

Componentes del proceso de enseñanza aprendizaje en las escuelas multigrados

Components of the teaching-learning process in multi-grade schools

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Resumen: Se describen las particularidades que posee el proceso de enseñanza-aprendizaje en las escuelas multigrados, a partir de la caracterización de algunos elementos teóricos citados por destacados autores que han abordado esta temática.

Palabras clave: Escuelas rurales; Escuelas graduadas; Escuelas semigraduadas; Escuelas multigrado

Abstract: We describe the peculiarities of the teaching-learning process in multi-grade schools, based on the characterization of some theoretical elements cited by leading authors who have addressed this theme.

Keywords: Rural schools; Primary schools; Multigrade classrooms

Introduction

Rural schools differ in: graduates, who have degrees from first to sixth without combining pure degrees, sometimes with more than one group of schoolchildren by grade, usually there are pre-school classrooms, although this does not determine its denomination; semigraduated schools, which are only classrooms of the first cycle, without combining any of them, and concentrates and second cycle interns, which group students from areas far away to attend 5th and 6th grade.

This structure responds to the socio-geographical characteristics of the mountain environment, taking into account the changes that have been going through the model of the current Cuban primary school.

The presence of the multigrade is based on the need to search for viable alternatives for the education of schoolchildren who live in places of low population density and that due to the

geo-physical conditions of the environment require a differentiated level of attention given by existence of rural population settlements with a certain degree of concentration, which is taken as a starting point for the educational attention of the children of these communities.

As this medium is characterized by a generally abrupt mountainous relief, a relatively isolated or semi-isolated population distribution, and limitations on the road and access to informational immediacy, all of which affects the distances that students have to travel to move from their homes to schools, the latter should be built close to rural settlements as far as possible.

The presence of these conditions in different countries such as Peru, Mexico, Costa Rica, Colombia, Venezuela, Guatemala, Dominican Republic, Egypt, Sri Lanka, Vietnam, focuses on the development of research on the educational processes that take place there, in the search of alternatives that favor the learning and the development of special programs for the attention of the rural schools.

In Cuba, since 1975, as part of the first refinement of the National Education System and the approval of Ministerial Resolution No. 210/75, variants were contemplated for the operation of rural schools:

Variant 1: corresponds to graduate schools with one teacher per grade.

Variant 2: corresponds to the semigraduated schools from 1st to 4th grades. In these schools The first cycle of the primary school is attended and in them work two teachers, one that attends the first and third grades, and the other to second and fourth.

Variant 3: corresponds to concentrates of 5th and 6th grades, these schools attended the second cycle of primary and teachers could work in one or two grades per area in subjects of humanities or sciences, according to their possibilities and the number of groups to attend.

Variant 4: corresponds to the multigrade schools, as a way of giving solution to the cases in which the enrollment could not be grouped according to the orientation for the previous variants. In these schools, one of the teachers, in addition to serving his group, was responsible for the school or teacher in charge.

For the latter variant, a variety of terms are used interchangeably: unidocent, mutual teaching, multiphase, unitary, mixed, monitorial, multigrade, multigrade or multiple grade schools.

Development

According to Pérez (1982):

The multigrade school is one in which the school group is made up of children of different ages and grades, with different dispositions and competences of knowledge and communicative, which are influenced by the educational process in the same act of classes, with the same curriculum of the primary school graduate, under the same conditions, in the same classroom and where the pedagogical process is directed by the same teacher (p 47).

These schools are grouped into rural school zones, which are defined as: "an educational institution composed of several schools in the rural sector to serve the children of a relatively small geographical area under the direction of the zonal school director" (Cubillas, 2004, p. 8).

They must meet the end of primary school:

To contribute to the integral formation of the personality of the scholar, fostering from the first grades the internalization of knowledge and values orientations that are gradually reflected in their feelings, ways of thinking and behavior, in accordance with the system of values and ideas of the Socialist Revolution Rico, 2008, p.19).

In order to meet this objective, the teacher's preparation must be contextualized according to the specifics of the context based on requirements for its organization, preparation and planning, as long as it facilitates the response to the requirements of the Primary School Model and its performance in correspondence with the advances in science and technology.

The typified combinations for the work in the multigrado classify it in simple and complex, according to the moment of the development in which they are the schoolchildren. It is simple when there are two-grade schoolchildren who are in the same sub-cycle or moment of development, (1.-2 .., 3.- 4., 5.-6.); is complex when the students are of two or more degrees of different sub-cycles or moment of development, of the same cycle or both cycles,

(1st-4th, 2nd-3rd, 2nd-4th, -2nd-3rd, 1st-2nd-3rd-4th, 2nd-3rd-4th, 1st-4th-4th, 1st-3rd-5th, 2nd-4th 6th, 4th-5th-6th).

In the literature, research is recognized both nationally and internationally, dealing with the issue of multi-grade schools, among which are Septierro (1991), Ezpeleta and Grajales (1997), Rodríguez (2004), Vera and Domínguez (2005). In Cuba, more recently, the works of Pérez (1989), Báxter (1990), Ávila (1996), Guilarte (2000), Ugalde (2001), Salazar (2002), Chávez (2003), Cubillas et.al (2004), Acosta, Navarro, Miyares and González (2006), Martínez (2007), and Carrión (2011).

These authors deep into the work in the multigrade from valuable conceptions for the direction of the teaching-learning process, the work of management in the multigrade schools, the school organization, the use of educational software, which are constituted in theoretical and methodological tools for the task in these institutions.

According to Santamaría and Cubillas (2012), "in the rural multigrade school, teachers must have a solid preparation in relation to the conception of the curriculum and the adaptations that are due and can be made to decentralize the process and adapt it to the conditions of each school "(p.4)

It follows that teachers can make "modifications in some elements of programming designed for all students, but that do not affect the basic teaching of the official curriculum.

We refer to methodology and to teaching-learning activities "(Cobas, 2009, p.9).

In this sense, members of the Group of the Ministry of Education of Cuba to address the specifics of the multigrade, propose to formulate the objectives of an integrated subject since:

... the conception of the class must be unique (...) with a goal that allows different actions for each of the grades, with an integrative and differential character, taking into account the diagnosis, individual, grade and general of the school group and providing attention to the logical order in the treatment of the content ... (2004, p.17).

However, some teachers continue to project them in fragmented ways. The close relationship with the objective allows us to assume that the content of the teaching-learning

process "consists of the knowledge, skills, habits, methods of the sciences, norms of relationship with the world and values that respond to a concrete socio-historical milieu" (Zilberstein and Silvestre, 2004) and which represents "that part of the culture that is intentionally selected in accordance with the interests and needs of society, with the purpose of students appropriating it in the context of the institution school "(p.96).

For the management of the teaching-learning process in the multigrade school, it is proposed the treatment of anchorage contents that, according to Martinez's studies (2007), "make possible the establishment of links with other contents of the same subject in the different grades and with other subjects at the level "(page 64).

In addition, it shares the idea that:

These contents acquire an interdisciplinary character starting from the hierarchization and the integration by the teacher of the contents of different subjects in the degree and of subjects in different degrees, that become interdisciplinary axes of these grades and are taken to the student through teaching tasks, participatory techniques and independent research work. (Martínez, 2007: 64).

This interdisciplinary character of the anchor contents favors the vision of the treatment of the objects of digital learning in the teaching-learning process of the different subjects of the multigrade classroom.

The achievement of the objective and its direct relation with the content requires the use of teaching-learning methods, which constitute "the system of actions that regulates the activity of the teacher and the students, depending on the achievement of the objectives." (Zilberstein and Silvestre, 2004, p.100).

In the literature, the combination of productive and reproductive methods is suggested for the multigrade school, the criterion is that "they must be flexible, participative, facilitators of the development of learning strategies by the students and promoters of the interdisciplinary work between the subjects and degrees that concur to the act of the class "(Carrión, 2012, p.75).

In this same order, in close relation with methods, the means of the teaching-learning process as: "natural or preserved objects or their representations, instruments or equipment

that support the activity of teachers and students in function of the fulfillment of the objective have in the context of the multigrade classroom an extraordinary value that is magnified in the act of each class and guarantee in it the independent work of schoolchildren and the assimilation of the content of teaching "(Zilberstein and Silvestre, 2004, p.100).

There are different teaching aids available, including: school blackboard, textbooks, workbooks, slides, posters, transparencies, photographs, television, video, worksheets, content cards, exercise cards, illustrations sequences and films, drawings and engravings, natural and industrial objects and the computer.

For the multigrade school, according to Pérez (1989):

The worksheets and worksheets are a didactic material that support the independent work of the students. These can be used in combination with the rest of the technological means available to the teacher and the students, since they are used as an important part of the process of knowledge acquisition and skill development (Cited by Rodríguez ... et al., 2005, p .27).

With the implementation of worksheets and tokens, it is contributed, from the collective, to the attention of the individuality of each school to the achievement of the development of its potentialities, based on the timely orientation, and the levels of help can be offered necessary to carry out differentiated activities inside and outside the classroom. Therefore, these means facilitate the independent work of schoolchildren and the systematization of content, constitute an important tool in the development of the teaching-learning process in this context.

The coherence between the methods and the organizational forms allows to state that the latter are: "(...) the support in which the teaching-learning process is developed (...)" (Zilberstein and Silvestre, 2004, p.100) . In conditions of rural zones are varied but it favors the development of multigrade classes, being constituted in:

The organizational form of teaching in which the teacher directs the cognitive activity of students of more than one grade simultaneously, attending to the characteristics of each grade and the particularities of the students so that all dominate the foundations of the

material studied in class with a efficient combination of collective and individual work "(Ministry of Education, 2004, p.66).

This type of class can be developed from the frontal teaching and teaching in cooperative groups. The criteria of Carrión (2012) are shared that:

This last variant constitutes the cornerstone for the teacher's work in the multigrade school. It makes higher levels the value of independent work and contributes decisively to the formation of the active, reflexive, critical and independent school that demands transformations in primary education "(p.27).

The organization of the students in duos, trios and teams to achieve the objectives, requires the search for alternatives by the teacher to ensure that the extent to which the objectives are met.

The evaluation, in relation to all the components, fulfills the function of regulation of the whole process when controlling the advances and results. If it is done systematically, the primary teacher of multi-grade schools must use varied methods that allow him to take advantage of all the spaces to evaluate the students in both teaching and outreach activities, favoring self-evaluation.

Conclusions

Consistent with the referents of the current primary school model, the principles that support Rico Montero's definition of methodological work and the types of methodological activities that can be developed from the municipal structure and the primary school are assumed. In assuming it, the author takes into account its scientific character, which underlies the possibility of using the methods of research, in tune with the existence of masters and institutional projects that are developed in the context of rural mountain areas and in methodological preparation of teachers and managers.

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