
Particularidades del proceso de enseñanza-aprendizaje en el grupo multigrado

Particularities of the teaching learning process in the multigrade group

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Resumen: La escuela multigrado demanda la necesidad de maestros preparados para dirigir un proceso de enseñanza-aprendizaje que implique al escolar en la búsqueda del conocimiento y donde se manifieste el papel del maestro como mediador del mismo. La observación, las encuestas y entrevistas y los talleres de socialización realizados revelan un problema en la concepción didáctico – metodológica de la clase. Consecuente con ello, se realiza un análisis de las particularidades de las formas de trabajo metodológico y la mediación pedagógica que se establece en el grupo. Se ejemplifica con componentes de una clase para una combinación compleja.

Palabras clave: Grupo multigrado; Proceso de enseñanza-aprendizaje; Didáctica; Mediación

Abstract: The multi-grade school demands the work of prepared teachers to carry out a teaching-learning process that implicates the student in knowledge's search and where the role of the teacher is manifested as a mediator in such process. The observation, the opinion polls, the interviews and the workshops of socialization accomplished they reveal problems in the didactic–methodological conception in lessons. An analysis comes true of the particularities of the forms of the methodological work and the pedagogic mediation established in the group. In this sense, moments of a lesson for a complex combination are exemplified.

Key words: Multi-grade group; Teaching learning process; Didactics; Mediation

Introduction

The transformations that take place in Primary Education point towards the improvement of an educational process characterized by the search for the active role of the scholar in the appropriation of learning and in which the direction of the teacher mediates. These roles in teaching and learning acquire special interest in the didactic - methodological work that is developed in the multigrade school context.

Learning in the multigrade educational context in its beginnings was characterized by its incomplete functionality, second class, and only belonging to marginal neighborhoods,

conceptions that were modified as part of the program of the Cuban revolution where equal opportunities and opportunities are promulgated. Same nature as the rest of the institutions of Primary Education.

From the last decades, studies of scientific rigor begin to reveal their own potential in these schools, identifying the pedagogical process in the multigrade class group without ignoring the class system in the traditional group (the grade).

Consistent with the above, due to the heterogeneous composition of the multigrade classroom, the teacher must develop and consolidate the necessary skills to achieve a correct organization of the learning activity, which implies for the teacher the programming of teaching actions that allow him to directly attend all the degrees at the same time in a unique class that makes possible for the group and within it each school child to learn to behave with autonomy, independence, responsibility. This demand of the teacher a solid preparation in relation to the restructuring of the contents of the subjects and the adaptations that can be made to make the process viable.

Rodríguez (2006) considers the multigrade primary school as:

School of mutual teaching, multiphase, unitary, unifying, monitorial and multigrade or multigrade, in which the school group is made up of students of different ages and grades, with different dispositions and competences of knowledge and communication and which are influenced by the process teaching-educational in the same act of classes, with the same plan of study of the graded primary school, under the same conditions, in the same classroom and where the pedagogical process is directed by the same teacher ... (p.3)

Consistent with the above, the current Model of Primary Education presupposes that pedagogical concepts and categories have an impact on all educational areas that is why the multigrade school is not an exception. These do not differ from other institutions in having qualified teaching staff, having 100% of schooling, being equipped with new information and communication technologies, and even in those places without access to electricity, solar panels are guaranteed. In this sense, the conception of the multi-grade school as a space

for cultural mediation envisages a teacher who works with different degrees composed of low enrollment, and with the same normative documents that govern action in the graduate primary school.

This allows to base the equality of opportunities presented by schoolchildren in terms of the content they should receive. On the other hand, it presupposes the realization of a methodological work that responds to the conditions of the zonal direction and prepares the teacher for the pedagogical mediation in the multigrade combination.

Development

The multigrade rural school as one of the forms of institutional organization of Primary Education throughout its historical evolution transits through a process of changes influenced by the presence of different pedagogical trends such as: traditional pedagogy, the new school, conductivism, cognitivism, educational technology, humanism, and the historical-cultural approach.

The present study has its sustenance in Vigostky's historical cultural approach and the result of his followers such as Rubinstein (1966), Davidov (1979), González (1985), López (1995), Silvestre and Zilberstein (2000), Rico (2004).), Martínez (2009), among others, who declare: The trends that consider the leading role of teaching in relation to development.

The role of the teacher and the multigrade group as mediators of school learning and the conditions of help in cooperative work.

- The evolution of teaching methods that range from a reproductive level to an active application level
- Methodological attention to individual and group relationships in multigrade school conditions, based on the principle of the individual and the group, which is specified from the preparation of the subject.

On the other hand, the Primary School Model specifies the different stages of development that occur in the school at this level. The mission of the school and the role of its members,

based on the most current conceptions of a teaching-learning process and on Vygotsky's historical cultural approach, are specified without specifying how in the multigrade school didactics and its methodology the teacher, under conditions of the combination of degrees, can direct this learning, giving an active role to the scholar in the search of knowledge to reach the end of teaching.

Understanding as a multigrade classroom "a space for cultural mediation between learning and social behavior standards of a group of different grades, academic levels and psychophysical development, where mediates the activity of a teacher" (Martínez 2009, p.12), is reaffirmed the mediating role of the teacher and the conditions of externalization and internalization of learning. In this sense, it is necessary to address some starting definitions that constitute basic references for the didactic-methodological work in multigrade groups.

The development teaching is seen as a process whose direction contributes to a developer learning. Therefore, it should not be separated from this, (Silvestre and Zilberstein, 2000), while learning is seen as the process of appropriation by the child of culture under conditions of social orientation and interaction (Rico, 2004). In this sense, what is involved is to provide the scholar with the necessary tools that facilitate the appropriation of learning, which to say of (Silvestre and Zilberstein, 2000), reaches its developer character if it takes into account the social character, individual, active, collaborative, meaningful and aware of it.

On the other hand, mediation is understood as:

The learning experience where a mediating agent, acting as a support, interposes between the scholar and his environment to help him organize and develop his system of thought and facilitate the application of new intellectual tools to the problems that arise. (Vigotsky, cited by Bermúdez and Pérez, 2004, p.19)

The aforementioned is a starting point to declare as a mediator teacher: "that agent that, by interacting directly with the student, offers new strategies and procedures that allow him to organize and develop his system of thought for the independent appropriation of his future

learning". (Martínez, 2007, p.34). In this sense, it guides the actions of learning and self-learning; coordinates communication in the institution, promotes participatory processes, in which the act of teaching and learning becomes an act of personal and collective development.

The mediator multigrade group, on the other hand, is "that socio - pedagogical category structured in different degrees and that in turn stands between the student and the procedures that he uses for the appropriation of learning" (Martínez, 2007, p.35).).

On the other hand, we recognize the character of a system that exists between objectives - contents - methods - means - forms of organization - evaluation, given by the relations of subordination, and where the objective is the governing category; the coordination relationships where the knowledge invariant or anchor content is taken into account for the determination of the rest of the components; and the character of feedback to enrich them.

The objectives constitute the guidance to the teacher of what should be achieved with the students in terms of the level of knowledge, developer and educational requirements from each subject, and the intermaterial relationship in the multigrade combination. The content answers the questions what the student should learn, what aspects should be taken care of for their training and what requirements should be taken into account to stimulate their development in correspondence with the scope of the multi-grade combination to which they respond.

In this sense, the components of the content are: the notions, the concepts, laws, theories of the science in question; general, specific and teaching skills; the methods of science and the values to be formed in it.

The selection of methods and procedures will depend on the objectives to be achieved and the characteristics of the content. The first is the way or the via forward for the student to take ownership of learning in multigrade group conditions, and the second the actions and operations to be performed by students in correspondence with the requirements of the objectives and the characteristics of the contents of the multigrade combination that enable its implementation.

We consider relevant the analysis that must be carried out on the external and internal manifestation of the methods in the development of the scholar.

External aspect: they constitute perceptible executions that a given method causes in the scholar and that results in the development of their teaching skills, for example: taking notes, summarizing the text, working with maps, tables, diagrams, photos, demonstrations, Collect objects or reviews of important texts.

It is necessary in the internal aspect of the method to reveal its essence, the internal movement that it causes in the scholar, which must be understood and found by the teacher. It generates the levels of independence of the cognitive activity of the scholar in learning. These levels can be:

1-Reproductive: school children apply the knowledge and skills they possess in a situation similar to one already known.

2- Creative or productive: school children apply knowledge and skills acquired to new or unknown situations. They are able to create their own learning situations that seek the reach of the multigrade combination.

The methods have their own classification according to the source of the content, the teacher - student relationship, and the cognitive activity of the student. (Ginoris, 2005)

Methods according to the source of the content:

1. Verbal methods: description, narration, explanation, dialogue, work with books, work with periodic materials, work with tables.

2. Visual methods: work with pictures, work with schemes, work with photos, work with graphics, work with projections, work with maps, demonstrations.

3. Practical methods: experimentation, realization of exercises, field work, elaboration of projects, collections, exhibitions.

Methods according to the teacher-student relationship:

1. Expository method: exemplification, demonstration, illustration, exhibition

2. Joint elaboration method: conversation

3. Method of independent work.

Methods according to the levels of independence of cognitive activity:

1. - Explanatory - illustrative (informative -receptive)
2. - Reproductive
3. - Problemic exposure
4. - Partial search
5. - Investigative

Below we present the use of this last group of methods according to the mediating activity of the teacher and that of the student in multigrade group conditions.

Methods	Teacher activity	Students activity
Explanatory - illustrative	With the use of teaching aids, the teacher places the students before the content of the combination, in search of the prospective character of the learning.	The students assimilate, understand and reproduce the anchoring content in the multigrade combination as it was presented to them.
Reproductive	The teacher places the students before a teaching situation similar to one already known, using any organizational variant.	Schoolchildren apply knowledge and skills in a situation similar to one already known in the combination of knowledge.
Problemic exposure	Students are placed before a problem question or task, and demonstrate how it is solved regardless of the existing multigrade combination.	These assimilate and understand the ways and means of arriving at the solution of the problem posed for the multigrade combination.
Partial search	The teacher presents a problem	The students participate together

	question or task for the multi-grade combination and participates together with the students in their solution	with the teacher in solving the problem
Investigative	A problem question or task is presented to the students of the combination, mediated by the orientation.	They solve the problem without the direct mediation of the teacher, demonstrating levels of independence of the cognitive activity.

The means of education: they are the support of the methods and are used in correspondence with the aspiration of the objective and the characterization of the content, the methods and procedures, with what story? In the teaching-learning process of the multigrade group, the means of teaching multiply the possibilities of exercising a more effective action on the students. These make possible the assimilation of the content, help them to learn to think correctly, with the activation of the logical processes of thought.

The forms of organization constitute the forms of collective work in which the teacher-scholastic, scholastic-scholastic interaction and the protagonism that they exercise in the multigrade group are favored, and the forms of individual work to develop the cognitive independence of the students independently of the organizational variants of the assumed teaching and the existing multigrade combination. The evaluation should make possible the assessment of the level of achievements reached by the students in the multigrade combination in accordance with the proposed objectives, which includes the different components of the content that are specified in the concepts, laws, theories, abilities, norms of behavior, qualities that are expressed, attitudes that manifest themselves

Sometimes a priori judgments are made about the development reached by schoolchildren in their intellectual and teaching abilities, however, when they go deeper into what they should achieve as an internal structure of these, inconsistencies are evident. For these

reasons we consider it necessary to explain what the scholar must achieve in the training and development of skills, for this we will exemplify the most used in the multigrade combinations.

Analyze

- a) Determine the limits of the object to be analyzed (all)
- b) Determine the decomposition criteria of the whole
- c) Determine the parts of the whole
- d) Study each determined part

Characterize

- a) Analyze the object (limits, criteria of decomposition of all in its parts, determine and study its parts)
- b) Determine the essentials of the object
- c) Compare with other objects of its kind and other classes according to established criteria.
- d) Select the elements that typify and distinguish it from other objects

Identify

- a) Analyze the object (determination of the limits of the object and criteria of decomposition of the whole)
- b) Characterize the object (determination of the essentials of the object)
- c) Establish the relationship of the object with a fact, concept or law of the known

Describe

- a) Determine the object to be described
- b) Observe the object
- c) Prepare the description of the characteristics of the object following the description plan (logical ordering of the elements to be described)

d) Reproduce the characteristics of the object following the plan

Compare

- a) Determine criteria or models for comparison.
- b) Observe the objects.
- c) Analyze the objects according to the established criteria.

Establish similarities and differences with the model

Assess

- a) Characterize the valuation object
- b) Establish the valuation or Compare the object with the established value criteria (values)
- c) Compare the object with the established value criteria
- d) Elaborate value judgments about the object

Argue

- a) Interpret the starting trial
- b) Find from other sources the judgments that corroborate the initial trial
- c) Select the logical rules that serve as the basis for the reasoning

Demonstrate

- a) Characterize the demonstration object
- b) Select the arguments and facts that corroborate the demonstration object
- c) Elaborate the reasoning that relates the arguments that show the veracity of the demonstration object.

These aspects allow us to better understand the need to conceive as a system the didactic components of the multi-grade class where pedagogical mediation plays an essential role in directing the teaching-learning process. In this sense, the direction and organization of the

teaching-learning process is conceived as a way of directing and organizing the different process that accommodates the real protagonism of schoolchildren, where individual and collective activity ensures greater interaction and communication between schoolchildren; and students with the teacher

In this process of direction the teacher mediates between the school and its culture, it provides the tools for it to take ownership of the learning content. Content of learning that transits through the macro curriculum: ministerial level, by the middle curriculum: intermediate levels of direction, and by the micro curriculum: aulic level (curricular adaptations).

How is this curricular organization conceived at present?

It is conceived as a flexible process that responds to the political-economic and social particularities of the country. In this sense, the conditions of the multigrade school context are adjusted to those of the community environment with the perspectives of local development. This can be seen with the transformations in the way of organizing the teaching and life time, and in the movement that takes place the knowledge system of the subjects from one grade to another and within the multigrade combination.

These curricular adjustments are treated in the different methodological work spaces as territorial and zonal groups, and in the methodological preparation sessions. On the other hand, from the different forms and ways of methodological work, experiences and alternatives are generated that enrich the proposals.

Being consistent with the Ministerial Resolution 200/2014, the following are conceived as methodological work directions in the multigrade school:

Methodological teacher: methodological meeting, methodological class, open class, methodological workshop, verification class, methodological aid visit, preparation of the subject, tutorial pedagogical advice, control of classes or activities and methodological office.

Methodological scientist: scientific-methodological seminar, scientific-methodological workshops, and scientific-methodological events.

We consider that the objective - content - method relationship deserves a contextualization in multigrade groups, which will be exemplified below.

Content of the combination	Third grade	Fourth grade	Fifth grade
Writing paragraphs	Writing paragraphs, collectively, based on illustrations.	Writing paragraphs about suggested topics.	Writing narrative compositions on suggested topics.

Objective of the combination: write narrative texts based on illustrations and suggested themes where love and respect for the heroes of the country are fostered.

Content of the combination: writing of paragraphs and narrative compositions with support of illustrations and suggested themes fostering love and respect for the heroes of Playa Girón.

Method and procedures: investigative, independent work, work with pictures, work with books, explanation.

Skills developed in the schoolchildren: analyze and summarize information, perceive and understand the text, prepare reports of results.

As a demonstration, a unique activity for the combination of third-fourth-fifth grades is presented below.

In previous activities the students observed and described the sheet that illustrates the action of Playa Girón, read and commented on the text Picture of Girón.

As a result, the following learning situation is presented to the group.1.

After having observed the illustration, having read and commented on the text Picture of Girón write a text that has as theme a hero of Playa Girón. This and other activities developed as part of the research study raise the level of cognitive independence of the school, the teaching and intellectual skills, and favors the socialization of learning for the transit through the multigrade combination.

Conclusions

The foundations that sustain the proposal range from the Cultural Historical Approach to the development conception of the direction of the teaching-learning process in multigrade group conditions where the activity of the teacher and the class group mediates.

The results of the studies carried out in the territorial units of Holguín province generate the need to deepen the use of active methods that imply the active role of the scholar in the appropriation of learning in multigrade group conditions.

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