering the direction of the teaching-learning process.

However, notable transformations can be seen based on the provisions of educational reforms, which must correspond to each of the contexts in which professional practice takes place, with training being developed from that real-life scenario. This responds to the era of permanent development of science and technology; it also implies an efficient and effective professional practice of

pedagogy and didactics adjusted to the context, becoming the solution to the problems that arise in each space in which they operate.

In an extensive bibliographic review, the criteria of Ecuadorian authors such as Vallejo, R. (1994); Larrañaga, O. (1999); Ortiz, A. (2009); González, F. (2010); and Petroff, I. (2010) who have addressed the issue; they argue that it is important to deepen and work on its study as it is related to human education. Currently, they debate the need for Ecuador to achieve technical, technological, and professional training that promotes development, considering the importance of professional training being based on excellence in the processes carried out in universities by the teachers who work there.

However, given the realities of the technological and pedagogical context at UNESUM, when applying the factual diagnosis, the results made it possible to determine that there are shortcomings, limitations, and stagnation in the transformation of the training process for education professionals, both individually and collectively.



In this regard, in Ecuador, the education system has been subject to constant reforms that seek to align it with the social and economic needs of the country. Higher education has also been prompted to reevaluate its training strategies, especially in areas related to the management of educational projects, which are fundamental to the professional practice of future teachers.

From this perspective, Ecuador's educational policies, such as the Development Plan for the New Ecuador 2024-2025, recognize the importance of training qualified professionals who can lead initiatives in the field of education. However, there are limitations in the training process of the education degree program at UNESUM that undermine students' ability to develop the necessary pedagogical skills.

The term “diagnosis” etymologically comes from the Greek words “dia,” meaning “through,” and “gnosis,” which can be understood as “revealed knowledge.” Therefore, an etymological interpretation of the meaning of the word diagnosis, in the integration of its parts, could be “through revealed knowledge.”

Due to the widespread and continued use of the category of diagnosis in medical sciences, when looking up definitions in Spanish dictionaries, it is associated with the act of recognizing or distinguishing the signs or symptoms of a disease, or with the classification or determination of the disease made by the doctor based on the signs and symptoms observed in the patient.

For this reason, there is a powerful tendency, especially in the popular imagination, to relate diagnosis to a result. This is not entirely wrong, however, in the pedagogical sciences, the diagnostic category tends to be associated with an investigative process, without denying that the result is also part of it. Diagnosis is a process inherent in all education; it is the starting point for adequate educational work, for establishing supportive relationships with students and educators following their individual and collective needs.

However, this important process has multiple perspectives in higher education, which are related to the training of the professionals who carry it out, and this does not always favor the full realization of the

diagnosis. This is the reason for specifying in this article the essential aspects of the concept of comprehensive diagnosis for higher education.

This work is the result of the research project entitled “Fortalecimiento del nivel didáctico-pedagógico de los docentes en las instituciones educativas del cantón Jipijapa” and also contributed as a part of the results of the linkage project entitled “Tareas dirigidas y apoyo Psicopedagógico para fortalecer el aprendizaje de los alumnos en la Educación básica Pública de Jipijapa Fase III 2025”.

2. Development

This article contains the necessary reference elements presented because of systematization: the concept of comprehensive diagnosis in higher education, which is specified in the essential characteristics, functions, laws, and principles of this university training process. Readers' attention is drawn to the fact that the essential change lies in considering comprehensive diagnosis as an educational and research process, that is, as a process of inquiry-explanation-

intervention that occurs systematically in higher education, Carnero, M (2020).

The study of official documents is inextricably linked to pedagogical diagnosis, which, in addition to considering students' prior knowledge and skills, their aptitudes, attitudes, interests, social background, state of mind, health, among other aspects that characterize them, includes a new integrative element. This complements the student's competence by preparing them to efficiently face the professional situations that arise during the management of the teaching-learning process in their spheres of action. Here, it is determined which aspect will be emphasized as the basis for the formation of educational project management competence, without losing sight of the fact that this manifests itself within a system where the constituent parts do not act in isolation and independently.

Both for pedagogical diagnosis and for planning and evaluation, Ecuador's educational policies, such as the Development Plan for the New Ecuador 2024-2025, recognize the importance of training qualified



professionals who can lead initiatives in the field of education. However, there are limitations in the educational training process at UNESUM that undermine students' ability to develop the necessary pedagogical competencies. These include:

Lack of updating of the curriculum content, which does not fully reflect the current needs of the educational environment or consider the incorporation of new technologies.

1. Lack of interdisciplinary projects that link different areas of knowledge and approach education from a more holistic perspective, fostering critical thinking and innovation.
2. Lack of training for future educators in identifying and addressing the social needs of their communities, which is crucial to the success of projects.
3. Low student participation in community or research projects, which reduces practical experience.
4. Low level of innovation among students, which affects their ability to develop creative projects.

5. Insufficient teamwork skills among students, which are essential in the management of educational projects.
6. Lack of training in communication, leadership, and conflict resolution skills, which are key in project management.

The factual diagnosis also identified the following as the main causes of the limitations:

1. A one-dimensional approach to skills focused on cognitive aspects, without considering the social-emotional and technical skills necessary for project management.
2. A lack of teaching strategies that integrate project-based learning, where students are protagonists of their learning.
3. The predominant use of traditional teaching methods that do not encourage innovation and active learning, thus limiting the ability to design effective educational projects.
4. A tendency to evaluate theoretical knowledge rather than the practical application of skills and competencies in educational projects.

5. Poor training in the use of technologies that could facilitate the planning and management of educational projects.
6. Lack of attention to cultural and contextual particularities that affect the planning and execution of projects, thus limiting their relevance.

The relationship between the limitations and their possible causes indicates that the training process in the UNESUM education degree program needs to be reviewed and improved to enhance the professional performance of its students in project management, as well as in the development of skills for their implementation.

At the international level, skills training responds to global demands, such as digitization and the need for cross-cutting skills, with a focus on mobility and international recognition of qualifications.

In Ecuador, the focus is on improving the quality of technical and technological training, with an emphasis on equity and social inclusion, seeking to better integrate the productive and educational sectors to address local economic

challenges. For this reason, at the State University of Southern Manabí, the educational model is designed to respond to the local needs of the province, with a methodology that promotes practical and contextualized learning, focusing on key sectors for the economic development of Manabí.

The perspectives of the researchers analyzed reflect the complex and controversial nature of the issue. At the same time, they allow us to understand how the vocational training process, although guided by global trends, adapts to national and local realities, responding to specific socioeconomic and cultural contexts.

However, the author considers that a theory that allows for the planning, execution, control, and evaluation of educational projects in the Ecuadorian university pedagogical sphere has not been sufficiently argued, from a perspective that integrates the cognitive, affective-motivational, personality qualities, and metacognitive processes, reinforcing the formation of soft skills, the use of technological resources, as well as the cultural and contextual particularities of the community, in line with the demands of the



UNESUM Education Career Professional Model, which makes it possible to direct the search for theoretical references that serve as a basis for diagnosing the current situation of professional skills training, in turn allowing for the development of a methodology based on a model of training in educational project management skills, to promote the professional pedagogical performance of students in the Education Career.

The proposal of the competency, as well as its name, is based on the intention to take advantage of the content of educational projects to shape its structure.

In line with the above, the research is based on the conceptualization of the diagnosis for the implementation of a methodology based on a model for training in educational project management, which takes into account the relationship between: innovation, creativity, and the use of transformative methodologies in training; and tradition, which generates resistance to change in traditional methods that are not aligned with new educational trends, contributing to the improvement of

professional pedagogical performance in the management of educational projects.

3. Definition and essential characteristics of comprehensive diagnosis in higher education

Emphasis will be placed on the analysis of some of the studies and concepts of diagnosis linked to pedagogical practice by contemporary authors such as: (González, 2002), (Arias, 2004), (Pérez, Bermúdez, Acosta, and Barrera, 2004), (Akudovich et al., 2011), (Valle, 2012), (López, 2015), and (Arriaga, 2015).

The authors referenced in their works agree on the following aspects related to the diagnosis made in connection with the practice of education professionals:

- The nature of the process that allows for knowledge of aspects concerning the educational reality.
- The need to investigate and delve deeper to understand the object of research.

- Its guiding nature in terms of promoting change from the current situation to a qualitatively superior one.
- The use of various methods, procedures, and situations in the dynamics of student training.

However, there are some aspects that could be further developed to improve diagnosis in the pedagogical sciences, particularly in higher education. These are:

- The use of interrelationships within and between higher education contexts for objective knowledge and transformation of the object of research.
- The leading role of students in the diagnostic process.
- The cooperative work of those involved in the diagnosis.
- Diagnosis is a dialectical process of inquiry-explanation-intervention.
- Diagnosis is a process of educational guidance.

These latter aspects have been emphasized by (Carnero, 2009, 2018, 2019), (González, 2016), (Meneses, Carnero, and Arzuaga, 2016), (Tarrió, Carnero, and Gómez, 2016), (Tarrió, 2017), (Meneses,

2017), (Carnero, Arzuaga, Tarrió, Meneses, and Rodríguez, 2017), and (Kaparakate, Carnero, and Rodríguez, 2017) in research and results, from which comprehensive diagnosis in higher education has been defined as:

A systematic and objective process of inquiry, explanation, and intervention in the social situation of university students' development, which is carried out in the dynamics of their educational processes at the university-workplace-community, based on student leadership and the cooperative work of all those involved in order to discover individual and/or collective needs, prevent adverse effects, and plan actions that have an impact on the professional training and comprehensive professional development of graduates and engineers (Carnero, 2019, p.106).

The following aspects are significant and essential in this definition:

It is considered a systematic and objective process of inquiry-explanation-intervention. This means that each resource used (method and instrument) for comprehensive diagnosis makes it possible, in a



single act, [in an interdependent, simultaneous, continuous, and practical manner, to obtain relevant information, verify its accuracy, reconstruct knowledge about subjects and contexts of higher education, and stimulate processes of change and transformation based on individual and/or collective needs and social demands. Inquiry is understood as the search for and collection of information, data, facts, and events that allow for the reconstruction of knowledge about students and their higher education contexts, emphasizing the historical dynamics of their development.

Explanation is defined as the reconstruction of knowledge about students and their higher education contexts, based on the historical dynamics of their development, supported by the rigorous use of scientifically proven methods and subject to a set of interdependent indicators, validated in practice as representative of reality.

Intervention is presented as a helping relationship, an educational act, and an influence to raise awareness and stimulate processes of change and transformation in

students and their higher education contexts, considering their potential, needs, and social demands.

Systematicity implies interdependence, unity, and simultaneity between inquiry-explanation-intervention, which are not separated in their practical application, in addition to the continuity that must characterize this process in all activities that take place in and between higher education contexts.

Objectivity refers to the rigor with which the comprehensive diagnosis must be carried out, as it must reflect that part of reality subject to the process on the basis of a system of indicators duly validated as representative of it and the use of scientific methods proven in practice.

The social situation of university students' development is a part of reality that can be researched. In this sense, it is of research interest to study the unique and unrepeatable way in which each student, based on their level of development, potential, and experiences, perceives, assimilates, and internalizes the influences and demands that each higher education context exerts on

them, and how these, in their unity, determine how each student relates to others, to their academic activity, and the world in general. Assimilates and internalizes the influences and demands that each higher education context exerts on them, and how these, in their unity, determine how each student relates to others, to their academic, work, research, and outreach activities, and to themselves.

Another distinctive aspect is the leading role of students in comprehensive diagnosis, that is, in addition to knowing that they are subjects of the process, they are actively and responsibly involved in the exchange of information, in its assessment and analysis, and in determining actions to achieve higher levels of development following their individual needs and the social demands posed by higher education contexts. Cooperative work or cooperation translates into commitment, involvement, and responsibility on the part of all those involved in the search and exchange of relevant information, data, facts, and events, in the analysis, organization, and verification of this information, and in the planning and

execution of objectives and actions to enhance the professional training and comprehensive professional development of university students.

Finally, the definition specifies the aspiration of comprehensive diagnosis, which is to discover individual and/or collective needs, prevent adverse effects, and plan actions that have an impact on the professional training and comprehensive professional development of university students who, in a few years, will obtain a degree in Education.

This aspiration makes it possible to define the functions of comprehensive diagnosis, which will be explained below, followed by the laws and principles.

4. Functions, laws, and principles of comprehensive diagnosis in higher education

There are many definitions of the concept of function, but in essence, they all reflect that it constitutes a type of activity in which a set of operations and management actions carried out by the subject



predominate, through which the objectives of the system in question can be achieved (Valle, 2007).

In this sense, it is assumed how comprehensive diagnosis operates and impacts the system of relationships established in and between higher education contexts for the professional training and comprehensive professional development of future education graduates.

Hence, three functions are identified that manifest themselves interdependently, given the essential characteristics of comprehensive diagnosis explained above:

- Heuristic function: this is fulfilled in the systematic and objective discovery of issues related to the interrelationships that occur in and between higher education contexts, as well as between educators and students, and in the reconstruction of knowledge as a dialectical path of successive approximation to the truth, based on the system of indicators and the methods and instruments designed for this purpose.

- Preventive function: this is carried out by warning, forecasting, and raising awareness in the systematic exchange between those involved, to avoid possible impacts on processes promptly, as well as to take advantage of potentialities and strengths to promote the professional training and comprehensive professional development of university students.
- Projective function: this takes the form of planning individual and collective objectives and actions in the short, medium, and long term, always and in all activities in which comprehensive diagnostic actions are carried out, always with the aim of enhancing the processes of professional training and comprehensive professional development of students.

The “fundamental genetic law of development,” formulated by Vygotsky (Arias, 1999), considers the fundamental law that governs the diagnostic process:

Everything that has been formed or is in the process of being formed at

the intrapsychological level can be expressed and known through the interpsychological (assignment of activities, tasks, interviews, experimental situations, observation of the product of the activity, and communication with the subject) (p.152).

In defending the idea that intervention is an intrinsic part of comprehensive diagnosis, understood as a helping relationship that is offered to stimulate development processes based on the needs of each individual or group, the second law governing the comprehensive diagnostic process is formulated: “The development achieved by each individual or group and their potential can be promoted and stimulated through the means used to determine it (assignment of activities, tasks, interviews, experimental situations, and communication)” (Carnero, 2019).

The integration of both laws leads to the reaffirmation that everything that occurs in the system of relationships in and between higher education contexts can be used to investigate, explain, and intervene in a systematic and objective manner, with the aim of discovering individual

and/or collective needs, preventing adverse effects, and planning actions that have an impact on the professional training and comprehensive professional development of education graduates, hence their importance in the training of educational project management skills.

These laws highlight the dialectic of the comprehensive diagnostic process, where real practice is its beginning and end. In it, the process is developed, investigated, explained, and intervened in a systematic and simultaneous way as a dialectical path to the truth and to enhance the development of processes and subjects.

The principles assumed are an integrative synthesis of those proposed by Carnero (2009) in his doctoral thesis, which have been taken up and enriched in doctoral research by Meneses (2017) and Tarrió (2017).

The aforementioned authors agree in proposing the principles for student diagnosis based on the reference point that assists them: the Historical-Cultural Approach. Hence, we start from the principles



formulated by them to propose those that should govern the comprehensive diagnosis process in Higher Education, following the conditions and requirements of this education subsystem, that is, based on its contextualization.

Principle of cooperation: the diagnosis is carried out with the committed and responsible participation of all those involved in the students' educational processes, essentially the school's management and teaching staff, families, university tutors, and the workplaces where work experience is carried out, community factors, and the students themselves, in a coordinated effort by tutors, guidance teachers, and year heads.

Everyone participates, gets involved, and commits themselves, at the request of the tutor, the guidance teacher, and the year head, in the investigation-explanation-intervention, from the application, processing, analysis, and interpretation of comprehensive diagnostic methods and instruments, in the characterization of the social situation of the student's development, in the process of its

analysis and the simultaneous development of individual and collective plans and projects to improve it.

Everyone contributes to monitoring and controlling compliance and to enhancing the training processes to achieve this. The comprehensive diagnostic process allows us to get closer to the pedagogical reality of each student, and one of the ways to achieve this goal is through the committed and responsible participation of those involved in the process.

Principle of dynamism: In this sense, visits to classes, student group activities, year and degree groups, work placements, research, community and home activities, and in general, all activities in which educators and learners interact, offer the possibility of observing their behavior, analyzing their interventions, their assessments, their projections, evaluating their learning processes and results, to understand their body language, gestures, and emotions, and to ask them questions and talk with them.

This is the essential path for the comprehensive diagnostic process,

which also allows for helping in the right direction at times when complex and difficult situations arise that educators and learners have to face, as an appropriate way to enhance training processes and stimulate comprehensive professional development processes.

Every moment of exchange with those involved becomes part of the diagnostic process and should be optimally used for that purpose, which does not mean that it is not necessary and convenient to use some specific diagnostic tests or techniques that allow important information to be obtained and explored in depth for explanatory and intervention purposes.

In higher education, spaces of intersubjectivity incorporate the institution where the student carries out their work experience, which is why these processes are distinguished by their professional nature, problem-solving, and transformation of the social environment, which gives them different characteristics that promote an interventional diagnostic process that guides the training of a professional who responds to the

model demanded by Ecuadorian society.

Principle of comprehensiveness: this is achieved by getting to know the subject in their higher education contexts and during their life. It is essential to know their past and how it has affected them to understand their present and be able to plan actions that will lead to the satisfaction of their individual needs and the fulfillment of social demands.

It is not enough to know their characteristics and behavior; it is essential to understand and explain their interaction with their environment, how they perceive, face, and resolve life's contingencies, and how these affect them, based on an analysis of their past and present history.

This allows us to determine what resources they must successfully navigate the process of their professional training and the help they may need to achieve the objectives required of them by the professional model, based on their self-improvement through the integration of the university, the family, the center where they carry



out their work placements, and the community.

On the other hand, the idea of understanding and promoting the development of individuals, groups, and social institutions from their complexity, that is, from the indissoluble unity between the historical, psychological, biological, social, and cultural on the individual and collective levels, is fundamental to the realization of this process.

The collaboration of all participants in the diagnostic process is a way to achieve greater precision and objectivity in the knowledge and transformation of the object of this process, as well as a positive impact on all those involved. It also provides all the data for the formation of competence and the management of educational projects with a higher level of precision.

The use of a system of scientific methods, instruments, and procedures following the material conditions, the level of preparation of the participants, the characteristics of the subjects, groups, institutions, or processes under study, and the system of interdependent indicators that respond to a unit of analysis to

organize knowledge, constitute a basic aspect for the realization of this process and the foundation of its comprehensiveness. The above leads to the idea that comprehensive diagnosis is essentially an educational guidance process, as it enables and requires the assistance of education professionals in the necessary direction and at the precise moment when their action is needed to facilitate the fulfillment of the purpose of education, to achieve coherence in the educational actions carried out in the different contexts of higher education and stimulate the development of all those involved.

Principle of scientificity: the comprehensive diagnostic process is a successive search for the information necessary to arrive at the most accurate conclusions possible about the subjects. All of this requires the information available at a specific moment about the characteristics of the students. Before undertaking the study, those involved should orient themselves in terms of what they are going to study, what they are going to test, and how they are going to do it; that is, what methods and techniques they will use, which should be in line with scientific advances in the field of

pedagogical and psychological sciences and the particular characteristics that are appreciated in the comprehensive diagnostic process of the student and the group. In higher education, the aspects to be diagnosed are determined based on the demands that society places on future graduates. The methods and techniques must be selected considering the social development situation in which these students find themselves: on the threshold of adulthood, in a process of professional training in which they determine their place in life and towards which they assume an attitude that may or may not facilitate their comprehensive professional development.

The data obtained from the study must be interpreted with the utmost objectivity. To this end, they must use the scientific method in the search, organization, and interpretation of data; they will formulate working hypotheses about the possible causes of the characteristics observed and will seek and examine data that may support or refute these hypotheses. They will also ensure that their conclusions are justified only when

the evidence, from various sources and using various methods, supports or refutes the hypotheses, which in turn will become the basis for constructing the conclusions of the comprehensive diagnosis at a given moment: the comprehensive characterization.

The aspects discussed above require methodological specificity, an ordering into stages and phases of the actions to be carried out by teachers, students, and other educators in the various higher education contexts participating in the comprehensive diagnosis, as well as the methods, techniques, and instruments that are conceived based on the indicators determined for this important process. To this end, we recommend consulting the article, "Proactive conception of educational work at the University" by Carnero and Arzuaga (2019).

5. Conclusions

Comprehensive diagnosis in higher education is conceived as a research and educational process that requires scientific rigor as well as student participation, cooperation from professors and other educators



in different higher education contexts, and the use of the many activities that students engage in during their professional training, considering human nature in historical, biological, psychological, social, and cultural terms. Which should be integrated in such a way as to enable the understanding and guidance, from an educational perspective, of the processes of comprehensive professional development of students during their time at university. This will be a fundamental basis for the training of future graduates of the Education degree program in the management of educational projects.

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