

Estrategia metodológica para orientar a las familias de niños con manifestaciones de agresividad
Methodological strategy to guide families of children with manifestations of aggressiveness

Leticia Castillo-Herrera; Juana Daudinot-Gamboa

Dirección General de Educación Niceto Pérez García, Guantánamo, Cuba
Universidad de Guantánamo, Guantánamo, Cuba

Correo(s) electrónico(s)

leticiaac@np.gu.rimed.cu

juanadg@cug.co.cu

ORCID: <https://orcid.org/0009-0003-1370-550X>

<https://orcid.org/0000-0003-0478-8678>

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Resumen

El presente trabajo aborda la temática relacionada con la orientación a las familias de niños con manifestaciones de agresividad en la conducta en el círculo infantil. Tiene como objetivo ofrecer una estrategia metodológica que garantice el trabajo de orientación a las familias en esta dirección. Se muestran principales concepciones teóricas sobre la temática referenciada y sus particularidades en la primera infancia. Como resultado del diagnóstico, se evidenció la existencia de irregularidades en la preparación del personal docente, lo que aún resulta insuficiente para el mejor funcionamiento de familias de niños con tal comportamiento. Para ello, se utilizaron métodos empíricos y matemáticos, corroborándose así, las insuficiencias que se presentan en este orden en educadoras y familias, aspectos que amerita su atención.

Palabras clave: Estrategia metodológica; Orientación; Familia; Agresividad; Conducta.

Summary

The present work deals with the subject related to the orientation to the families of children with manifestations of aggressiveness in their behavior in the children's circle. Its objective is to offer a methodological strategy that guarantees the orientation work to the families in this direction. The main theoretical conceptions on the referenced thematic and its particularities in early childhood are shown.

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As a result of the diagnosis, it was evidenced the existence of irregularities in the preparation of the teaching staff, which is still insufficient for the better functioning of families of children with such behavior. For this purpose, empirical and mathematical methods were used, thus corroborating the inadequacies presented in this order in educators and families, aspects that deserve attention.

Key words: Methodological strategy; Orientation; Family; Aggressiveness; Behavior.

Introduction

With the triumph of the Revolution, the Cuban State established as a decree the right to free education for all citizens, which has been a fact since then, as part of the policy outlined. This was evidenced in schools, where children with different behavioral manifestations receive specialized attention. This brought with it, a whole work of orientation to the families, related among other things, with the treatment children require in each stage of their life. For this reason, and with the educational improvement, a specialist of the Diagnosis and Orientation Center (CDO) was established in each children circle and school, who will specify the corresponding treatment to be followed with these children, and prepares the teaching staff for their follow-up. All this implies the subsequent work with the family for the continuity at home.

In this direction, there are different authors who have addressed the educational guidance to families (Arés, 2004; Castro et al., 2004; Núñez, 2005); among others. In the territorial field, they stand out (Martín, 2002; Santisteban, 2004; Daudinot, 2013; Muñoz, 2015 and Rivero, 2023).

In these investigations, the existing interrelationship between the family and the other socializing agents becomes evident in order to fulfill successfully their educational role in the formation of their children.

In Cuba, preventive work is one of the main areas of work of the Ministry of Education (MINED). In the pre-school education priorities, this is considered a necessity for boys and girls who are educated in children's institutions, with particular emphasis on those who present manifestations of aggressive behavior, an aspect that must be addressed from the pedagogical point of view.

Thus, the transformations in preschool education require teachers in charge of preparing children for their future life, personnel who must be trained to attend to the diversity and individuality of these children and train families to play their role at home. Therefore, it is important that educators have an

updated preparation from the scientific-methodological, technical and pedagogical point of view in the work of family education.

The above leads to emphasize and take into account that:

The family is the basic cell of society and as a basic social unit; it has resisted the disintegrating effects of modern society, and continues to be the natural habitat of the human being that plays an essential role in the formation of the child from birth. (Ramirez, 2008, p. 22).

In this sense, it is evident that the orientation to the family is the responsibility of different social agents. Undoubtedly, it is the children's circle, as the cultural center of the community, which is responsible for guiding the performance of its educational work, so that educators and teachers establish the links between the institution and the family for the realization of joint actions.

The educational practice in the children's circles shows the need to offer information, orientation and with it, the pertinent and systematic preparation in these actions with the family, especially when within Cuban families, essentially, situations and conflicts occur related to their functioning, structure, duties, etc., towards their children, to which the educational institutions should pay attention, since society modifies, changes, and so does the family, as its basic nucleus.

As result of the experience achieved by the authoresses, as municipal methodologists of this educational level in the Niceto Pérez municipality, it is evident that the level of preparation offered by the educators to families with children of 5th and 6th years of life with manifestations of aggressiveness at home and thus to reach a more effective mode of action in the "Rayitos de Sol" Children's Circle, is insufficient. In this sense, the maintenance or not of the parents' marriage and the living conditions were two significant aspects to evaluate and interpret the family influence in this phenomenon. Hence, this preparation is necessary for the basic institution to be able to carry out the corresponding educational work.

Thus, the objective of this article is to offer a methodological strategy that guarantees the work of orientation to families with children of 5th and 6th years of life with manifestations of aggressiveness in the Children circle "Rayitos de Sol", in the Niceto Pérez municipality.

Development

It is evident that the relationship between the family, the institution and society, seen from a Marxist pedagogical conception, has a significant place for the development of the new generations.

Hence, it is of interest, in the research, to identify the fundamental bases that support the preparation of teachers with the demands and quality required in these times, to undertake the work with the family, as a basic direction in the work of prevention with preschool boys and girls in the conditions of the children's institution, specifically, of the children's circle.

Research carried out on the family, according to the approach and purpose of those who assume it, according to Daudinot (2013), has revealed regularities referred to essential contributions such as: Arés (2004), with his significant contributions to the family as a social entity, its structure and functioning; Castro (2004), by providing basic conceptions around the family system in the formation of vocation; Núñez (2005); founds regularities on the school and family relationship, and Álvarez (1996), regarding communication.

For his part, Castillo (2001), provides fundamentals of the school-family relationship; Blanco (2000), offers sociological fundamentals about this social and educational agency; while Brito and Padrón (2001), refer to family education as a necessity for the transformation of educational change.

In this sense, the family concept has been one of the most treated in the social sciences, being enriched and systematized at each stage of the development of humanity, therefore, new definitions and reconceptualizations have appeared depending on the authors and various sources, according to García (2003), quoted by Daudinot (2013, p. 34), "where the criteria related to the nature of the bond, the affective significance of the relationship, the cohabitation, the mediating character between the individual and society, its social significance, its protection and legal recognition have prevailed".

Every teacher must start from this knowledge to be able to make an adequate diagnosis of the families of the children with whom he/she works, as it constitutes a support system that offers its members information about the world and transmits to their children the knowledge of the culture necessary to be successful in their daily lives, They teach their children how things are and what things are for, they provide a system of values that make them repress or stimulate certain behaviors, impregnated through

events, games, they ensure that they have appropriate behaviors, in correspondence with their value systems, they take care of them and maintain them until they are able to live independently.

Knowing the structure of the family is very important when it is necessary to work with it, since the characteristics of the people who live with the child constitute influences that can be determinant in their development, essentially those with behavioral manifestations. The structure of the family includes several aspects: types of families, life cycle, crises, family functions and socio-economic conditions.

It is recognized that each family will find its own way to function on its own, however, when certain conflicts and vital events occur within its functioning, it will require the help of specialists, since, unfortunately, it is not trained to be fathers and mothers. Hence, researchers and specialists focus their attention on the study of the family. According to Ramirez (2008):

(...) the errors of family education, the lack of preparation and the ability of parents to carry out the education of children, must be studied, taking into account their psychic, evolutionary and individual particularities, in terms of an adequate selection of the content and methods of education. (p. 35).

It is important to recognize that there should not be discrepancies between the formative model used in the school and that of the family, otherwise confusion and disorientation may be caused to the children, therefore, the educational methods used in the children's center and at home should be considered in the teacher-family relationship; when these are imposed, counterproductive results are obtained, When these methods are imposed, counterproductive results are obtained, both in the conduct and in the modes of behavior, and if these methods are accompanied by punishments, reprimands, meaningless prohibitions, or are reinforced by the patterns that adults show the children, an erroneous idea is developed about their place in the family and their possibility of value for something, domination in excess leads them to only two alternatives, to rebel or to submit. In the words of Castro (2004):

The family is the group in which people manifest important psychological motivations and carry them out in various activities. "This small group of human beings is considered primary because it is here that the first lasting formative processes of the personality of the children emerge and unfold. (p. 29).

For this reason, it is considered necessary to prepare teachers to guide the families of children who show inappropriate behaviors as a consequence of family behavior, as in the case of aggressiveness, which motivated the author to deepen her study, its main characteristics and incidence in the formation of the preschool child's personality.

These children can be very rebellious, with latent aggressiveness and a violent or uncontrolled temperament. Imposition and guardianship are two phenomena of the same order, while imposition implies coercion, orders and rigid authoritarianism, guardianship implies solicitude, protection against difficulties and extreme dedication.

Peaceful coexistence is characterized by the predominance of spontaneity, each member of the family has his line to follow, resulting in a rather disorganized family situation in which no one knows what is allowed and what is forbidden. Among the repercussions of this method is also the delay in the socialization of the personality in the assimilation of rules, norms, traditions and customs of social behavior, including the formation of social character in relationships and behavior, caused by the independence of parents, which determines that the needs of emotional communication are unsatisfied.

There are many inadequate and deforming styles in the relationship between parents and children, among them the most generalized, are: overprotective relationship, compensatory relationship, authoritarian relationship and indifferent relationship. Such styles bring about manifestations of inadequate behaviors, which are currently detected in children's institutions in a significant number of children.

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It is known that the educational behavioral orientations refer to habitual behaviors of the child that need to be correctly oriented for an adequate emotional state, and that, if erroneously treated, can determine that they risk and become stable over time, constituting behavioral alterations that require specialized attention.

That is why the vision of oneself and of the world that the child learns to develop at home is of significant importance, because as long as parents and family in general offer an adequate education, in

a pleasant and safe environment, so will be the behavior and its manifestations in any context and even up to higher ages. The family is the maximum representation of life and love in a home where affection, tolerance and acceptance reign among its members. It is detrimental for children to grow up in an environment where no one agrees and consequently, they do not know who to be guided by or who to obey.

Therefore, going into the essence of this behavior, aggressiveness, allows for a better understanding and, at the same time, to assume a position for its treatment, both by the educators and the family.

According to Rodríguez (2008),

It is the disposition that children have to provoke others or attack them physically, gesturally or verbally in a violent way, which is why it can be a common behavior in children, and can be considered positive or negative depending on the age of the child who manifests it, the frequency and the type of situation that provokes it. (p. 22).

In this sense, it is agreed that the first thing to take into account is to assess whether the child is a carrier of unusual behaviors due to the existence of incorrect educational methods, therefore, it is necessary that the family has knowledge of the procedures or educational methods that each family and each educator has to regulate the behavior of their children and students and, in this way, teach them what is good or bad, when they have behaved well and when they have not; necessary guidelines to show children, as part of the socialization process in which, gradually, their moral development takes place and its subsequent concretion in the value orientations that each human being shapes in life.

There are several factors that influence the manifestations of aggressiveness in children, among them are: poorly managed divorce, children of psychiatric parents, habitual drinkers, imprisoned fathers and/or mothers, mothers with inadequate social behavior, family conflicts, such as fights, violence, family violence, child abuse, among others.

It is also recognized, as another factor that affects these manifestations, the insufficient work with parents by the educational institution, in this case, the children's circle, little use of methods and procedures for the orientation of these families.

It means that these children have certain characteristics such as: little control of their impulses, they are thoughtless and conflictive, their relationships with their peers are not good, they are physically or verbally aggressive, they are offensive, they use violence to solve their problems, they are sensitive to the harm they commit, they respond affectionately when their behavior is disapproved with respect and good form.

The author values that the scientific and methodological elements constitute theoretical and historical bases about the preparation of teachers, based on the criteria of different researchers and conceptions related to the object of study. These have been useful, they lay the foundations for the design of the methodological strategy, in order to prepare preschool teachers to guide families and to face the direction of the educational process in the search for quality and efficiency.

In this sense, it was necessary to carry out a diagnosis, in order to verify the current state of the object of research, which is based on the educational practice, experience of the author in her work as a methodologist attending the "Rayitos de Sol" children circle in the Niceto Pérez García municipality, where some manifestations of aggressiveness were detected in the behavior of children in their 5th and 6th year of life. For this purpose, different research methods and techniques were used. The following indicators were established for this purpose:

- Level of theoretical/methodological knowledge that educators have about the manifestations of aggressiveness in the behavior of preschool children.
- Level of preparation that families receive for dealing with manifestations of aggressiveness in their children's behavior.
- Preparation actions for families developed by the educational institution, related to the manifestations of aggressiveness in their children's behavior.

Main results

- The insufficient level of theoretical/methodological knowledge that educators have about the manifestations of aggressiveness in the behavior of preschool children was corroborated.
- The preparation that families receive for the attention to manifestations of aggressiveness in their children's behavior is still minimal.
- The potential of working with the family in the educational institution (Children's Circle) for the treatment of the different manifestations of aggressiveness in their children's behavior is not always taken advantage of.

Based on the results achieved with the application of the diagnosis, the following methodological strategy was conceived for the orientation of the families of 5th and 6th year-old children with manifestations of behavioral aggressiveness.

When conceiving the work with the family in early childhood, fundamentally those with children with behavioral manifestations such as aggressiveness, it is necessary to retake the theoretical supports related to the socio-psychological conceptions in the study of the family, its systemic character and functioning, its interrelation with the educational institution, as well as its education and pedagogical orientation, raised, among others, by: Arés (2004); Castro (2004); Núñez A. E.(2005);Daudinot, (2013), among others, worked previously and that constitute premises for the work of orientation to the family and consequently achieve a greater influence of the same in the formation of their children.

The sociological foundations of Blanco (2000) are also taken into account, which allow understanding the human essence in a specific socio-historical context, in a specific community environment and inserted in a particular system of relationships, which make it possible to affirm that the person becomes a social being through a complex and systematic process of socialization, in which the agencies and the socializing and formative agents, as mediators of the socialization of the subject, play an important role.

In the methodological strategy, a system of short, medium and long term actions is projected, which allow the transformation in the preparation of educators to guide the family in the treatment of children who present manifestations of aggressiveness in their behavior, in the educational process, at home and in the institution, taking as a basis the methods and procedures of Preschool Education for the achievement of the determined objectives.

This strategy is based on principles from General Pedagogy, for the direction of the pedagogical process and in particular the principle of linking education with life, the social environment and work in the process of education of the personality, which allows contributing to the improvement of the educational work carried out by the educator in the orientation to the family of children with manifestations of aggressiveness, guarantees the successful fulfillment that has as essence the transformation of the families, community, children and the institution where its insertion is carried out.

In this sense, the proposed methodological strategy fulfills the function of raising the level of preparation of the 3rd and 4th cycle educators, making their participation and interest possible in order to empower families to carry out educational work at home with their children. To this end, methodological guidelines are offered to illustrate how to deal with each of the proposed actions, taking into account the use of teaching means and materials, cards, sheets, booklets, folders, content cards,

videos and documentaries with educational content according to the topics to be addressed, as well as the techniques to use the Audiovisual Program and some aspects related to its usefulness.

In order to deal with the contents, it is proposed that:

In Topic #1: Introduction to the topic of the preparation of the teachers of the children's circle, the presentation of the strategy, the assessment of the potentialities and expectations of the group of teachers in relation to the topics to be taught, and group work methodology to be used in the link with the main problem.

It is explained that different materials such as documentaries, spots, cards, booklets, sheets, tapes will be used to support the preparation of the families, highlighting the value of the joint activity as a starting point for the implementation of the methodological strategy.

In the development of Topic #2: Characteristics of families. Evaluation of the level of development of interpersonal relationships, it is suggested, based on the previous content, to start the topic using the game: "My family is like this", with a group elaboration. As support, it is proposed to use the brochure on the topic: "The future of your child depends on your understanding" and the visualization of the documentary No.3: Dynamics of love, with the spot No.1: "Great personal problems".

Cards will be used with questions and orientations on the topic in question. In the preparation of teachers, reference will be made to the importance of the work of the family in the education of children, the need to prepare them to contribute with the required quality to this process, in decision making and interpersonal relationships with children, the consequences that difficulties in this sense cause in their future behavior.

Educators are advised that in discussions and conversations with the family, reference should be made to the children's behavior with their classmates and teachers during the educational process, from which information is obtained about the way the family and the people who live with the children at home and in their community environment act. For this reason, it is considered necessary to dwell on family coexistence, methods they use for the education of their children, damages.

When addressing Topic #3: Behavioral characteristics of children with manifestations of aggressive behavior, the previous content will be linked to the visualization of spot No.1: Whose responsibility is it..., from documentary No.1: The school and the family, in which reference is made to the importance

of the treatment that these children should receive from teachers and families to achieve better behavior, the need to direct their attention towards this objective.

This treatment can be carried out with the help of tapes illustrating messages, phrases, situations extracted from the real problems of children and families, analyzing them and exposing their criteria.

Similar procedures can be used in the joint activity with the families, which will provide elements to solve the problems, all the ideas that are contributed should be written on flip charts, analyzed and debated. To issue conclusions of the topic, agreements in the teaching group. It is suggested to proceed in the same way with the family in the joint activity.

For the treatment of topic #4: Characteristics of family coexistence, procedures similar to those of the previous activity will be used, starting from the link between the contents already treated with the new one, relying on a simple technique, the characterization of facts and real situations of families, homes, related to violence, abuse, family neglect, with the use of readings of fragments of texts, case studies, visualization and debate of spot No.1 In our society", from the documentary film No. 3. Dynamics of love, for which the teachers will have a guide for the orientation to the family, on the aspects to be dealt with in the booklet: The problems of the home.

It is suggested to the educators that the joint activity to be carried out should be elaborated with the examples extracted from the children-family-community relations, which have been diagnosed in the sample for the work with the family, as well as to make the parents responsible for delivering materials, cards with questions and themes that they would like to be treated in the joint activities.

To make reflections on the essential ideas from given situations. Reach conclusions from the discussions. Cards, booklet, sheets, tapes, debates. Use the booklet with the theme: "Problems in the home", in the documentary No. 3: Dynamics of love, spot No. 1: "In our society. It is recommended to the educators that for the evaluation of the family, questions for the debate can be formulated, such as the following:

- Do you consider it important to avoid conflicts in the presence of the child?
- How do you solve problems with your partner?
- What consequences can negative experiences in the home have on the child's present and future life?

- Argue the following statement: "conflicts in the family make many homes battlefields". Home visits are also recommended to observe the conditions and family climate surrounding the child. Regardless of the ways used, how teachers assimilate the preparation is evaluated individually by the results they achieve in their work with the family.

Topic #5: Treatment of children with manifestations of aggressive behavior, since it is one of the most important topics proposed in the methodological strategy, it is suggested to start the discussion from the teachers' own experiences in this regard, and once the strengths and weaknesses expressed by them have been verified, they are invited to watch the documentary No. 3: Dynamics of love, Spot No.1: "Big personal problems", 36 seconds long, with the support of the booklet, on the topic: "For your child to grow and develop healthy". Spot No. 1: "Great personal problems", 36 seconds long, with the support of the booklet, on the theme: "So that your child grows and develops healthily".

The video will be used with the teachers, who will also use it with the family, and will help lead discussions about the achievement of the objectives. At the end, the study of texts and materials will be oriented, among which the tabloid "Your family deserves a happy home" will be included as a reference material.

In the actions to be carried out with parents, in addition to the above, it is suggested to propose the delivery of cards with questions to discuss essential ideas based on the situations reflected in the visualized spot. This will allow parents to reach conclusions by addressing the following questions:

- How are the relationships in your home?
- Have you internalized the consequences for your child of a mishandled divorce?
- What are the consequences of a mishandled divorce for your child?
- What are the manifestations you observe in your child's behavior?

About Topic # 6: Concepts and terms for working with children who present manifestations of aggressiveness in behavior, it is suggested to start by assessing which are the most used concepts and terms in preventive work, in the attention to educational needs and risk factors in Preschool Education, For this purpose, texts and the most updated documents on these contents will be used, and cards containing the terms on the one hand and the concepts on the other will be distributed, to "match" them

in a single card with the analysis that arises in the teachers' collective, according to the characteristics studied, emphasizing the manifestations of aggressiveness in children's behavior.

To reinforce the knowledge, a new viewing of the documentary No. 3: Dynamics of love, spot No. 1: "Great personal problems" is recommended, followed by a discussion. They can be supported by questions based on the knowledge covered, on the observation of the home visits, on the handout that deals with aggressiveness and on the real testimonies.

Finally, in the treatment of Topic # 7: Importance of the topics addressed in the training, a television material of the documentary "The school and the family" with spot #1: "The house of orientation to families" will be presented initially, so that they can do the didactic processing and link its content with the topics addressed, and determine at what point to use this knowledge.

The educators can also use the booklet with the theme: "The terror of family peace", used to illustrate with examples the work done by them from the training received, demonstrating the materials made, how they will use them in the orientation to the families in the joint activities.

Conclusions

The theoretical systematization developed, together with the current demands and transformations raised in the current improvement in Preschool Education, allowed a better understanding and analysis about the orientation work to be developed with the families of children with manifestations of aggressiveness in their behavior and that the orientation work from the school should provide deeper help to the families of students with certain needs, as well as to those homes that show such dysfunctionality that affects the development of the personality of their sons or daughters. The diagnosis of the current state of the problem and the essential theoretical bases found, allow to specify that there are insufficiencies in the orientation to the family of children with manifestations of aggressiveness in their behavior. The strategy elaborated was submitted to the criterion of specialists for its validation, showing that the criteria contributed on the conception, structure and application of the strategy were favorable for the contributions obtained and the acquisition of knowledge that contribute to the improvement of the behavior of children with manifestations of aggressiveness.

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