



Las técnicas participativas: herramienta dinamizadora en la enseñanza de las ciencias sociales
Participatory techniques: dynamizing tool in the teaching of social sciences.

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Resumen

Lograr un proceso de enseñanza- aprendizaje eficaz y dinámico en las ciencias sociales en el contexto actual, constituye una necesidad. El estudio diagnóstico de la investigación reveló que es insuficiente la utilización de técnicas participativas como herramientas dinamizadoras que estimulen el proceso del pensamiento y las habilidades intelectuales asociadas a él, el debate, la reflexión, la crítica y autocrítica, así como el desarrollo de habilidades de trabajo grupal y comunicativas en los estudiantes. Las actividades elaboradas permitieron lograr un proceso de enseñanza – aprendizaje activo y desarrollador. Para la evaluación de la factibilidad de las actividades se utilizó diferentes métodos.

Palabras clave: Enseñanza- aprendizaje; Técnicas participativas; Superación; Participación

Summary

Achieving an effective and dynamic teaching-learning process in the social sciences in the current context is a necessity. The diagnostic study of the research revealed that the use of participatory techniques as dynamic tools that stimulate the thinking process and the intellectual skills associated with it, debate, reflection, criticism and self-criticism, as well as the development of skills of group work and communication in students. The activities developed allowed to achieve a teaching process - active and developer learning. For the evaluation of the feasibility of the activities, different methods were used.

Keywords: Teaching-learning; Participatory techniques; Overcoming; Participation

Introduction

In the contemporary context in which Cuban education is developing, the university as an institution of excellence, generator of culture in its broadest conception and in charge of training professionals with high academic excellence and committed to the destiny of its nation in conditions of a vertiginous scientific-technical development, has a challenge, to seek ways for the teaching-learning process to encourage the student to educate, instruct and develop himself; that is, to be the main protagonist of this process, guided, directed and controlled by the teacher.

The social sciences cannot be exempt from fulfilling such an important task, so all the actions developed must be aimed at training a competent professional with a broad profile, for which the use of participatory techniques as a dynamic tool is a priority.

In the analysis of the historical evolution of the teaching-learning process of the social sciences from the triumph of the Revolution to the present, it was determined that the curricula of the different subjects are fundamentally focused on highlighting the content and do not emphasize the need to use learning methods and tools to stimulate debate, reflection, criticism and self-criticism as well as the development of group work and communicative skills.

With the application of different scientific research techniques such as: surveys, interviews, class observation and subject preparation, it was found that the use of participatory techniques that stimulate the thinking process and the intellectual skills associated with it, as well as the active and conscious participation of students in their own learning, is not enough.

Due to the above, the scientific problem of the research is stated as: how to improve the use of participatory techniques in the teaching-learning process of social sciences? And the objective is to elaborate activities to improve the use of participatory techniques in the teaching-learning process of social sciences.

Development

Before going into the theoretical elements of participatory techniques, it is considered necessary to take into account aspects of importance for educators related to the teaching-learning process. From the pedagogical point of view, we share the criterion that the process of interaction between the teacher and the students through which the teacher directs learning by means of an adequate activity and communication, facilitating the appropriation of the historical-social experience and the growth of the

students and the group, in a process of personal and collective construction, according to Bermúdez & Pérez (2005).

From this definition, we can determine that the teaching-learning process of social sciences is a process of objective and social reality, an activity of communication between subjects, the activity should not be centered on the teacher, students should not be considered passive, reproductive subjects, where they are not offered opportunities for reflection, and they should be active and creative.

In this process there is a dialectical interrelation between its different laws and categories, its components are personal and non-personal, the personal ones are the teacher and the student and the non-personal ones (objectives, content, methods, means, the different forms of organization, and evaluation).

The criterion of Labarrere & Valdivia (1998) is shared, that the main task of the teacher is to direct the learning process of the student, being an active subject and object of education. Therefore, it is ensured that the content, the fundamental didactic category of the teaching-learning process, conceives what to teach, i.e., what knowledge the students should appropriate and what habits and skills they have to develop.

The role of the school and especially of the teacher in the teaching-learning process is taken into consideration, the categories instruction and education, and their dialectical interrelation, which contribute to the development of the personality of the learners, are assumed.

In the teaching-learning process of social sciences, it takes place in a dialectical relationship, since teacher and students interact in it consciously in the achievement of a common objective: the formation of a conception of the world.

Teaching exists for learning and through it, learning is stimulated, which allows these two integral aspects of the process to maintain their own peculiarities and, at the same time, to constitute a unity between the leading role of the teacher and the activity of the student.

It should be emphasized that the teacher is an organizer of the process, creator of the conditions for students to learn in a productive and rational way, that is, his function is to stimulate, direct and control learning where the student is not a simple passive object of pedagogical influences in the teaching process, but an active and conscious participant in this process, thus preparing him integrally for his active and independent incorporation in the construction of society.

The use of participatory techniques allows to increase the motivation for cognitive activity in students, achieving an affective relationship between teacher and student as long as an adequate methodology

is used. Developmental learning is assumed as the systemic process of transmission of culture in the school institution according to the social task, it is organized from the current and potential development levels of the students, and leads to the transition to higher levels of development in order to form an integral and self-determined personality, capable of transforming itself and its reality in a specific historical context (García, 2003).

With respect to developmental learning, García (2003) defines it as that which guarantees in the individual the active and creative appropriation of culture, fostering the development of his or her constant self-improvement, autonomy and self-determination, in close connection with the necessary processes of socialization, commitment and social responsibility.

With the use of participatory techniques in the classroom, the student is not a passive entity, nor a simple receiver of contents, but an active entity that reasons, makes deep reflections, adopts critical positions before the phenomenon, elaborates his own ideas, arrives at conclusions based on practice, solves cognitive problems through independent activities and the assimilated contents can become convictions.

In addition to the above, we cannot ignore the conceptions of personalities of Cuban pedagogy, among them Felix Varela, who opposed teaching without logical and scientific reasoning, insisted on the need to provide through educational management, the instruments that allow them to discover the truth for themselves, so that from personal convictions they can live in accordance with these. Furthermore, he emphasized that it was necessary to teach independent thinking for the motivation and permanence of freedom.

This criterion is shared since it emphasizes the work that the teacher should develop in the formation of the student, that the teacher should not be a simple transmitter of knowledge, but should teach the student to think independently, to reflect, to form human results, to prepare them for life.

To stimulate learning, first of all it is necessary to take into account the initial diagnosis to lead the student to the desired state, according to the Zone of Proximal Development which is, according to Vigotsky (1987), the distance between the real level of development determined by the ability to solve a problem and the level of potential development, determined through the solution of a problem under the guidance of an adult or in collaboration with another more capable partner, that is, the distance that exists between what the child can do with the help of the adult and what he can do on his own, constituting the essence of the developmental conception of education.

Vygotsky (1987), considers that the teacher plays a fundamental role, which has two moments: first, he is the one who guides, directs and promotes the zone of proximal development, creating the path through which students must travel and without which they could not aspire to higher levels. He is the one who mediates the sociocultural knowledge that they must learn and internalize, for which he must have mastery of the task and be sensitive to the progress of learning.

In a second moment, as the student progresses, the teacher's participation is reduced, according to the student's development, he/she can be a spectator, ask questions, formulate problems and reflect together with them.

As for the students, they should be seen as social entities, protagonists and the result of the multiple social interactions in which they are involved, they are socialized and at the same time individualized and self-realized, and from this interactivity they are a person who reconstructs knowledge in two planes; the external and the internal, thus manifesting the law of double formation, a process that is individual and social, which is why the companions of the group intervene.

Also, from the psychological point of view, it is important to take into account the concepts of activity, communication and motive, since personality is formed and developed in activity. With respect to activity, it is agreed that activity includes those processes through which the individual, responding to his needs, relates to reality, adopting a certain attitude towards it (González, 2001), that is, it characterizes the function of the subject in the process of interrelation with the object, which makes it possible for the individual to form the image or ideal and subjective representation of the object, and in turn, the objectification of the psychic regulation can occur in a result of the activity. The activity is stimulated by the need; through it the material or ideal objects are concretized. Implicit in the activity is its object; this constitutes its motive, which can be material as well as ideal. Activity is indissolubly linked to its motive, there is no unmotivated activity.

Motive gives personality activity its direction, orientation, and meaning; motive constitutes the most important aspect that psychologically distinguishes human activities from one another.

Activity necessarily exists through actions. In order to fulfill the intended goal the subject has to perform various actions, which do not occur in isolation from the conditions under which the activity takes place. The actions take place through operations that are forms of realization of the action according to the conditions confronted by the achievement of the objectives.

Necessity is one of the indispensable premises of activity; necessity by itself, as a state of the subject, is not capable of provoking any directed activity; its function in this sense is limited to activating the

functioning of the individual, a functioning that is experienced and reflected by him in the form of desires or tendencies. What leads the subject to perform the activity is the motive thus satisfying his needs.

The teacher must orient his work so that, by his example and the elaboration of a system of activities, he places the students in conditions conducive to the conditions and development of needs and motives in their different forms of manifestation with socially valuable contents: deep moral, aesthetic, intellectual and practical feelings and volitional qualities of personality.

With the use of participatory techniques in social science classes and the correct selection of activities, the teacher will be able to motivate students for the subject and manage to strengthen feelings and results that correspond to the formative objectives of education in our society.

Participatory techniques have been analyzed by different specialists, from dissimilar points of view and with specific purposes. In our case we share that they constitute "thinking tools", they stimulate the thinking process and the intellectual skills associated with it. Their effect is the intellectual training in problem solving, the strength of the teacher-student and student-student relationship, and thus the development of group work and communicative skills" (Bermúdez & Pérez, 2005).

They allow:

- An adequate organization of the teaching-educational process, attending to individual differences.
 - Stimulate debate, reflection, criticism and self-criticism.
 - Promote collective work, exchange ideas and enrich individual knowledge.
 - Promote responsibility in the study and performance of independent activities.
 - Stimulate the active and conscious participation of students in their own learning.
 - Promote the integration of groups and work groups.
 - Facilitate the process of self-evaluation, co-evaluation and heteroevaluation.
 - To favor group dynamics.
 - Promote interpersonal relationships, respect for the group and to defend their criteria.

- Encourage individual and group research.

The techniques cannot be applied mechanically to any circumstance, context or group; their incorrect use can generate conflicts in the group. For these reasons, for their application, teachers should take into account the following aspects:

- Initial diagnosis of the group, to know the characteristics of the students to whom the technique will be applied, in this way it will be known which of them can be applied.
- Adequate selection of the technique, according to the potential of the content and the fulfillment of the objective of the subject under study.
- The techniques should be related to the methods, procedures and means of the teaching-learning process to be used.
- Detail each procedure for its application, adjusting it to the time available, the characteristics of the place and the number of participants.
 - For the analysis of a topic, it is not enough to use only one technique; other techniques can be used to promote a systematic and organized deepening process.

The teacher must be aware that during the application of the technique, his performance must be discreet, motivating and indirect so that the students feel confident and can maintain a conscious and active attitude towards the activities that are oriented to them.

For the application of participatory techniques in the teaching-learning process in the social sciences, the following methodological criteria can be taken into account:

- The teaching - learning process should be structured in such a way that it propitiates the student to investigate knowledge, which favors his active participation in class, motivate him by the study activity and that it is really a cognitive interest.
- The activities that are planned should be adequately oriented to ensure greater cognitive independence, the development of logical thought processes, promoting discussion and evaluation of the points of view about the content under study, so that there is individual learning within a collective learning and individual knowledge is collectivized, thus contributing to the development of habits and skills in group work.
- In the teaching-learning process, it is necessary to start with what the student knows about the experiences, situations and problems of the practice that he/she faces in his/her life.

Activities are proposed to improve the use of participatory techniques.

Activity 1

Technique: "Starting today's class is my responsibility".

For the development of this variant, the teacher should previously orient the students, who should prepare themselves in the contents addressed in the previous class.

The class begins by selecting a student and giving him/her a card with the following orders: You have the responsibility to ensure the beginning of today's class, for this you must:

1. make a synopsis of the main aspects addressed in the previous class.
2. Develop a question in correspondence with the objective of the topic addressed.
3. Select one or two classmates to answer the question.
4. Evaluate the participation, encourage the group to evaluate the answers based on the fulfillment of the objectives.
5. An evaluation should be given to the selected students.

For the evaluation, the teacher will take into account the individual performance of each student, using the variants self-evaluation, co-evaluation and heteroevaluation.

Activity 2.

Technique: coincidences and discrepancies.

Requirements for its use:

- 1- The group will be divided into several teams according to the number of students, it is recommended that no more than 4 students per team, each team will be given a card containing several judgments related to the subject under study, whether positive, negative and ambiguous, and will be given a reasonable time to analyze and discuss them, reaching agreement with their answer and explaining the reason for their selection.
- 2- The teacher will write on the blackboard C- if they agree with the judgment; D- if they disagree and X- if they agree, but I want to add other elements.
- 3- The use of this technique is recommended when working with argumentation skills.
- 4- The other students in the group will be able to express their opinions about what has been analyzed.
- 5- The teacher should point out the valid judgments and write them on the blackboard.

Usefulness: it contributes to the activation of the teaching-learning process, to decision making, it favors the development of interpersonal relationships and communication among group members, defense of their arguments to corroborate the initial judgment.

Example

When analyzing, in the subject Political Economy, the impact of globalization on the international sports movement, it is recommended to use the following judgments:

- Sport today has become as lucrative a business as any other, generating monopolistic super-profits.
- The purchase of athletes is a threat to national identity and to the founding principles of the Olympic movement.
- Today money has taken over the world of sport.
- Neoliberal globalization has extended the scourge of doping to sport, but thanks to this, high sporting performances are obtained.
- The teams that make up Major League Baseball in the United States are made up of athletes from all over the world.
- Neoliberal globalization has had negative repercussions on Cuban sports.

For the evaluation, the teacher will take into account the individual performance of each student and each team, using the variants of self-evaluation, co-evaluation and heteroevaluation.

Activity 3

Technique "Searching for the correct answer".

It is recommended to use it for the evaluation and control of independent work.

The teacher will divide the group into several teams, will give them a card containing questions related to the topic analyzed in the independent work, after 10 minutes of analysis will begin the discussion, the teacher will write down on the blackboard the correct answer. The participation has a competitive nature, but the evaluation is individual. The best prepared team will be congratulated.

It will encourage the active participation of students in the solution of a problem, which is solved by the contribution of different criteria of the students.

Conclusions

Participatory techniques constitute a dynamic tool that allows achieving an affective relationship between teacher and student, raising motivation for cognitive activity in students, making them builders of their own knowledge, achieving greater cognitive independence, thus obtaining a developmental teaching-learning process. The theoretical references for the use of participatory techniques in the teaching-learning process of the social sciences made it possible to elaborate

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activities that stimulate thinking, the intellectual skills associated with it, as well as debate, reflection, criticism and self-criticism.

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