

Fundamentos teórico metodológicos para la labor educativa en la escuela

Theoretical and methodological foundations for educational work at school

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Resumen

Se brindan algunos elementos que sirven de fundamentos teórico metodológicos para enfrentar la labor educativa en la escuela y reforzar los valores que debemos preservar y defender. El material sistematiza resultados de algunos trabajos científicos sobre el tema, y permite reflexionar sobre lo que en él se plantea. Para la realización del estudio se utilizaron diferentes métodos, partiendo del dialéctico materialista, que permitieron evaluar la integridad del trabajo en la escuela. Por ello, es objetivo del trabajo fundamentar diferentes concepciones acerca de la labor educativa en la escuela en función de la formación de la personalidad integral que permita la preservación de los valores que preconiza nuestra sociedad. El trabajo constituya un material de apoyo para los docentes. La recopilación de estos referentes permiten una mejor comprensión del fenómeno de la labor educativa y proporciona un material de apoyo al trabajo del docente en este tema.

Palabras clave: Labor educativa; Fundamentos teórico metodológicos; Personalidad; Valores.

Abstract

It provides some elements that serve as theoretical and methodological foundations to face the educational work at school and reinforce the values that we must preserve and defend. The material systematizes results of some scientific works on the subject, and allows us to reflect on what is proposed in it. For the realization of the study, different methods were used, starting from the dialectical materialist one, which allowed evaluating the integrity of the work in the school. Therefore, the objective of the work is to support different conceptions about the educational work in the school in terms of the formation of the integral personality that allows the preservation of the values advocated by our society. The compilation of these references allows a better understanding of the phenomenon of educational work and provides support material for teachers' work on this subject.

Keywords: Educational work; Theoretical and methodological foundations; Personality; Values.

Introduction

In spite of the undeniable advances that have been made at the present time, the educational work in Cuban education is undergoing transcendental changes at all levels of education and particularly in Primary and Basic Secondary Education.

Hence the need to propose various alternatives to the educational work in order to achieve a more comprehensive educational work

The educational policy drawn up by the Communist Party of Cuba and the Ministry of Education includes among its theoretical and methodological foundations the political-ideological and values education of children, adolescents and young people, with the purpose of an integral preparation of their personality oriented to the defense of the Homeland, the Revolution and Socialism.

In this order, the work of the teacher is irreplaceable, that is why what Fidel Castro Ruz (2001) said: "without education there is no possible revolution, there is no possible socialism". This expression becomes a duty for Cuban teachers in educational institutions (P, 63).

It is convincing that the classroom constitutes the key element for the political-ideological work and the formation of values with the students around which the whole system of extracurricular activities should be agglutinated to systematize, give unity and coherence to the whole process of education of the personality that, together with the system of educational influences of the other social factors, achieves the type of citizen that our society demands and expects.

This work provides teachers and professors with a set of useful theoretical and methodological elements to face the challenge imposed by society. It systematizes the results of some scientific works on the subject, based on accumulated experiences. The objective of the work is to support different conceptions about the educational work in the school in terms of the formation of the integral personality that allows the preservation of the values advocated by our society and, at the same time, the work constitutes a support material for teachers.

Development

Educational work in the school institution

The unity between the teaching process and the education process is the principle on which the educational work is based, that is to say, teaching and education are carried out at all times, through the active and conscious participation of the learner in the various activities.

A process full of organized activities, properly directed, with a specific content, where the results can be evaluated, where students feel the need for their participation and satisfaction with the task developed, is what will allow the formation of a personality with positive attitudes and values towards the different spheres of social life.

In order for students to be able to act in accordance with the values that sustain the society in which they live, it is necessary to organize the teaching process in such a way that students consciously participate in the activity as subjects of learning, formation and development with the opportunity to communicate with each other, with their classmates, to work together, to propose common goals, and to achieve them in correspondence with their age and with their particular possibilities. The social participation of the family and the community is fundamental in this process.

During the development of their classes, teachers should use productive methods, where each student has the opportunity to actively participate according to his or her real possibilities; making the teaching work become a source of experiences that reflect the reality in which he or she lives, both individually and collectively.

Among the theoretical and methodological foundations that are enunciated is the establishment of a positive emotional atmosphere of trust in individual possibilities and mutual collaboration. The collective character achieved during the development of the class considerably increases its success. In this way, the conscious assimilation of the content, the taste for the independent acquisition of knowledge, together with the cooperation of the group, the use of the potentialities and the integration,

where everyone is able to know himself, value himself and at the same time value the others, are achieved.

Likewise, in the development of the educational work, a broad objective oriented to the formation of a man capable of thinking, feeling and acting integrally, in correspondence with the needs of the society in which he lives, must be appreciated. The working methods are also important, as well as the participation of other educational institutions, the family and the use of the potential of the social and natural environment.

In this order, the content and general objectives of the educational work are determined by the demands of social development, which take into consideration the educational work in the different stages of the development of the personality of the schoolchildren.

The school is the social institution that is given the maximum responsibility for the educational work of the new generations, together with other agents that must be oriented and stimulated. It also establishes a relationship of coordination of the activity during school life.

Consequently, the planning of activities has an educational character and is carried out with a transforming perspective, which favors the valuation of the surrounding world.

Some methodological theoretical references for educational work in schools

The educational work in the school is an indispensable condition together with the educational forces, it is not limited only to the scope of the school, but it has to constitute a unified, systematic, integrated, gradual process, attending to the level of development reached in the education of each student and of each group, as well as to the existing conditions in the school and in the society at a certain moment.

Educational forces are understood as all the factors that intervene in this process: the school and pedagogical group itself, the family, fundamentally: parents, organizations and social, cultural and economic institutions of the locality; the mass media and mass diffusion, among others.

On the other hand, the educational work includes the formation of habits, and the assimilation of norms of conduct, feelings, qualities, attitudes, moral concepts, values, principles and convictions so that the child and the young person participate, consequently, in the development of the social historical process, in an active and creative way.

It cannot be forgotten that educational work is a system that is aimed at the organization of the life and practical activity of pupils and that presupposes the coordinated action of all, hence A. S. Makarenko stated that:

Not a single educator has the right to act alone...where the educators are not united in collective and the collective does not have a single plan of work, a definite way of approaching the child, there can be no educational process there.(1979, p.20)

The demands placed on the school and its responsibility in the formation of learners is of vital importance, hence skillfully organized educational work is one of the conditions for raising the quality of teaching and education in the school.

Teaching acts as an important means of education, while education is the necessary condition for raising the quality of teaching.

The principles, methods and means used to specifically carry out educational work differ from those used in the teaching process, without forgetting that teaching itself is educational. While for the teaching of the different school subjects, there are programs, work methods, among others, which can be reached with certain precision, the same is not true for the formation and development of personality qualities.

The educational process, although closely related to that of teaching, has its own methods, techniques and procedures that allow it to be studied independently, as well as to define and plan specific tasks and activities, although in practice it is closely interrelated, in a unified process.

Each school, and in particular each teacher must select the most appropriate methods, ways, procedures and forms to organize the life and activity of the students according to:

- The proposed educational objectives.
- The characteristics of the students.
- The specific conditions of the school and the community in which they are inserted.

The process of formation of the qualities of the personality in the formation of values is very complex and goes through stages, but its consolidation is the main educational objective to be achieved, taking into consideration the age of the student and the grade he/she is in, the knowledge acquired and in general, the personal experiences he/she has undergone in the different individual or group activities in which he/she has developed his/her life.

The above mentioned, determines that the educational work is carried out in a constant, systematic and creative way; it is not possible to give recipes on how to educate. It also requires: initiative and creativity, hence it is incorrect to be guided by unique and compulsory forms and methods of organization of educational work for all cases.

This leads to the need to use forms of organization and methods of education and teaching based on the joint activity of students and teachers, in correspondence with the level they are studying, the characteristics of their age, as well as the historical-concrete conditions of the society in which they live and develop.

Therefore, in order to achieve educational work with satisfactory results, it is essential to take into account the following when carrying out any type of activity:

- The individual and group needs in the realization of an activity and not others, depending on their characteristics and ages, which determines their participation in the choice of the activity to be carried out.
- The degree of satisfaction and interest experienced in the realization of the activity as a pleasant experience.
- That each student is capable of fulfilling the assigned task and that the possibility of working in a group is given.
- The critical evaluation by the group of the quality with which the activity was carried out.
- The teacher's clear, objective and accurate explanation, whenever necessary, of the nature of the activity being carried out, the purpose to be achieved and how each student should participate.
- The teacher's mastery of the content (central core) of the proposed activity.
- The teacher's (or other adult's) positive example in directing the activity, as well as his or her active participation in its implementation.
- That the activity has a valuable content, of a social and moral nature and linked to the main traditions and customs of their environment.
- That in each activity the students have the opportunity to show their initiative, independence, creativity, which contributes to the fact that everyone can play an active role.

It is important to insist that the school institution, in order to approach the educational task in an efficient manner, must take into account the possibilities and achievements expected at the different stages of the student's development. Sometimes, tasks are demanded that are beyond what the learner can really perform, which causes failures and barriers in the educational process. In other cases, they are below the possibilities and also become a brake, since the learner performs them without any contradiction between what he/she knows and what he/she does not know; in this case, development is not achieved and interest is lost.

This determines the importance for the educator to have a deep knowledge of the characteristics of the ages with which he/she works, which will allow him/her to carry out a much more efficient educational task.

Many authors consider that certain basic structures of the personality are formed in the first decade of life, being perfected later in adolescence and youth.

Thus, at the end of the preschool age, a new type of interrelationship between the child and the adult emerges and develops until it becomes typical in children of the initial school age. The adult becomes a model for the child, both in his imitation and in the demands that they (the adults) make on the child; in the same way, the assessments that adults make are gradually assimilated by the child who makes them his own.

The child begins to imitate the adults, to reproduce their activity, their interrelationships in the play situation. Play is very important for the assimilation of values and ethical norms.

In play, preschoolers take on the role of adults by submitting to the rules of the role (mom, dad, teacher...) and thus assimilate the typical forms of adult behavior, their interrelationships and the requirements by which they are governed. There, children form the idea of what is good and what is bad, what they can and cannot do, how to behave with other people and how they react to their own forms of behavior.

Research carried out in Cuba has shown the value of polar models or patterns of good and bad, right and wrong, as a form of identification of the child with what he/she should do and the aspiration to get closer to the positively valued model.

In adolescents, a totally different position with respect to parents and teachers is emerging; it seems as if they are emancipating themselves from the direct influence of adults, becoming much more independent.

This explains the importance of knowing the psychological characteristics of adolescents and the tendency to change, to transform their personality, as has been pointed out with the aim of perfecting the mechanisms of the educational system in which the whole society is involved. It cannot be forgotten that each stage in the development of the individual is characterized by a special set of life conditions.

In the adolescent the idea arises and, moreover, he "feels" that he is no longer a child, which is manifested in the aspiration to be and consider him an adult.

A fundamental role in the development of this maturity is played by literature, cinema and television. The aspirations of parents and teachers to get them to read, generally materializes in these stages; they are inclined towards the literature read by adults, in the same way they show interest in plays.

This can be explained by the fact that all the information they receive through these channels allows them to penetrate in one way or another into many of the aspects related to life and its repercussion on the problems of human relationships. It is the duty of parents and teachers to introduce them to this world, to guide and help them at all times.

Adults do not always admit their own points of view and the opinions of adolescents and young people, which generate contradictions in relationships, which have a negative impact on their formation. It is necessary to focus the educational work on: listening to them, taking their judgments, evaluations and opinions seriously in order to penetrate their inner world and in fact get to know them better.

Generally, the mistake is made of wanting to prepare them to live in the society in which the adult lived, imposing his tastes, criteria, which accentuates the contradictions. This is not possible, since they live in a changing society that already is and will be different.

Life at school, their interaction with peers who share common interests and points of view, begin to directly determine the formation of many aspects of their personality. Belonging to a group increases the adolescent's self-confidence and offers him additional opportunities for self-affirmation.

In his assessments with his closest friends, his position in life is formed; he becomes aware of his real possibilities and tests his strengths. This is manifested primarily in the fact that they prefer to spend long hours in conversation with each other to the detriment of the time they can devote to parents and other adults.

The norms, judgments and criteria accepted by the friend or the group take on greater significance from the psychological point of view than those that exist in the elders.

The peer group teaches young people to practice the moral norms of adults; to achieve a certain external and internal independence with respect to the adult and thus affirm their "I".

In adolescence values are more linked to social forces, sometimes a pious lie is accepted to preserve someone's feelings. Youth begins to perceive that there are intermediate points between good and bad, any behavior is usually judged largely by its effects on others.

The social environment that surrounds the child, adolescent and youth is the bearer of everything that society has accumulated up to that moment, however, this does not mechanically influence their behavior, with its existence "in itself" does not cause neither the assimilation nor the changes of attitudes and values. It is necessary, therefore, to study and orient the values to be formed in the new generations, in order to combat the antisocial manifestations that lead to the emergence of negative moral values in children and adolescents.

The formation of children and young people is a task that implies great responsibilities for the family. To this effect Valdés, Cuban pedagogue expressed: "To create a divorce between the school and the family is to make sterile the respective action of one and the other". (1898 p.78)

The force of the group, the need of the adolescent to guarantee his belonging to it, replaces the force of the teacher's direct action, but if the teacher is capable of maintaining his moral authority before the group, he can indirectly maintain his influence on it and succeed in making of them a cohesive group, characterized, essentially, by the unity of their value orientations.

Both adolescents and young people must know (cognitive aspects) these values, identify the behaviors that characterize them, and appreciate their significance and importance, which includes the emotional aspect. Only in this way, they will be able to orient their behavior towards the values that guarantee the construction of a better society.

Therefore, each society is the bearer of certain values that are assimilated by the subject in the form of value orientations, according to the particularities of the society in which he lives, the characteristics of each stage of development and personal experience. This complex process of formation responds to the whole system of educational influences in which the school and the family (in the early years) and the subsequent work carried out play a fundamental role.

Also, it exerts influence in the formation of the man the daily life and the conditions in which this one passes articulated to the familiar life. From this relationship he assimilates and internalizes the system of values characteristic of the time in which he lives. Hence, the customs and traditions of his neighborhood or area, when reflected in daily life, have a decisive influence on his formation, without forgetting the effect of his immediate and future expectations.

In order to receive all the educational work offered by society, there must be close communication between the school, the family and the community (understanding by community the productive, service and health centers, and cultural, sports and recreational institutions, among others, that surround the home, the school and which may or may not be attended by children and young people, but from which they are directly or indirectly influenced).

The Cuban pedagogue Varona, referring to this problem, expressed: "In society everything educates and we all educate" (...) (n/d, pp.17, 18). Then, what exists is the idea of generality, that the education of parents is limited to sending their children to school and that in this school the miracle must be verified so that the child gets rid of all the bad habits engendered at home by the carelessness of those around him; and, they learn in school everything that later will be useful in life. Each school has particular characteristics that differentiate it from others, the neighborhood or area where it is located is different from others and the students who study in them also have different characteristics. This determines the need to take these elements into consideration when organizing the educational process.

In order to obtain qualitatively superior results, it is necessary for the school to establish more direct working links with the community and the family, so that the inhabitants and authorities of the former develop feelings of belonging and identity towards the educational center, and the latter do not limit themselves to knowing more or less about the progress of their children's learning.

The school, on the other hand, has to radiate security and confidence in its work - as a cultural and socializing center of the community - it has to go beyond the limits of its geographical demarcation and manage to insert itself in the area where it is located; make the inhabitants participate in its achievements and difficulties; seek their support at all times, this will result in the welfare of all and, consequently, in a better functioning of the center.

On many occasions, the school remains a closed system and ignores the community and the community's potentialities, or does not take advantage of them sufficiently, limiting the dynamic productive flow that necessarily occurs if a minimum of conditions are created for it.

One of the ways for the school to carry out a more efficient educational work is through the realization of simple characterizations of the community where the school is located, this can address, among others, the following aspects: educational potential of the area and problems that affect it, work centers, sports, cultural and recreational institutions in the area, characteristics of the families from which the students come, work and professional occupation of the neighbors, level of schooling of the surrounding population, knowledge of the history of the community, main patriotic and cultural traditions, outstanding figures (in the past or present); measures necessary or put into practice for the protection and conservation of the environment, concern of the population for this aspect; most frequent criminal and antisocial behaviors.

With the information collected in this way, the educational institution can enrich the work of certain subjects; offer documentation to teachers on these aspects; guide which aspects to emphasize in the formation of hygienic habits in students and in the work with parents. The value of the results of this characterization lies in the fact that they constitute starting points for the work, the analysis of problems and the search for solutions as a whole.

The link between the family and the different educational institutions and community factors

The strengthening of the link of educational institutions with the family and other factors of the community, should enhance the performance of their socializing role in their internal work, in what refers to the system of relationships of teachers among themselves and with their students, the climate of affection and attention to the needs of students, according to the diagnoses that are made, as well as in the life and teaching schedules and the activities that are carried out as part of the educational work.

In order to approach the educational work in the school institution and its link with the family and the community, as pedagogical facts and phenomena, it is necessary to have other pedagogical facts with which they interact and it is necessary to take into account their social nature, in order to be able to arrive at valid explanations and solutions that constitute not only contributions to their own pedagogical work, but also contribute to the methodological theoretical enrichment, which is transferred through more general explanations that contribute to the improvement of the educational and social practice, and with it to the development of the personality.

The educational work carried out by the school and the family should complement and interrelate, in order to prepare young people for their labor insertion and preparation in values, seeking correspondence between the level reached and the needs of the economy, as well as between the system of cultural and political-moral values formed and the requirements posed by society.

The school, unlike the family, carries out its educational work in a planned, conscious and systematic manner, which places it in a very favorable situation and sometimes with great advantages over the family itself to contribute to the process of socialization and formation of the individual. Its characteristics propitiate the possibility that it can help the family in its preparation for the fulfillment of its function.

Hence, the school is called to become the organizer and coordinator of all the educational work articulated to the system of influences. This means to take beyond the limits of the school building a part of the educational work and to establish systematic cooperation with the rest of the institutions.

The unity between family, school and social education in the educational work contributes effectively to the development and formation of the personality of learners in accordance with the values demanded by society.

It is the responsibility of teachers to become more capable every day to fulfill this task that has been deposited in their hands. In this sense, the theoretical and methodological foundations play a significant role.

Conclusions

The theoretical and methodological foundations of the development of the educational work in the school addressed constitute basic tools for the teacher, in favor of the development of the personality of children, adolescents and young people. The elements offered are flexible, since the teacher, from his pedagogical experiences, will be able to enrich them taking into account the research management and future projections. The educational work in the school is supported by the integration of the family and the community.

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