International Journal of Social Science and Human Research

Education and identity: reflections on tutoring at the Metropolitan Polytechnic University of Hidalgo

Jennifer Quiroz Fragoso

Metropolitan Polytechnic University of Hidalgo, Ex Hacienda San Javier, Tolcayuca 1009, 43860 Tolcayuca, Hidalgo, México

ABSTRACT: The project aims to analyze whether the teacher's profile has any influence during the development of the tutorial action in the educational program of Information Technology Engineering of the Metropolitan Polytechnic University of Hidalgo (UPMH), which emerged in 2008 having as a framework for creation, the implementation of Polytechnic Universities to provide greater coverage to the need for higher education in the State of Hidalgo, offering innovative and high-quality educational programs that respond to the productive demands of today's society.

Based on these guidelines, in the month of April 2010, the objective is to know the results of the Tutoring, in accordance with what is established in the institutional program of academic support for students, an evaluation of the program was carried out through the application of two surveys, in which students and tutors participated, obtaining indicators such as 100% of the registered enrollment had an assigned tutor, the students generally stated that they knew what it was and what the objective of tutoring was, however 60% in comments consider it irrelevant, due to the lack of planning and monitoring by the tutor teacher.

KEYWORDS: identity, education, mentoring, university, teaching.

INTRODUCTION

Regarding individual tutoring, the diagnosis carried out in 2010 showed that only 40% of the enrolment had received individual tutoring, the majority of which was due to poor academic performance and 25% of those students had timely follow-up, channelling or intervention by part of the tutor teacher. The tutors stated that they consider it necessary to enrich and rethink the Tutoring process established in the Institutional Program of academic support for students, since they consider that the academic support and guidance needs of the students are different throughout their academic career and that They must consider different aspects. Within the quality parameters in the Polytechnic University Model, regarding the tutoring and advice of students, it establishes: The purpose of the tutoring will be to monitor and verify the student's academic careers, by a professor who will be assigned to them at the beginning of their career at the polytechnic university.

Therefore, having as a frame of reference the needs raised by the same institution referring to an increasingly generalized trend towards self-directed learning as a new paradigm in the teaching-learning process, which implies not only the implementation of new methodologies but also the change in traditional conceptions regarding the role of the teacher and the student within the classroom (Institutional Tutoring Program, 2010). It is considered necessary to analyse the performance of the tutor teacher as well as his profile in the tutorial action process with the UMPH Institutional Tutoring Program, the educational program (EP) that will be analysed began in 2011 with an initial enrolment of 32 students, currently has an enrolment of 85 students and it is expected that this year approximately 60 more students will join the institution. Currently, 3 tutors collaborate in the PE, two of them full-time teachers (PTC) and one teacher per subject (PA), all three with suitable profiles in terms of information technologies, but how relevant are they in the tutorial action? The project presents the state of the matter, where an analysis of various authors was carried out to identify the theories and instruments they used to carry out their research and the contributions they give to the object of study, in a second section the research problem is presented, which explains the relevance and relevance of its approach, research objectives are proposed which are intended to serve as a guide for the preliminary project, questions that will be answered when carrying out the research, a sketch of the tentative theoretical framework to support the preliminary project is included, as well as the methodology that is suggested to address the object of study.

ACTUAL STATE

Currently, society demands from higher education young graduates capable of entering the world of work, possessing skills that allow them to fully develop in professional life, the university will therefore be responsible for preserving personal

Education and identity: reflections on tutoring at the Metropolitan Polytechnic University of Hidalgo

integrity, the motivation, orientation towards improvement, permanence and academic perseverance of young people who enter the university, in this the tutor teacher plays a fundamental role as long as the established tutoring is action-oriented and this can be known by analysing the qualitative aspects of tutoring, the framework of communication, empathy and collaboration that the tutor teacher develops in his daily work, which will allow the academic quality of the students to be raised through this process of group and personalized accompaniment. To prepare the state of the issue, various materials were consulted, such as theses, research, refereed articles and presentations by Mexican and foreign authors. Publications were found that will serve to prepare the state of the issue at first and strengthen and integrate it. of the theoretical framework in a second. The information will be presented in two dimensions: historical-conceptual background of tutoring, tutoring at the university.

Tutoring has been an object of study and a topic of discussion in current higher education, however Villamil (1) makes a historical overview of tutoring from its origins in the Middle Ages where knowledge was absolute - and in short, elitist to the present- passing through education as a transmission of knowledge where the tutor assumed ethical conduct in which he had to lead his students along the path of good morals, through the establishment of the academic model based on the humanist university, through elitist English education and creator of the personal development model, where the university is considered the optimal stage for the achievement of adequately moral students and good citizens, with the aim of proposing a relationship between the purposes that this tutorial development model has had, allowing know that the tutoring function is an essential part of the teaching task since the beginning of the university, because in the evolution of these it has been highlighted - from medieval times to the knowledge society - its value in society, the key role of the teacher in the training of students and in his task as a tutor. However, because the author of the thesis is interested in knowing the social representations that university students have about tutoring, the historical-critical framework that she makes of the role of the tutor, tutoring and the evolution of tutoring is taken as a reference. university, the study was carried out with quantitative instruments such as the questionnaire that was applied to a representative sample that included teachers and students - who could or could not participate in the economics educational program - with which an approach was made to the social constructions that had done by the participants, but without evaluating them, an instrument that was developed from the information obtained with the application of semantic networks where the author is based on Abric and quotes... refers to the possibility of approaching the elements that constitute the social representation about the object of interest...(1) the tools he used have already been described in previous lines, to achieve this with these two instruments he interprets the representations and imaginary constructions that those involved in the study have, where they come from, through the analysis of several research categories such as the characterization of tutoring and the elements required for the process.

Rodríguez Espinar makes a historical overview of tutoring and its first conceptions in his article On university tutoring: something new or rediscovering the old? Placing tutorial models at the universities of Oxford and Cambridge, in 1841, along with the appearance of the first university tutoring initiative at Kenyon College, in which each student could choose a professor as an advisor and friend, in addition to serving as a means of communication with the teaching staff of the institution, also pointing out the prior tutorial system recognized as such that emerged in 1877 at Johns Hopkins University, at Harvard University it began with attention to new students and, until the decade of the forties , information and guidance on the academic curriculum constitutes the core of main attention in tutoring tasks. Starting in the 1950s, the so-called Developmental Advising began; That is, paying attention to the overall development of the student, taking into consideration the relationship between education and life: progressive identification of academic and professional objectives, searching for the interconnection between training and profession. With what the author addresses historically, it is clear then that there is a continuum between teaching and tutoring, that is, it is not about reconverting teachers to perform professional guidance functions, but rather about making the function that they perform more explicit and more systematic. Each teacher develops spontaneously as a guide and facilitator of the learning process of his students, both individually and in groups. The challenge is that under the label of learning, competency aspects are included that go beyond knowledge, the transmission of which constituted the traditional work of teachers.

Tutoring in the context of universities in Mexico does not arise from a discussion of the academic actors themselves, but as an institutional problem with the idea of academically compensating students with difficulties (2) The trend is to understand tutoring as an integral part of teaching and not as detached from it, however this position of what should be is contrasted with concrete experiences and teacher training, since there are no training institutions for university teachers, so Resistance can be observed in the sense of teaching professionalization by institutions and teachers, in addition to tensions when facing a function for which one does not have the necessary training or experience. According to the international review (3), the majority of reports on tutoring tend to adopt a testimonial, prescriptive or exclusively positive version, without recognizing that carrying out the tutorial action is a process that is often frictional and open.

The previous paragraphs may have raised the question: what is the purpose of tutoring in higher education? (4) established the enormous need for tutoring for the comprehensive training of university students, giving a series of objectives that had to be met, such as combating dropouts, improving students' learning conditions, revitalizing teaching practice. generating

Education and identity: reflections on tutoring at the Metropolitan Polytechnic University of Hidalgo

alternatives of attention, as well as raising the quality of education, this proposal for a renewing educational practice that develops comprehensive training in the university student suggests the need for a personalized tutorial development, if the above is subject to the growing increase in enrolment in the Public universities, then, means granting the tutor an enormous social responsibility, because they must take into consideration the integration objectives that presents:

1. Develop the student's ability to assume responsibilities in the field of their professional training.
2. Promote the development of values, attitudes and skills for integration into the academic field, by stimulating the student's interest in joining work teams (collaborative groups).

ANUIES itself points out that both the university student and the implementation of a university tutorial system will have the support and advice of a properly prepared teacher throughout their training, what would be questioned in this sense would be: what is the ideal profile that Should the tutor possess to meet the required competencies? And does the current profile allow for the development of these competencies for the comprehensive training of the student? This tutorial system proposes group tutoring sessions with a maximum of 20 students. When contrasted with reality, the tutor must work with more than 30 students. Is the personalization of tutoring ruled out then? No, it is necessary, the tutor providing personalized attention to the university student can favour his/her performance, as long as he/she perceives him/her as a recipient and producer of his/her knowledge, and if the tutor's role is developed as a facilitator and not as a dispenser of information. learning (5).

The presentation Teaching Competencies for Tutoring in Higher Education (6) makes it possible to identify tutoring not only as a process of support, nor of advice, which is the big problem - the terms continue to be confused - and tutoring is reduced to analyse problems of an academic nature, leaving aside the state of well-being of university students during their first year, which is considered critical due to the high dropout rate that occurs. Furthermore, the presentation proposes a series of competencies that the tutor teacher must possess to exercise the role as such, and that, incredibly, in contrast with reality, only two aspects are met, including personalized treatment of the student and psychosocial support for the students who They are part of the tutor's socializing skills, leaving aside the aspects of training and interpersonal skills; that will serve as theoretical support in the project because they address the competencies that the tutor must possess at the higher level.

It is necessary to recover the skills that the tutor teacher needs to carry out the tutoring process. Cruz Flores and Abreu Hernández discuss and classify them by relevance for higher education into formative, which are oriented to mastering the theoretical and methodological corpus of the discipline or profession, and socializing, which are aimed at gradual and legitimate integration. from students to disciplinary or professional communities, and intrapersonal, for training and socialization skills to be effective, it is necessary to establish an interaction between tutors and students based on respect, commitment, responsibility and communication. These aspects are what make up the interpersonal skills of tutoring, also making a first description of the current context of higher education in Mexico and the impact that the skills have on the tutorial action process.

Returning to Duart and Sangrá, that the academic success of the student depends largely on the efficiency of the tutor and his ability to motivate the university student, attending to the different needs identified in both group sessions. as individual tutoring. The result of these actions will necessarily influence the results of the students' academic performance. The ANUIES highlights some indicators necessary to evaluate the impact of tutoring on the academic performance of students, such as: the pace of student progress based on what is established in the study plan, the behaviour of dropout rates, demand and use of the courses, the workshops in support of the tutoring program, as well as the behaviour of the lag indices and grade averages (7) quantitative indicators.

With the above competencies and indicators, it is clear that the tutor teacher can be shown as a reference for the student during his first year of university training, a reference that allows him to test forms of socialization (8) generating spaces of conditions similar to the reality for the student to practice their communication skills. This process in which the tutor becomes a reference is critical during the first year of university training, the year in which he or she achieves the academic, social and personal adaptation necessary to successfully complete his or her professional training, as (9) studies. that the difficulties that arise in the first year of university such as dropout, non-integration of the student and the change of system - from secondary to higher education - respond to factors external to the university in conjunction with the variables of the institutional environment can be modified to create a favourable environment for the IES student, which is why it proposes a diagnosis of the students during their first university year, which will allow the institution to establish or increase support programs and strategies that improve the classroom experience, Silva Laya after doing a tour of how studies in the field moved from the search for explanations of student dropout to focus on retention and persistence, From Garay in Silva Laya ...in the first year of the bachelor's degree, the pedagogical, cultural and generational break with respect to the high school is brutal. Young people enter an unknown universe, a new institution that breaks in many ways with the family and school world... proposes tutorial action as a support that has shown enormous support for young university students to develop a regular career, support that is considered can be used by HEIs, this first approach to the student's reality will allow the identification of problems of an academic, personal or social nature of the students by the first actor who contrasts their university experience with the institution, problems that will allow prompt

intervention and/or or channelling to the appropriate instances of the IES, so that the student then achieves comprehensive university training and quality education. According to Silva Laya, this strategy may allow good retention of enrolment during the first university year, however it cannot be considered Enrolment retention as a fundamental indicator for measuring the performance of the tutor teacher, a deep analysis of the communicative, personal and interpersonal aspects that tutors carry out with their students is necessary.

The article proposes a cascade of authors that can be integrated into the collection for the development of the preliminary project, its recovery and reflections, it makes a historical comparison of how student dropout from the first year of university has been treated methodologically and that it has only been of interest in the United States. United, where does the greatest theory it addresses come from, from Gardner, Tinto and Miller, who take up in different quotes the methodological contributions they make to the treatment and approach of dropping out at the university and how it affects school trajectories. What Silva Laya proposes is not to follow recipes, but to look critically at the reality and context of the IES (10) propose a comprehensive tutoring model which was built based on the functional analysis of tasks, that is, the authors start from an exhaustive review of literature related to tutoring, more specifically in the conceptions that various authors have of it and it can be classified as documentary research, which yields results regarding postgraduate tutoring. From here, the concepts developed based on the comparisons of role by author that researchers make can be rescued, such as the model of eight roles that arise based on interpretation and subsidiary roles, the model of the eight roles of tutoring, choose two central roles that organize tutoring as a whole, such as research training, which has to do with higher education. the support of professional practice and, the research and generation of new knowledge in postgraduate studies, the second of professional training, which is responsible for developing the student's ability to act in the dynamic and complex environments where the profession is practiced, essential axes during the tutorial action in higher education, the authors also add the teaching role, the socializer, the coaching, advisor, sponsor and psychosocial support, the previous six roles described serve as a transversal axis of the comprehensive tutoring model proposed by the authors, as well as their promotion of the tutor as a promoter of professional practice supported by the best scientific evidence.

It is pertinent to establish the concept of tutorial action taken up by Gairin (11) in which he proposes it as a guiding process that is developed jointly by teacher and student, in academic, professional and personal aspects, with the aim of establishing a work program that favors the preparation and design of the most appropriate trajectory for the chosen university career, the author encompasses two fundamental aspects of the tutor's performance: academic aspects that are taken as quantitative, and could include enrollment retention, the student's academic results and aspects that allow him to integrate into the professional world in terms of the characteristics that the tutor must possess in his training can include communication, empathy, treatment and the experiences that arise in the process of accompaniment by the tutor teacher, these Aspects can allow the university student to reflect and analyze the problems that arise in their university life, such as integration, academic training, in addition to allowing them autonomy, competence and criticality in the work environment (12) presented in her doctoral thesis a series of parameters of teaching practice that justify the activity of tutors, indicating that tutoring is a sometimes continuous function of teaching, so the tutor must possess certain characteristics. , such as communication and empathy towards their tutors. (13) mentions that the tutor makes a great contribution to the comprehensive training of the students; intervention on information, training, counseling and guidance issues, influencing educational, personal and professional aspects of the student. (14) is another of the authors who show that: University tutoring is a formative activity that affects the comprehensive development of students in their intellectual, academic, professional and personal dimension, while The university in Mexico has had a series of influences from abroad with globalization and the creation of the knowledge society, so university students have new expectations, scopes and problems than those they had for example ten years ago, (15) ago an account of the main changing aspects of university students in the last 30 years, in which the attitudes and values that changed throughout these three decades stand out, among them the indifference to developing their own philosophy of life, which includes satisfactory completion of university studies, obtaining a job in accordance with their training upon completion, also rescuing the impact of technology, by mentioning it in the choice of career, because students are becoming more interested in pursuing computer science careers. than humanities or arts, this only affects the social disintegration of the new university student, he is capable of pursuing a degree but wants to pursue it alone, without the process of support and socialization that the university requires, he seeks to withdraw due to this breakdown of family values indicates that tutoring is considered a basic strategy for the orientation, individualization and monitoring of student learning in any model, but it is even more so when methodologies are proposed that grant greater autonomy to university students. It improves the public image and external projection of the university and provides students with stimuli for the development of reflection and autonomy in the academic field. However, tutoring at the Mexican university level presents various deficiencies, for example the European framework enjoys of legislation that protects and regulates the tutorial process, in Mexico the organization that promotes it is ANUIES, in a framework of proposal for higher education institutions to consolidate institutional models of tutoring.

In Mexico, higher education institutions have been affected by factors that make up globalization. If you consider the country, you cannot lose sight of its historical trajectory - as well as the genesis of the HEIs - the current economic model, national policies. -especially educational ones- and on the other hand the institutional factors that govern them, among which are

the social mission of the institution, its policy, vision and philosophy, the prestige earned, the degree of support it obtains from the state - especially all the stability of the same, we cannot forget the budget cuts and the direct impact that these represent on the HEIs - these factors determine the way in which the HEIs and the teaching staff provide, create and transmit knowledge, these changes that on many occasions They can only be integrated into the complex educational process, they mainly affect teachers, a term that the reader can debate between existing or mythical.

Related to this, the quality in higher education institutions is at serious risk, due initially to the lack of teacher training institutions at this level, the serious dropout that occurs in the first year of university for reasons ranging from lack of integration from the student to the institutions to personal problems that are poorly attended to in addition to the fact that the university in Mexico has had a series of influences from abroad with globalization and the creation of the knowledge society, so university students have new expectations, scope and problems than those that existed for example ten years ago, recounts the main changing aspects of university students in the last 30 years, in which he highlights the attitudes and values that changed throughout these three decades, among them the indifference to develop one's own philosophy of life, which includes the satisfactory completion of university studies, obtaining a job according to their training upon completion, also rescuing the impact of technology, When mentioning the choice of career, because students are becoming more interested in pursuing computer science degrees than humanities or arts, this only affects the social disintegration of the new university student, who is capable of pursuing a career but wants to pursue it alone, without the process of accompaniment and socialization that the university requires, seeks to withdraw due to this breakdown in family values.

In Mexico, contrary to what happened in other countries, the implementation of tutorial systems in Higher Education Institutions is recent; they were incorporated in the year 2000 to address the problems that afflict this subsystem, one of them international trend has been to center the student in the educational process, proof of this is the work carried out in 1996 by the International Commission on Education for the 21st Century, the four pillars of education, a proposal that would imply a reorganization and reorientation of the actors of the teaching process and its purposes, learning to learn, learning to be, learning to live together and learning to be, managed to focus their sights on the student. Clearly, the above reflects a concern in recognizing that until a few years ago the gaze had not focused on the precise educational actor: the student, who requires new, non-traditional stimuli for action in the university that allow the promotion of their learning, its integration and interaction with a new teacher: innovative, creative, with communication skills and willing to share their experiences, the teacher then acquires the role of tutor.

The reflection that arises from these approaches indicates the imperative need to establish a balance between tutoring and the training of the tutor; UNESCO in 1998 was already a participant in this concern: quality in education is not only related to the content of its studies, but also to the quality of its teachers and the capacity of systems and institutions to satisfy the educational needs of specific groups; Above all, it is linked to the social and personal values that are fostered during the learning process. Unfortunately, in Mexico there is predominantly a traditional teaching practice and this significantly prevents the integration of educational action and the training process of the university student, which is why it is necessary to rethink and transform the teaching model, starting by promoting a more active participation on the part of the student, generating a space for personalized support, this new teaching would imply, in:

- The expansion of the areas of knowledge that the teacher must know and master, among which the development of the students stands out.
- The increase and complexity of the tasks required, such as instructing, educating, planning, developing sensitivity to diversity, executing motivating teaching connected to the student's personal, cultural and social world.
- Teaching intensification, referring to a strong intellectual involvement and commitment to the profession.

To the description of this quality teaching must be added the role of the tutor or one of the ten functional competencies that the teacher must possess: tutoring, (16), so it is necessary to establish a profile for the tutor, (17) mentions three necessary aspects when talking about the tutor's profile:

1. Human qualities typical of the function of the "being" of the tutor teacher, which suggest promoting traits such as empathy, authenticity, cognitive and volitional maturity, responsibility and sociability.
2. Scientific qualities, typical of the "knowledge" of the tutor teacher, referring to knowledge coming from the field of psychology and philosophy that directly and indirectly affects the tutor's functions.
3. Technical qualities that define the "know-how" of the tutor, specified in a set of skills and techniques that are acquired through training.

The teachers in the institution have little pedagogical training, in addition to traditional didactics and performance, their fields of action are merely disciplinary, the vision of tutoring from a legal angle, a profile that they declare in a meeting in which they were trained to the development of an Institutional Tutoring System. The tutor must then have personal qualities and continuous training, also mentions that he must have human-social experience that will facilitate greater closeness and understanding of the various situations in which the students find themselves, adding to this experience the aptitude for relationships and communication with others and to make the tutorial action more pleasant: humor.

Education and identity: reflections on tutoring at the Metropolitan Polytechnic University of Hidalgo

It is therefore necessary to first conceptualize tutoring although, according to the creation of the figure of the tutor has been a way of institutionalizing a part of the guidance activity, if specific preparation is provided to the teaching staff and is understood in a generic way, it implies an accompaniment, the origins of the term go back to ancient times where the tutor played a role as a caregiver, a classic concept from ancient Greece, refers to the medieval period at the University of Oxford where each student could choose a teacher as an advisor or friend. Centuries later at Harvard, for example, attention is focused on new students, becoming these leitmotifs. the tutorial actions. In the 21st century, tutoring at the university level will be conceptualized with reference to Ferrer (2006), who takes it as a formative activity that affects the comprehensive development of the student in its intellectual, academic, professional and personal dimension, (18) rescues the roles and competencies that a university tutor must possess, in terms of cognitive and social-relational parameters, he must maintain an attitude to develop a good personal relationship with the student, it must be remembered that the UMPH tutoring is It is taught in two moments, group and individual, and it is in the latter where the tutor must develop good treatment and empathy with the student to be able to work in a participatory way, without excuses such as those presented not knowing the student. the students because they never come to the cubicle where I give the tutoring, I do give it, but they don't even come, this Spanish scenario is very similar to that of the UPMH, the tutoring is given, but there are no results, there is an action plan tutoring and there are students with serious academic and personal problems, "I am a tutor but I don't remember the name of the boy who is doing poorly" is the common denominator. There is no capacity - due to training - to rescue the relevance of the personal advice and knowledge of the university student along with the repercussions and/or contributions that it may have for their academic life in the first instance and their professional performance subsequently.

TRAINING AND FUNCTIONS OF THE UNIVERSITY TUTOR TEACHER

University tutoring is a training activity that affects the comprehensive development of students in their intellectual, academic, professional and personal dimension. The conceptualization of tutoring provided allows a qualitative approach regarding the personal dimension of the university student, an aspect that is neglected due to lack of time, lack of empathy with students, saturation of work on the part of the tutor or inadequate profiles that cover this key task in their training.

The comprehensive training of the university student is one of the premises of the MBC carried out by the UMPH. This model allows for significant training in various aspects of the students' lives. The integration of values into their training is a key factor for this institution, and The tutor, being part of it in a direct and personalized approach, influences and promotes these aspects in the student's university life in a first moment and in his professional performance in a second, (19) Mentions that the tutor makes a great contribution to the comprehensive training of students; intervention on information, training, counseling and guidance issues, influencing educational, personal and professional aspects of the student, in her doctoral thesis makes a construction of the main areas that a university tutor must address with their respective functions, which are often not carried out because they are not even known, for example the tutor does not participates in the development, relevance and scope of the study plan of some of the subjects taught - it must be remembered that the role of tutor often occurs at the same time as the teaching role - the UPMH being a recently created university It begins to consolidate academic bodies and lines of research, so some of the academic functions that the tutor must integrate cannot be achieved. Regarding the personal aspect that is the subject of this research, the tutor has the obligatory function of getting to know the students under his care, helping them in making decisions and developing a life plan that will be nurtured throughout their stay. at the university, develop a healthy self-esteem, motivate them and enhance university integration, aspects that due to inadequate training or no training are left aside. Below are the main areas and functions that this author highlights:

GUARDIAN FUNCTIONS
Area: knowledge
- Promote the construction of scientific knowledge, through processes of reflection and critical analysis of precedents.
- Facilitate and contribute to the development of research processes.

Academic area
- Analysis of learning difficulties.
- Help build a realistic study plan, based on the student's interests, and monitor it.
- Motivate and encourage study and effort to deepen knowledge.
- Stimulate the critical sense of the knowledge presented in the subjects.
- Promote interest in science and research.
- Help relate different knowledge.

Personal area
- Know the student and the development of their qualities.
- Assist in problem solving through appropriate decision-making processes.
- Promote autonomy and uniqueness.

Education and identity: reflections on tutoring at the Metropolitan Polytechnic University of Hidalgo

- Promote personal development in the field of professions.
- Promote the construction of solutions for unforeseen events that may arise.
- Develop self-esteem.
- Promote university integration

Professional area

- Promote the development of job placement skills.
- Help build solutions to the demands of your profession.
- Promote the construction of professional itineraries, coherent and adapted to Social needs.
- Help find information about the professional development of your career, and critically analyze it.

The university in Mexico has had a series of influences from abroad with globalization and the creation of the knowledge society, so university students have new expectations, scope and problems than those they had for example ten years ago, recounts the main changing aspects of university students in the last 30 years, in which they highlight the attitudes and values that changed over the course of these three decades, including the indifference to developing their own philosophy of life, that includes the satisfactory completion of university studies, obtaining a job according to their training upon completion, also rescuing the impact of technology, by mentioning it in the choice of career, because students are becoming more interested in You take computer science degrees rather than humanities or arts, this only affects the social disintegration of the new university student, he is capable of pursuing a degree but wants to do it alone, without the process of accompaniment and socialization that the university requires, he seeks to withdraw due to this rupture of family values. It is evident that the diversity in the composition of our university students has changed substantially in the last 30 years in the following areas.

a) Changing attitudes and values: Compared to students in the late 1960s, today's students are more conservative; less interested in developing a philosophy of life with a deeper meaning; more interested in making money; more concerned about obtaining a job after completing their university studies; more interested in the field of business, computing and engineering; and less interested in the humanities, arts and social sciences.

b) Changing family dynamics: Implication of family situations in the types of students we have in higher education institutions (divorced families, experience of life with a single parent, students who are themselves divorced or single parents, situations of family violence, sexual abuse and drug problems, etc...). These situations cause certain imbalances that significantly affect student learning.

d) Changes in academic preparation: Dysfunction in the levels of preparation of secondary education and its impact on university performance. The complaint of university professors regarding the poor preparation of their students to the point of designing curricular subjects aimed at achieving the "required level" in certain degrees is now a classic discourse.

The same author, after reaching the previous items, questions: What do we know about our students? We often hear expressions like: "We don't use surveys or group analysis to find out what our students need. "We know what they want." Or: "We have the schedule in our office and the students do not use the tutoring." The aspect that is considered most relevant to successfully carry out the tutoring process is training. At UPMH, tutors have at least postgraduate training in the disciplinary area to which they are assigned, however they lack training in the subject. field of tutoring, pedagogy, psychopedagogy, didactics, etc. In a recent course, 30 tutors participated, of which only one had significant training and/or training - this last term is used because the university has granted training to the tutors on multiple occasions, however this is only in terms of the preparation of the course. tutorial action plan, the implementation of an institutional model, etc., Mas (20) had already realized this. University professors work in the highest level training institution in existence and, curiously, the vast majority have not been trained to perform this function, since they have joined this teaching body after extensive training in the contents of their area (with a more or less brilliant record that does not guarantee any teaching competence) in higher training institutions and without receiving any type of pedagogical training, since the majority have not felt this training need, nor has the institution required any pedagogical training prior to developing said teaching function.

Tutoring is considered a basic strategy for orientation, individualization and monitoring of student learning in any model, but it is even more so when methodologies are proposed that grant greater autonomy to university students. It improves the public image and external projection of the university and provides students with stimuli for the development of reflection and autonomy in the academic field. It is important to emphasize that tutoring fosters a different pedagogical relationship from that proposed by teaching when it is carried out in front of large groups. In that case, the teacher takes on the role of a counselor or an "older companion." There, the atmosphere is much more relaxed and friendly. Furthermore, the conditions of the physical space, where the pedagogical relationship takes place, must be more welcoming (21).

Tutoring as a support for the immaturity of university students. They consider that university students begin their studies without having achieved sufficient autonomy to function in accordance with the demands of the university organization and, without sufficient development of those qualities that allow them to successfully organize the effort required to complete higher education, the time of dedication and the procedures that help you understand the knowledge shown by the teachers and to

generate and manifest the knowledge built from them (22). Zabalza rescues psychopedagogical aspects that the university tutor must know to carry out the process, from social and affective cognitive aspects, such as the immaturity with which the student arrives, remembering that when he begins he is in a stage of development in which that has not yet defined its identity, without taking into account other problems that arise such as alcoholism, drug addiction, teenage pregnancy, problems that the student already brings with him or that he acquires during his transition from the university, this in terms of personal problems, regarding academic performance, the student sometimes does not have sufficient basic elements to allow him to satisfactorily face this transition; he faces problems with reading-writing, comprehension, analysis, synthesis, he does not present criteria or reflection, and on some occasions A group of 30 students all prepare an essay, they do not question what it is or what parameters it should contain, they finish it and no one knew it was an essay, no one asked.

In recent decades, teaching work has become more complex due to the diversification and elevation of institutional standards, concretizing the idea that to be a university teacher it was not enough to "teach classes", due to the dizzying changes that the knowledge society has brought. They must fulfill teaching multitasks that include consulting, research, thesis direction, mastery of pedagogical theory - which is in trend -, publishing in books or peer-reviewed journals and becoming a tutor, in addition the preparation of institutional development plans has been another of the mechanisms that have been implemented to regulate and accelerate changes in institutions by the Undersecretary of Higher Education, where tutoring is also referred to. The dialectic of what the teacher is/should be is part of the dialectic between social demands, the functions of the university, the needs of this professional and the real possibilities of combining different perspectives.

The institutional tutoring program of the Metropolitan Polytechnic University of Hidalgo was implemented with the General Law of Education and the ANUIES proposal as its legal framework regarding its tutoring program at a higher level. This program has 30 tutors, of which 15 They are part of the full-time staff as a research professor, and tutoring is within their functions, seven work as a subject teacher and one more as an administrator, the program has only objective evaluations in terms of a survey of perception of the scope of the same by the students, in addition to indicators such as the evaluation of the tutor, which indicates his punctuality, compliance with the objectives in the tutoring plan, and the preparation of the quarterly tutoring plan which must integrate activities per group and individual session. , the objective of the activity and if the objective was achieved, the tutor also has among his functions to prepare a report of the monthly work plan on the institutional Intranet, which represents nothing other than the transfer of the written plan to digital format per activity.

However, although the tutors are continuously trained, they manifest serious fractures between what they call technique and application - that is, they master the curricular contents but do not know how to transmit them - the need for listening, guidance and channeling that the students require is null, therefore Through a very informal observation in a training course for the implementation of the institutional tutoring plan, it was possible to detect that the tutor's greatest concern is that they hope to obtain teaching tools from the course that they can transmit to the students, they also present discomfort due to the lack of time to carry out the tutoring, due to the inadequate infrastructure to provide it to the student, and due to the low remuneration. They are unaware of the institutional tutoring plan, they do not apply the available resources and materials and in some cases they "believe" that tutoring is a moment of recreation or to continue the class and, in the worst case, they place tutoring as a space for The student can express all his complaints and academic disagreements.

There is a continuum between teaching and tutoring (23). It is not about retraining teachers to perform professional guidance functions. It is simply about making more explicit and more systematic the function that each teacher spontaneously develops as a guide and facilitator of the learning process of their students, both individually and in groups (24). The challenge is that under the label of learning, competency aspects are included that go beyond knowledge, the transmission of which constituted the traditional work of teachers, the tutorial action integrated into the teaching action should serve to enable, through adequate feedback, students to learn from their mistakes, provide them with possible remedies for their difficulties, motivate them and help them focus on their achievements; consolidate their learning, help them (25) apply abstract principles in practical contexts; estimate their potential to progress to other levels and guide them in choosing alternatives, as can be seen the tutor has a representative social role, he is in charge of integrating the student in his first year of university, of avoiding desertion, of providing support to the university student throughout his career, to strengthen profiles and comprehensively train an individual who integrates into society in a productive way, who is competent, he must achieve the university - work field link, only then will the student be able to make decisions and resolve issues.

REFERENCES
1) Villamil S., K. (2011) La tutoría: representaciones sociales que tienen los alumnos de un programa de licenciatura de la UNAM/2011.
2) Aguilar Nery, J. (2012) La configuración de la tutoría en la Universidad Tecnológica de Tijuana: Narrativas Docentes, Revista de Educación Superior, Vol. XLI, N° 164, México, pp. 99-121.
3) De La Cruz, García, Abreu, (2006) Modelo integrador de la tutoría de la dirección de tesis a la sociedad del conocimiento, Artículo RMIE, octubre-diciembre 2006, Vol. 11, Nº. 31, pp. 1363-1388

4) ANUIES, (2001) Programas Institucionales de Tutoría. Una propuesta de la ANUIES para su organización y funcionamiento en las instituciones de Educación Superior, México, ANUIES, 2001, 163 pp.

5) Lacruz, Miguel. (2002). Nuevas tecnologías para futuros docentes. España: Universidad de Castilla-La Mancha.

6) Cruz Flores G., Abreu Hernández, L.F. (2006) Competencias docentes para la tutoría en la educación superior, www.comie.org.mx/congreso/memoriaelectronica/v11/.../0438.pdf

7) ANUIES. (2000). Evaluación del desempeño personal académico. Análisis y propuesta metodológica básica. México: ANUIES.

8) Ayala Aguirre F. G. (2010) La función del profesor como asesor, México, Trillas, ITESM.

9) Silva Laya M. (2011) El primer año universitario: un tramo crítico para el éxito académico, Artículo Revista Perfiles Educativos, vol. XXXIII, número especial, 2011, UNAM, México, pp. 102-114

10) De la Cruz, Abreu (2008) Tutoría en la educación superior: transitando desde las aulas hacia la sociedad del conocimiento, Revista de Educación Superior, Vol. XXXVII N° 17, México, pp. 107-124.

11) Gairín, J., Feixas, M., GUillamón, C. y Quinquer, D. (2004) La tutoría académica en el escenario europeo de la educación superior. Revista Interuniversitaria de Formación del Profesorado, núm.181 pp. 61-77.

12) Aguilera Garcia J.L. (2010) La tutoría en la universidad: selección, formación y práctica de los tutores: ajustes para la UCM desde el espacio europeo de educación superior, Universidad Complutense de Madrid, España.

13) Pantoja (2005). La acción tutorial en la universidad. Propuesta para el cambio. En Revista C & E: Cultura y Educación, 17(1), pp. 67-82

14) Ferrer, J. (2003) La acción tutorial en la universidad. En Michavila, F.; García Delago, J. (Ed.) La tutoría y los nuevos modos de aprendizaje en la universidad. Madrid: Comunidad de Madrid. Dirección General de Universidades pp. 67-84.

15) Sanz Oro R. (2005) Integración del estudiante al sistema universitario en: Cuadernos de Integración Europea, pp.69-95.

16) Zabalza, M. A. (2003) Competencias docentes del profesorado universitario. Calidad y desarrollo profesional, Madrid: Narcea.

17) Romo López, A. (2010) Sistemas de acompañamiento en el nivel medio superior: modelo para su construcción, Colección Documentos, ANUIES, México.

18) García Antelo, B., (2010) La tutoría en la Universidad de Santiago de Compostela: percepción y valoración de alumnado y profesorado, USC, España.

19) Pantoja Vallejo A., Campoy Aranda T., Cañas Calles, A. (2003) Un estudio multidimensional sobre la orientación y la acción tutorial en las diferentes etapas del sistema educativo. Revista de Investigación Educativa, Madrid pp.67-91.

20) Mas Torelló O., (2011) El profesor universitario: sus competencias y formación, Profesorado, revista de currículum y formación del profesorado, Universidad Autónoma de Barcelona, España, Disponible en: http://www.ugr.es/local/recfpro/rev153COL1.pdf

21) Latapi Sarre, P. (1988) La enseñanza tutorial: elementos para una propuesta orientada a elevar la calidad, artículo, ANUIES, México. http://publicaciones.anuies.mx/revista/68/1/1/es/la-ensenanza-tutorial-elementos-para-una-propuesta-orientada-

22) Zabalza, M.A.; Cid Sabucedo, A. (2006) La tutoría en la universidad desde el punto de vista del profesorado. En Bordón, 58 (2) pp. 247-267

23) Quiroz, F. J. Barrios, Q. H., Santillán, A., M., Delgadillo, L. A. E. (2023) La Mediación de los Factores Socioculturales: Un Cuestionamiento de las Prácticas Tutoriales desde la Construcción Subjetiva de la Identidad, Arte, Tecnología y Equidad en las Humanidades y Ciencias Sociales – Hidalgo 2023

24) Quiroz, F. J, Zamudio, G., V. M., Serrano, F. G., Mendez, V. S. (2022) Design and development of a model of sustained academic excellence at the Metropolitan Polytechnic University of Hidalgo as part of the comprehensive education standard of CONAIC, Tecnología Educativa Revista CONAIC–ISSN:2395-9061–Volumen IX, Número2, Mayo–Agosto 2022.

25) Quiroz, F. J. (2024) The Obligation of a Mentoring Support Program that Promotes Mental Health / CIEG, Revista Arbitrada Del Centro De Investigación y Estudios Gerenciales, Venezuela, N° 65 [26-39]