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PROFESSIONAL- VOCATIONAL ORIENTATION TOWARDS THE NATUROPATHY CAREER IN RIOBAMBA, CHIMBORAZO, ECUADOR

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Abstract: The training of professionals in the Naturopathy career is currently a necessity not only for families, but also for students, but above all for society. The scientific-technological development requires increasingly better prepared professionals who are competent, but who demonstrate the affective link with the career through solid professional modes of action. In the present investigation, the following scientific problem was declared: how to contribute to the improvement of the work of professional-vocational orientation towards the career of Naturopathy in the Higher Technological Institute “Dr. Misael Acosta Solís” from Riobamba, Chimborazo, Ecuador? That is why the research objective was established to base a system of actions for the improvement of the work of professional-vocational orientation towards the career of Naturopathy in the Higher Technological Institute “Dr. Misael Acosta Solís” from Riobamba, Chimborazo, Ecuador. An organization of the professional-vocational orientation process for the Naturopathy career is presented from the conceptions of the historical-cultural school that has the student as its center, for this reason three basic nuclei of general knowledge are proposed, which includes: Self-knowledge activities ; Activities of instructional-professional content and Activities aimed at establishing the affective bond with the profession to be developed in two fundamental forms of organization of the training process: curricular and extracurricular. These activities, due to their objectives and contents, respond to three basic nuclei of general knowledge. It is considered that in general, each activity must have a comprehensive psycho-pedagogical and professional approach and contribute to the profile of the Naturopathy career in the specific conditions of Ecuador. This can serve as a guide for the elaboration of the projection of work in the Higher Polytechnic Institute

“Dr. Misael Acosta Solís” from Riobamba, Chimborazo, Ecuador.

Keywords: formative process; forms of organization; professional-vocational guidance; Naturopathy.

INTRODUCTION

“The choice of profession

It is not simply the choice of one or another activity, rather, that of a determined path of life (...)”

L. S. Vygotsky. (Citado por L. I. Bozhovich, 1976: p: 247)

The need to professionally educate the personality is an unavoidable task of the formative process that is carried out in the school with the young generations, which is why professional orientation becomes a priority educational objective from early childhood, the game of Roles with productive value then becomes one of the first ways to achieve this goal, but it must continue with a system of actions that is systematically and continuously carried out at each educational level.

Professional education becomes an important transversal axis of the curriculum, while the job training of the new generations serves as the basis for the socioeconomic development of society, hence it is considered that:

“Professional personality education is an essential dimension of comprehensive education that aims to define the student’s professional life project and its integration into the working life of society. It determines to a large extent the result of general education, so its educational contents must become work objectives of all education (...). It is an area that is highly committed to the country’s economy, as it deals with promoting interests, values, projects and personal conditions that, together with technical preparation in certain trades and professions, guarantee the

student's training for work and life. active socioeconomic (...). J. Del Pino Calderón; et al (2016:1)

Thus, it is considered that the preparation for the selection of the profession must become an educational objective with the same denominations as what is done for others, such as the civic, socio-emotional, sexual, patriotic, among others, both:

"(...) professional guidance is also a transversal axis of the pedagogical process in any school of any level of education, in the end, students must give continuity to society by studying different careers and specialties, this will result in the elevation of development social and economic of a territory, therefore, in this project the position of defending the general professional orientation (towards each and every one of the careers that are studied in the province and the country) continues to be systematized with emphasis on the careers considered social priorities". Z. Matos Columbié, et al (2016, p: 2).

These elements demonstrate and support the pedagogical importance of increasing admission to the different careers, especially those that are considered social priorities, due to the object of work to which they are dedicated and in this case Naturopathy appears and this has the objective of covering the growing and urgent need to train technicians, professionals, specialists, who have in their hands the task of caring for and rehabilitating people's health and this contributes to the social development of the country, and in fact to the province of Riobamba in Ecuador.

It is considered that professional guidance is a task that cannot be delegated in the formative process, taking care that it goes through all its stages facilitates both the work of teachers, the family and the community as well as the possibility that the student is in a better position to choose it, enroll it and exercise a once graduated, Guantano. What it is about is that this work meets the requirements. That

is why *"it is necessary to stimulate a peculiar professional orientation work that, due to the complexity of its objective and the social conditions in which it is carried out, requires a high scientific and methodological rigor". J. Del Pino, et al (2006:1)*

From the scientific and methodological point of view in the different countries, this important socio-educational demand has allowed the preparation of different normative and methodological documents, work guidelines, brochures, circular letters, indications, strategies, methodologies, conceptions, etc., which Together with the results of international, national and provincial scientific research, they have created an information base that, although it is still considered sufficient, can help to organize and develop this work, at the same time that they are applied and systematized in the schools the results of investigations that remain on a theoretical level, but on a practical level there are not the results that are expected depending on the peculiarities of the territories.

It must be noted that the results of the empirical inquiries undertaken in this research (participant observation, direct and indirect observation, interviews, surveys, focus groups, analysis of the products of student activity, problem inventories, among others) as well as The concrete results of the entrance and exit of the students of the Naturopathy career and their quality point out and demonstrate that a better articulation of the work that is carried out is needed, hence the following scientific problem was outlined: how to contribute to the improvement of the work of professional-vocational orientation towards the career of Naturopathy at the Higher Technological Institute "Dr. Misael Acosta Solís" from Riobamba, Chimborazo, Ecuador?. It is about looking for the best psycho-pedagogical alternatives to achieve

this work, for which the following research objective was outlined to base a system of actions for the improvement of the work of professional-vocational orientation towards the Naturopathy career at the Higher Technological Institute “Dr. Misael Acosta Solís” from Riobamba, Chimborazo, Ecuador.

DEVELOPMENT

THEORETICAL FRAMEWORK

The OPV process focuses its attention on the student and requires that work be done in the different forms of the pedagogical, curricular and extracurricular process in this case. It is important to understand that the *“The school cannot give up its leading and primary role in the OPV process, in fact it must plan, coordinate and direct the actions on the student and relate directly with other significant contexts of action (...)”* Z. Matos Columbié, (2003, p: 29) For this reason, the need to scientifically train the actors who participate in this process of professional-vocational orientation, the school, family and community

It is considered that in order to implement any professional-vocational guidance action, a reasonable amount of time must be devoted to the training of the social actors involved in this process; on some occasions, the lack of knowledge affects the students and worsens the situation and prevents the advancement of work and slows self-determination and conscious choice of the student towards a career.

The conception that is defended starts from considering that methodologically it is necessary to organize the training process so that the student finds solid content that allows him to develop an affective bond with the profession he studies and can develop an attitude towards that content in a personalized way to reinforce and reaffirm your professional interest.

An important theoretical reference is found in the conceptions of J. Del Pino, Z. Matos Columbié and I. Parra (2017), researchers who outlined the conception of OPV work for the different levels of education and for Higher Education - which in this This case fits the interests of this investigation - the following stand out:

General goals	Fundamental contents to work	Activities and ways to use
1. Educate professional interests. 2. Reaffirmation of professional motivation and professional interests. 3. Relate the student with the work environment and the activity of the workers and the different areas that are built in their future professional scenarios. 4. Promote the development of favorable attitudes towards work and feelings of admiration and respect towards workers through the link to specific models, especially those dedicated to the most demanded professions. -given socially in the territory. 5. Promote the education and improvement of personality qualities that favor the modes of action of their career depending on the professional model.	- Professional and labor activity as a generator of essential goods and services for individual and social life. - Technical and professional work in the contemporary world. - Main production lines of the country and territory. - Current socioeconomic and cultural situation and perspective on the local development of the country, the province, and the municipalities. - The families of professions and techniques most in demand today. - Scientific and technical improvement. - The quantity and quality of professional work in the production of goods and services. - Responsibility and labor discipline. Love and respect for work. - Training and professional reaffirmation towards the career. - The theory-practice link in the labor market. - The requirements in the training of technicians and professionals. - Personality qualities become ways of acting in your profession. Social image.	- Class. - Student Helpers Movement - The systematic, teaching, laboratory, pre-professional practices. - Extension actions (cultural, sports, sociopolitical, productive) - Scientific-student groups. - Audiovisual media and software. - Internet - Excursions sociohistorical and geographical, biological, - Visits to schools, work centers, organizations, institutions, companies, local self-employed workers. - Meeting with personalities from the world of work. - Radio, television and press programs - Work of honorary professorships research projects

Table 1. OPV objectives, contents and activities for higher education.

Source: Del Pino, J.; Z. Matos Columbié e I. Parra (2017).

METHODOLOGY

Research on professional-vocational guidance, due to its object of study, is considered within the qualitative approach, but in this case it is framed in a study with a mixed or combined approach, the conceptions of Guelmes Valdés, Esperanza Lucía and Nieto Almeida, Lázaro Emilio (2015) are taken., since these authors suggest the combination of quantitative data (with surveys, the Iadov technique) and other qualitative data with other research instruments (compositions, problem inventories, focus groups, participant observation, psychological tests of professional interests, among others).

For this study, the analysis of quantitative and qualitative data related to the professional orientation process of the Dr. Misael Acosta Higher Polytechnic Institute of Riobamba, Chimborazo, Ecuador, was important. The application of a pre-experiment was necessary, so it was necessary to establish a comparison between a before and after applying the professional-vocational orientation actions in the training process of the Naturopathy career.

It was necessary and decisive to use theoretical level methods to collect information from updated and specialized bibliographic sources on the subject, professional-vocational orientation, and derive the use of other theoretical level methods such as analytical-synthetic, historical-logical, documentary study., modeling and theoretical systematization to theoretically-methodologically support the research and configure the system of actions to be implemented in the educational practice of the Naturopathy career.

An initial diagnostic study was carried out through the application of pedagogical observations to classes and other extracurricular and investigative activities in the career, as well as interviews and surveys with teachers and students, to arrive at the

main limitations and potentialities of the professional-vocational orientation process.

With all this, scientific conclusions were reached to offer the system of activities that are necessary in the opinion of the authors of this research, who also used the pedagogical and orientational experiences to articulate the system of basic nuclei of general knowledge, the actions to be developed in the curricular and extracurricular part of the training process for the sake of the students of the Naturopathy career.

MAIN RESULTS OBTAINED

The processing of the applied instruments yielded results that have been taken to a SWOT matrix to organize different valued categories such as: professional-vocational orientation, professional interests, instructional activities, curricular and extracurricular component, type of motivation. We worked with a 1st semester group of 32 subjects. Reaching the following conclusions.

	Categories	Quantity	Percentage
1	Quality of professional-vocational guidance	Good = 7	21, 87 %
		Regular = 5	15, 62 %
		Bad = 20	62,5 %
2	Levels of development of professional interests	High = 8	25%
		Medium = 13	40,62%
		Low = 11	34, 37%
3	Carrying out OPV instructional activities	Yes = 4	12,5%
		No = 25	78,12%
		Sometimes = 3	9,38%
4	Activities in the curricular component	It is done = 3	9,38%
		It is not done = 29	90,62%
5	Activities in the extracurricular component	It is not done = 5	15,63%
		It is not done = 27	84,37%
6	Type of motivation	intrinsic = 13	40,62%
		extrinsic = 19	59,38%

Table 2. Results obtained from the applied instruments.

Source: Ruales Jiménez, Álvaro Gabriel; et al (2023)

Difficulties	Threats	Strengths	Opportunities
<ul style="list-style-type: none"> • La calidad de la orientación profesional-vocacional con que matriculan la carrera está entre regular y mala. • The levels of development of the professional interests of the students is between the medium and low level • Realization of very few activities of professional-vocational content 	<ul style="list-style-type: none"> • Tendency to carry out only professional guidance actions of an extracurricular nature • Students with a low level of development of professional interests can withdraw at any time. • Little use of ICTs in the professional orientation process 	<ul style="list-style-type: none"> • The faculty with a high level of specialization in the career to carry out an adequate professional-vocational orientation if they are trained. • Almost all students enrolled aspire to graduate • Very good links between the ISP and the health centers to carry out actions and pre-professional practices. 	<ul style="list-style-type: none"> • The ISP presents prestige in the training of professionals in Naturopathy • There is a variety of products made in Riobamba that can be used in therapies. • Work in connection with different recognized health institutions. • Existence of laboratories and technologies for therapies

Table 3. Conclusive results in the SWOT matrix.

Source: Ruales Jiménez, Álvaro Gabriel; et al (2023)

DISCUSSION

Once the results of the applied instruments have been analyzed and when evaluating in the SWOT matrix the elements that need to be attended to immediately, it requires, above all, strategic planning work.

The professional-vocational guidance process requires a differentiated treatment to ensure that the student can build a future project configured from his conscious and responsible self-determination, this requires a methodological organization that takes into consideration, among other aspects, the following:

- The sociopsychological characteristics of the age of the students
- The physical-geographical, socioeconomic and cultural characteristics of the community in which the Higher Polytechnic Institute is located.
- The entry and exit requirements of the students, as well as the curriculum.
- The potential of the training process of the Higher Polytechnic Institute to develop the professional-vocational orientation process from the moment the

student enrolls in school.

- The main theoretical-methodological references from the sociological, philosophical, psycho-pedagogical, didactic and Naturopathy point of view.

What it is about is that there is a scientific planning of the work so that the professional-vocational orientation is contemplated as a task of the formative process with all its methodological structuring, for this reason the conception of J. del Pino (1993) called the integrative tendency is assumed. which in summary takes into account:

1. Seek that the guidance and counselor (the teacher) be integrated into the center as an agent of change.
2. Achieve a more social understanding of the students' problems and their possible solutions.
3. Seek the insertion of guidance in the teaching-educational process and value the guidance role of the teacher.
4. The counselor sees himself as another professional and complements her work with other professionals and social functions (teachers and parents).

5. Propose the problematization and contextualization of learning by establishing a helping relationship with the student, so that he can self-determine professionally.

An important aspect is what knowledge is going to be offered so that the student can be professionally oriented, for this research they are called basic nuclei of general knowledge of professional-vocational orientation, assumed from the conception defended by Z. Matos Columbié (2003) and In their subsequent studies, although only three nuclei are assumed and they raise 4, but they will only work with those that really meet the demands of the training process Instituto Superior Tecnológico “Dr. Misael Acosta Solís” in Riobamba, Chimborazo, Ecuador.

The basic nuclei reflect the content of the actions that fully respond to the interests of the process. They must be taken into account when organizing the activity, so that the student begins a self-assessment work to know himself, his potential, characteristics, limitations, and how this is related to the basic requirements of the Naturopathy career. Here strength is given from the instructive, educational and personological to the professional-vocational orientation (OPV) it is emphasized not only in the most felt professional needs of society, but pedagogically it is about establishing an affective bond with the profession through theoretical, practical, experiential and experiential actions. On this basis, the actions must be directed to basic nuclei of general knowledge to work on:

CORE 1: SELF-AWARENESS ACTIVITIES

They form the basis of OPV's work. They contribute and promote self-knowledge, help the student to structure their professional life project in line with the self-assessment of their interests, knowledge, abilities, personal

abilities, their personological characteristics, possibilities, potentialities and limitations to study Naturopathy.

It is necessary and important to know the fears, the frustrations that students have about the career and its causes, the ways in which by mediating in the different activities satisfactory results are achieved in the students and their groups. It is suggested to apply psychopedagogical study techniques that facilitate this process and be careful in their processing, interpretation and in the intervention of what is diagnosed so that the student does not feel excluded for certain reasons, it is necessary to convince him to guide him towards a life project professional.

CORE 2. ACTIVITIES OF INSTRUCTIONAL- PROFESSIONAL CONTENT

They are aimed at offering the necessary and sufficient instructive knowledge on the general characterization of the Naturopathy career and its nature as a social priority career for its object of work. It is important and necessary to highlight: curriculum of the career, object of work and spheres of action of the graduate, as well as current job possibilities in the province and the municipality where the student is from and perspectives, the salary, its strategic projection for the Ministry of Health.

It is also important that the work must highlight the social role of the Naturopathy career in sustainable and sustainable local development, its importance and necessity. The scientific-methodological and practical potentialities of the Higher Technological Institute “Dr. Misael Acosta Solís” in Riobamba, Chimborazo, Ecuador, to develop the career and graduate a student according to the profile of the career. This means being honest in the IPO,

CORE 3. ACTIVITIES AIMED AT ESTABLISHING AN AFFECTIVE BOND WITH THE PROFESSION

They aim to develop needs, motivations, professional interests and vocation, to first learn about the family of professions and then consciously choose the one that satisfies individual expectations, in this case Naturopathy. Practical activities must be promoted that put the student in contact with the theoretical-practical and human essence of the career in which he intends to configure the professional life project, to help him materialize his professional interests and consolidate his actions to achieve conscious graduation. and self determined.

It is important that the student can be offered the real possibilities that allow him to bond affectively with the content of the Naturopathy career, that he link to the “good and the bad, the easy, the difficult, the accepted and not accepted” to what will happen when you are a worker, what you will have to innovate to meet the demands of a patient or your institution, for example.

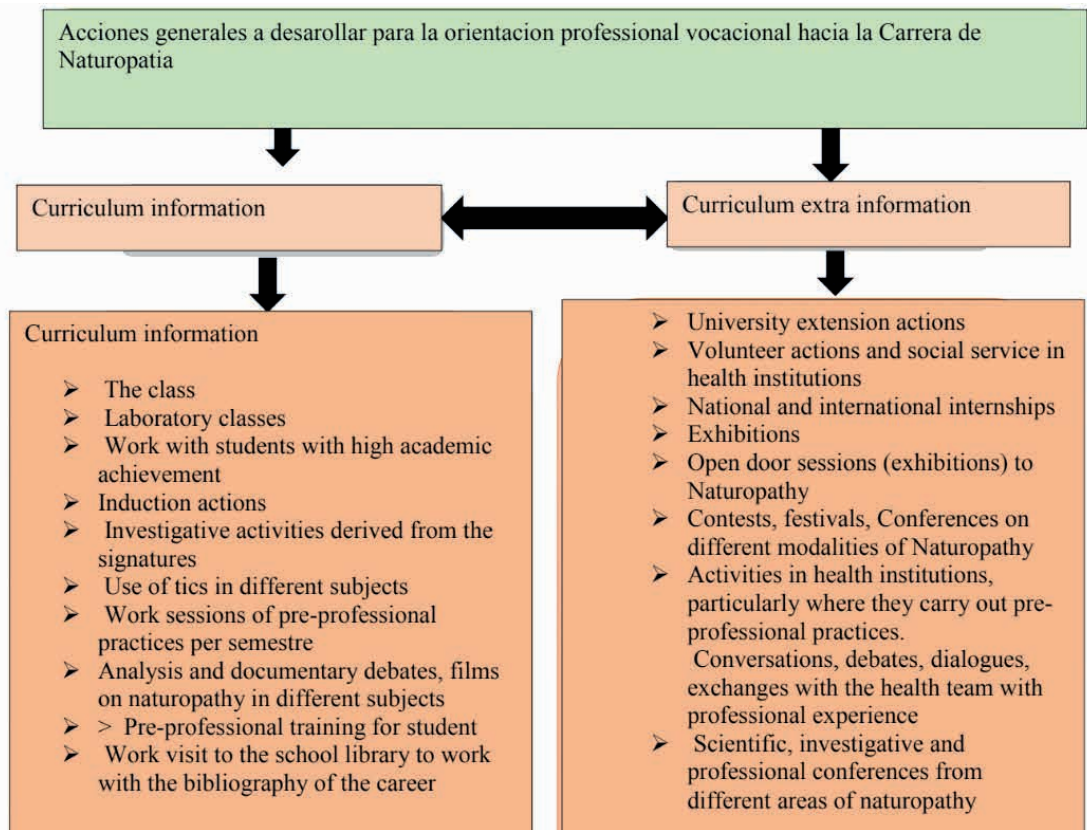
Determining the basic nuclei of general knowledge to work with the OPV has a theoretical basis in the model of the Historical-Cultural School, hence the conceptions of researchers who work from this line are assumed because:

“In the Historical-Cultural Approach, doing professional guidance implies designing learning situations that stimulate the formation and development of the subject’s inclinations towards one or another profession, as well as their capacity for professional self-determination (...) learning situations (...) are an educational space in which that inclination is formed”. V. González Maura (1999 p: 5)

This is how it is considered that the basic nuclei of general knowledge must facilitate the strategic planning of the OPV action system in the training process from the moment the student enters the Higher

Polytechnic Institute with the chosen career. The faculty must promote knowledge, affective bond and personal elaboration of the content of the career, but not in a single form of organization or a single activity, but rather, that the nuclei that will be treated are determined pedagogically in the different forms of organization.

The school as an educational institution has enough trained personnel to establish a strategic planning that responds to the interests of the OPV, as a pedagogical process it must be scientifically based and attend to the specific conditions of each career and the place where the pre-professional practice and the scenario where students in the future will perform professionally. The activities must of course respond to the basic nuclei of general knowledge about OPV. The following graph offers the general actions to develop the OPV in the Naturopathy career.



Graph 1. General actions to develop the OPV in the Naturopathy career.

Fountain. Own elaboration of the authors.

Once the actions to be developed in the components of the training process are determined, it is necessary to take into account the following methodological indications to work the OPV in the different forms of organization of the training process.

I-. CURRICULUM INFORMATION

The class, as a fundamental form of the training process, must allow the other forms to complete and deepen the content of the activities initiated in it, in addition to developing other activities that put the student in contact with the world of Naturopathy. Here it is materialized in the curriculum of the career that contains the subjects that they will receive to graduate from the career.

“Curriculum design is the process of building a study plan for a specific subject or for

education as a whole. It involves identifying learning objectives and creating an organized sequence of resources to achieve those objetivos. (<https://scalalarning.com/disenocurricular/#>.)

The curricular form includes the activities of teaching-educational content, derived from the curriculum of the career and “the class is conceived as a fundamental form of organization of the teaching-educational process”. Ysidro Hedesa (2000, p. 9). The class in higher education must focus the work of OPV on it so that the students come into contact with the abbreviated syntheses of the science they study and are directly linked to their object of study and the spheres of action of the profession, it is the way in which cognitive interests and professional values and modes of action are stimulated, such as professional competence, discipline, industriousness,

responsibility, humanism, professionalism, solidarity, tolerance, teamwork, respect, patriotism and honesty, among others.

The class also becomes the fundamental way of organizing the OPV process, because it allows the systematic socio-psychopedagogical integration between the counselors (teachers of the different subjects of the career) and the oriented (students); puts the student in direct contact with the knowledge system of each subject, which is to link it with the abbreviated syntheses of the different areas of scientific knowledge of their science, and in addition to being the fundamental space to forge, reinforce, and demonstrate the image professional projected by the career professional, which not only allows guidance towards their profession, but also because they influence the conformation of the ideal that shapes a future professional image.

In addition, the class must have a level of scientific and methodological preparation that guarantees such demands, for which systematic attention is required to the teaching-learning strategies of the new school, use the potential of Tic's, and the potentialities of the students, what it is about is conceptualizing the for what (objective) what (content-skills-values), the how and with what (methods-means-forms of organization) and when (time in the curriculum) will be introduced; This must guarantee the organization of the professional-instruction, which, moreover, links with the different scientific areas of the Naturopathy career.

It must not be forgotten that the class is an ideal space for the communicational exchange between teacher-student, student-teacher, student-student, student-group; facilitates the deployment of different tasks to achieve the training objectives of the curricular programs, where the OPV becomes a prioritized task of the training process.

Here, the current conception of an integrating class, of developing and guiding learning, is very important, which is why the class must facilitate the student's relationship with the theoretical and practical content of the profession, through the different subjects that make up the school year, which also facilitates the affective bond between them and that the student begins to develop specific content on the object of study.

In the classes, it is necessary to assess all the possible alternatives from the didactic point of view that the content of the same offers, look for the most optimal variant for teaching-learning, and offer students methods, techniques and ways for developer learning, it is about teaching him to learn. For this reason, a systematic treatment is required in compliance with the principles of linking education with life and theory and practice, based on the concrete exemplification of each content, the professional output of these contents so that they do not remain only in theory. "This aspect is called professionalization of the content, which must also convey the scientific and ideological character of the content." Z. Matos (2003, p. 87)

Different teaching-learning strategies can be used, as required by contemporary didactics, methods can be used to give didactic treatment to the content and exercise the professionalization of the content, for example professionalized and individualized independent work, that is, through a process didactically organized planning-control, the student is linked to the content through the search for new knowledge about the Naturopathy career and begins to provide feedback on his OPV, also guaranteeing the application of methods and techniques that guarantee effective and efficient learning for facilitate the relationship of direct help at the professional level. Effective teaching methods

to professionalize content find an echo in active-productive methods, problem teaching, as well as the rational use of techniques that stimulate intelligence and individual and group learning.

In the OPV process, the use of Tic's is currently a mandatory didactic treatment in the class, because being within the reach of the students, they allow them to appropriate a large amount of theoretical-practical knowledge, important learning that can be used, both to develop class exercises and for independent work and research with career content.

Working with high-achieving students allows the student to play an important role, which facilitates the development of skills, habits, competencies, cognitive independence, and leadership within the class itself. Various activities can be carried out such as: celebration of dates related to the history of the profession, conducting teaching and extracurricular activities in your group/class or in groups of a lower school year, helping the teacher in teaching, research, pre-professional, laboratory activities, social service, volunteering, participation in competitions, professionalized role plays at school, in the grade or in the group.

II-. EXTRACURRICULAR

“By extracurricular activities are understood all those that are outside the official educational programs; that is, outside the academic curriculum, that is the meaning of “extracurricular”. Therefore, they are all the activities, classes or courses that a student takes but that in the end will not add to their academic average.” (<https://mextudia.com/cursos-y-actividades-extracurriculares/#>)

The extracurricular form includes the activities of instructional-educational content and is directed by the school. It allows to complete and deepen the content of the activities started in the curricular form, it also

makes it possible to develop other actions, tasks that put the student in contact with the world of the registered profession and the one that must be practiced once graduated, at the same time that the know, you will learn to establish an affective bond with it, know it, respect it, love it, learn to function with it in different scenarios and corroborate in practice what you learned in theory.

Both the curricular and extracurricular forms are intertwined as substantive processes of the university and are aimed at training professionals with a high level of competence and solid humanistic and professional values, which is why it is conceived to:

“The substantive processes of higher education represent missionary processes in an institution that is dedicated to the training of professionals, this way its integration and operation with a holistic, integrating and system character is essential for the achievement of the mission and vision of a university. (...)” (García Abad R. E. y González Fernández-Larrea, M. (2021, p: 10).

Despite the importance of extracurricular actions that play an important role, the OPV that is carried out, so it must be planned. Based on this research, it is considered that the strategic planning of the OPV process in the semester and areas of knowledge would guarantee, on the one hand, the knowledge of the profession and, on the other, the affective bond with it based on the link between theory and practice. practice, from school to life. Important principles that must be revealed in educational practice

It corresponds to the group of professors of the career for each semester to plan the way in which the extracurricular activities will be carried out in the organisms, institutions and companies, linked to the career, for which it is recommended that a coherent plan be structured with the consent of the university authorities, being able to trace projects by

student or cooperative work teams.

All extracurricular activities to be carried out must in one way or another be continuous with the curricular form to address the essence of the basic nuclei of general knowledge so that the student is prepared to graduate with solid professional competencies-values in tune with what is required by the career profile.

What it is about is that the OPV process is consistent with the graduation requirements of the Naturopathy career, because the graduate of the career will be able to demonstrate their knowledge, abilities and skills related to the subjects of the curricular mesh (Career of Naturopathy, ISP Riobamba, 2023). The results will be the following:

1. Evaluate the nutritional requirements for the prevention of diseases, executing health promotion actions in the development of correct eating habits.
2. Identify and apply the active principles and properties of medicinal plants for the treatment of common pathologies in the population.
3. Prepare natural products, applying technological advances and knowledge of phytotherapy and apitherapy for the alternative treatment of various pathologies.
4. Execute investigative processes of creation, adaptation and technological innovation for the development of projects aimed at solving various health problems with a scientific approach in the field of Naturopathy.
5. Develop psychophysical techniques, and Qi Gong; guaranteeing improvements in the state of physical, mental and spiritual health.
6. Skillfully apply the different procedures and manipulations of manual therapies: therapeutic massage, classical massage

and reductive massage, physiotherapy techniques, reflexology, acupuncture, chiropractic and lymphatic drainage depending on the improvement of the state of health, both physical, energetic or spiritual of the people.

7. Apply the fundamentals of oriental medicine, quantum, energy and Bach flowers; as well as diagnosis for comprehensive treatment.

8. Identify the structure and function of the human body; for the recognition of physiopathological processes with a semiological approach for the determination of alternative treatments, applying the elements of nature such as water, earth, sun and air.

9. Recognize the native cultures of the country in the field of healing and alternative therapies with intercultural principles that allow comprehensive and inclusive care for the community.

10. Use the different instruments, equipment and technology tools in support of Naturopathy to improve the quality of life.

CONCLUSIONS

• The activities with which the OPV process is developed in the Naturopathy career can be grouped according to their development space in: curricular and extracurricular activities. Due to their objectives and contents, they respond to three basic nuclei of general knowledge, self-knowledge, instructional-professional content and those aimed at the affective bond with the profession. It is considered that in general, beyond any taxonomy, each activity must have a comprehensive psycho-pedagogical and professional approach and contribute to providing information on the profile of

the career, its social importance and, at the same time, make the student reflect on their particular link with that area of thinking and human endeavor that Naturopathy represents in the specific conditions of Ecuador. This can serve as a guide for the elaboration of the projection of work in the Higher Polytechnic Institute.

- It is necessary and important to recognize that the actions of each basic nucleus of knowledge depending on each semester of the degree must take into account the link between theory and practice and the link between school and life, so that the student can relations with the career from the first moment and that the actions of pre-professional practice are such an important learning scenario with the class.

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