
Alternativa metodológica para el desarrollo de la capacidad de reflexión

Methodological alternative for the development of reflection abilities

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Resumen: Atendiendo a que constituye un problema cómo conducir el proceso de reflexión en los espacios de aprendizaje colectivo dentro de la capacitación política e ideológica de los sujetos que reciben cursos en la Escuela Municipal del Partido de Guantánamo, este trabajo tiene como objetivo proponer una alternativa metodológica para el desarrollo de dicha capacidad, organizada en cinco fases complejizadas gradualmente por niveles. Los resultados de su aplicación se evidencian en la mejor preparación que demuestran los profesores en la dirección de la comunicación pedagógica, especialmente la reflexión, así como por el creciente nivel reflexivo alcanzado por los postgraduate students.

Palabras clave: Comunicación pedagógica; Reflexión; Capacitación política e ideológico; Pensamiento reflexivo

Abstract: How to manage the process of reflection in collective learning spaces within the political and ideological training of the subjects who receive courses in the Municipal School of the Guantánamo Party poses a problem; this paper aims to propose a methodological alternative for the development of this ability, organized gradually in five complex phases and levels. The results of the research are evidenced in an improved preparation shown by teachers in the management of pedagogical communication, especially in pondering, as well as by the increased level of reflection achieved by the trainees.

Keywords: Pedagogical communication; Reflection; Political and ideological training; Pondering

Introduction

Communication connects isolated subjects and makes them more human, or isolates and dehumanizes them, depending on how they behave. A society that educates in spiritual values promotes the formation of personalities that exalt the human essence, as opposed to the anti-values that degrade it. This implies guaranteeing reflective spaces that enhance this process.

When analyzing different bibliographical sources it was found that reflection, as a way of learning, has been addressed by researchers such as González (1986), Homero (2001), Berges

(2003), Casadevall (2006), Álvarez (2009), Gascón (2010).) Molina (2012), Rodríguez (2015). Of the authors reviewed, only González (2002a and 2002b) and Rodríguez (2015) offer some elements of the algorithm of the reflection process.

In practice, from the observation of 42 classes taught by activist professors during the 2014-2015 and 2015-2016 courses, the interview with nine directors of municipal schools of the Party, and the survey of three specialists and 12 teachers, It has been verified by the authors of this work that it is not yet sufficiently known how to successfully lead a reflexive process in collective learning spaces within political and ideological training. Neither, from the methodological point of view, has been a matter worked with the required systematicity.

Given that it is a problem to solve how to conduct the process of reflection of subjects receiving courses in the Municipal School of the Guantánamo Party (EMPG), this work aims to propose a methodological alternative for the development of this capacity organized in five phases gradually complex by levels: anticipation, preparation-initiation, deepening, internalization, and exteriorization-transformation.

Development

Reflection as a form of relationship in pedagogical communication

Reflection is a specifically human process and has a complex character. We agree with Rodríguez (2015) when he states that "it involves examining a state of affairs in its various aspects and consequently end up projecting a final thought about what has been examined" (p.25). Therefore, in this article it is considered that, having skills and abilities that guarantee high reflective quality, demonstrates effectiveness in the relationship of the subject with the environment.

This implies that the teacher activist of the Municipal School of the Party (EMP) must have the theoretical and methodological resources that allow students to develop communication skills to carry out productive reflections, leading to practical solutions, effective and modes of action consistent with the principles that are defended in Cuba. These teachers must master the resources of pedagogical communication, based on the psycho-pedagogical aspects of the age groups that are assumed in the aforementioned educational context, since they are essential aspects to take into account in the teaching-learning process.

According to Berges (2003) "reflection is not an end in itself, but should be a means to focus the attention of the teacher, both in their personal execution, and in the social conditions in which this exercise is carried out" (p. 65). Such arguments allow affirming that the activist professor, in the analysis of the work of his students and of his own, must assume critical and self-critical perspectives by conviction, and encourage the participation of the students in the elaboration of certain knowledge.

Hence, it is necessary to take into account that "reflection is closely related to self-consciousness, that is, reflection as the reflection of the subject's own processes in his consciousness and control of his own behavior" (Berges, 2003, p.76).

In this regard González (1986) recognizes reflection as an essential instrument of the capacity for self-regulation of personality. This happens because through it the subject actively restructures the psychological meaning of the different components of the personality, organizes them, reinforces or weakens them. Therefore, it is an essential way of the action of this on its psychic contents. But in the case of EMP activist teachers, these are people who must also contribute to the necessary change in other subjects with whom they live for work, family and other reasons.

Therefore, coinciding with that reported by González (1986), the knowledge, research and use of reflection as a personality process constitutes a step forward in the investigation of cognitive operations and their results as part of more complex systems of regulation. It is thought that, within that, those operations have an active participation. In this sense, it must be taken into account that they are subject to laws that are qualitatively different from those of their behavior as a cognitive process.

The preceding statements induce to rethink the phenomenon adjusted to specific contexts. In this case, the space of the EMP where the heterogeneity of the postgraduate student is more accentuated.

Methodological alternative to conduct reflection in pedagogical communication

The theoretical accompaniment of the present alternative is based on:

- The pedagogical model for overcoming and ideological political training that governs the Party School System.
- The general theory of systems and specifically the systemic structural method.

- The structure of the theoretical or cognitive apparatus, and the methodological or instrumental, which facilitate its implementation and grant contextual relevance.

The alternative proposed below is structured in: foundation, general objective, phases of implementation, specific objectives of each phase, stages of the course of each phase, actions.

Base of the alternative

The proposal is based on the pedagogical model for ideological political training that governs the Party School System. The referents assumed in the conceptual theoretical framework start from the pedagogical conceptions worked on in a general way by Homero (2001), González (2002a, 2002b); Berges (2003), Casadevall (2006), Álvarez (2009), Gamboa (2010), Góngora (2015) in the different teachings, with an emphasis on the university, and other specific references worked by researchers from the Party School System such as Krapivin (1983), Molina (2012), Rodríguez (2015), Sánchez and López (2014, 2015).

In this case, the EMP space is contextualized, where the revised approaches refer to aspects of the evaluation and present limitations when dealing with the topic under investigation.

The cognitive theoretical apparatus is formed by the categorial body that emerges from the pedagogical model itself, that is, ideological political training in the System of Schools of the Party, aimed at deepening a reflexive thought in the militants, cadres and other revolutionaries.

The methodological or instrumental component is given in the practical application of actions aimed at the direction, deepening and use of reflective thinking in the militants, cadres and other revolutionaries in the context of the EMP.

General objective: to guarantee, through a logical-systemic form, the profound reflection of the students on different topics that characterize Cuban society in a general way and in each specific context.

Phase I. - Voluntary provision for reflection (Anticipation)

Objective: to guarantee emotional and cognitive aspects that favor a positive attitude towards reflexive action.

It has to do with the ways that are used in the class to achieve from the emotional-volitional sphere that the subject is available for reflection on a given issue. All work is preceded by the

exploration and self-exploration of the emotional-volitional sphere as an element that induces the reflective process, and takes place through the awareness of reflecting on the phenomenon or object in question and its relationship with the mode of action.

A search process is carried out using the method of observation and self observation, obtaining as significant information the emotional states and the cognitive possibilities that the students have at a given moment.

Stages:

1. Debugging: it is about contributing with the subject to eliminate mental elements that prevent the development of a balanced logical thought.

Actions:

- a) Determination of the disturbing elements,
- b) understanding of the need to eliminate or reduce these elements and their effect,
- c) elimination or reduction of the effects of the disturbing elements.

2. Stability: refers to providing ways and procedures that facilitate creating emotional balance that ensures adequate concentration on what is reflected. A person irritated or emotionally affected at a certain level cannot make a good reflection.

Actions:

- a) Selection of the routes and procedures for the concentration,
- b) use of the chosen routes or procedures,
- c) reach of balanced emotional state.

3. Concrete provision: it is time to achieve in the subjects the ability to accept that they have the conditions to reflect.

Actions:

- a) The subject realizes that he is able to reflect adequately,
- b) acceptance of reflection,
- c) acceptance of the object of reflection.

Phase II.- Preparation-initiation

Objective: to lead postgraduate students to the understanding that there is a need to reflect on a matter of the utmost importance.

It is favored from the use of methods such as: observation, self-observation, establishment of priorities, discussion, analysis and synthesis, induction and deduction-

Stages:

1. Selection of the fundamental idea: the teacher learns and teaches the postgraduate students to choose the object of the reflection. For this, it demonstrates the need to prioritize among the issues that are in mind and that in one way or another influence or affect their lives. This implies that you teach yourself how to prioritize.

Actions:

a) Conduction of the subjects towards the idea, subject or object of the reflection: once the priorities are established, the observation is directed towards that which leads the first order in the group, it is necessary to what extent it influences or affects them, and it is strengthened the need to talk about the matter in a thoughtful way.

b) Collective discovery of the essence of the object of the reflection: through the analysis of the chosen subject, its essential characteristics are specified.

c) Understanding of that essence: dialogue allows guaranteeing the understanding of the internal aspects of the phenomenon or issue of reflection.

2. Confirmation of the need for reflection: provide resources that allow the subject to verify that it is really necessary to reflect on the selected object, issue or topic. A retrospective is made using the methods and procedures referred to and the comparison is made with the consequences of avoiding the issue, or leaving it on less important plans.

Actions:

a) Propitiate cognitive resources that allow the subject to understand that the reflection on the essence of the object is necessary: the methods of comparison and dialogue allow to understand that it is really necessary to reflect on the chosen subject. Subjects are given questions that make

them think deeply, compare with other issues that seemed equally important; adopt alternatives and different points of view.

j) Check that there really is a need to reflect on the object referred to: it is verified from the prioritization technique that the issue is indeed a basic idea because the others that may arise depend on it.

1. Generation of the state of readiness to assume the chosen idea: through dialogue it is possible to generate a consensus that demonstrates the disposition of the subjects to solve the basic idea.

2. Decision to assume the basic idea: the subject is shown that he is in a position to decide to reflect on that object because it is of great importance in certain circumstances, the understanding is conducted that he is already sufficiently ready to think collectively and express all the other ideas that are held around the selected basic with complete freedom of expression.

Actions:

a) It is decided to reflect on the chosen object: the group approves to reflect on the chosen idea and knows how to do it.

b) The guidelines for reflection are drawn up: collectively, the correct direction of the reflection is specified and details are specified that could be obstacles, ways are adopted that allow the subjects with a certain timidity to use alternatives for their active participation without stopping expressing what they honestly think.

c) It facilitates the understanding of the need to use specific thinking methods that guarantee its effectiveness: the teacher directs the dialogue towards the basic ideas on which to reflect: reflection is given around the basic idea chosen; it induces the students to select from the methods presented to them, those that allow them to facilitate an organized thought.

Results: the subjects develop confidence, adequate state of mind, tools to make thought more flexible, ability to prioritize within a range with similarity in importance and to think with the perspective of proposing substantial changes that have to do with the basic idea chosen, in addition of greater interest and motivation to be in the training activity, better participation and group exchange.

Phase III.- Deepening

Objective: to select the methods and procedures that facilitates the reflection process with higher quality.

Stages:

1. Selection of more effective methods and forms: reflective thinking requires methods and procedures that guarantee effectiveness, efficiency, efficiency and quality as a guarantee of productivity. The activist teacher must be prepared to provide the subject with these resources.

Actions:

a) Analyze among several methods and procedures for reflective thinking the one that best fits the chosen object.

b) Analyze the possibilities that are available with the chosen method.

2. Decision of the method (s) and specific procedures and support procedures: of the known methods and procedures, those that are of greater domain must be chosen by the subject of the reflection.

Actions:

a) Method (s) and procedures for reflection are decided.

b) Necessary questioning about the usefulness or otherwise of the methods and procedures chosen.

3. Proof of the chosen methodological resources: even when they are already available, it is necessary to prove their effectiveness, given that reflection can not be a spontaneous process, since the risk of being wrong is mentioned with few possibilities of rectifying correctly.

Actions:

a) Start of the test,

b) consolidation of the test,

c) demonstration of the effectiveness of the methods.

Phase IV.- Internalization: now is the time to reflect on the practice, which indicates that the subject has guaranteed the necessary aspects that allow it, and he does it with the guarantee that he will be as productive as possible.

Objective: to execute the reflection process guaranteeing the highest possible quality.

Stages:

1. Alert stage, taken from the references provided by the researcher (Rodríguez, 2015, p.25): in this the author shows that there is a problem that needs to be solved and to which a solution must be sought, said researcher considers that it is a stimulus to penetrate into the situation of interest [the idea, subject or problem], object of reflection. From what this author proposes, in this work the following actions are proposed:

Actions:

Introduction of the situation of interest: the subject initiates the process by penetrating the essence of the subject of interest or object of reflection. Part of the teacher must demonstrate how the priority is defined as it was seen in the first and second stages, but already at the specific time that is reflecting on the matter, trying to discuss the essential issues thereof on the basis of the fundamental, individual and collective needs.

a) Capture of the meaning of the states in which the object of reflection is expressed (the basic idea): to teach to discover the varied forms in which this object is manifested, its incidences, causes, effects.

b) Arrangement to the active relationship with respect to this, according to possibilities to influence the state of affairs: the subject is in a position that feels confident of the ability to make a reflection with quality that ensures adequate productivity.

2. Understanding of the behaviors, type and quality of the mental fixations on the subject: the subject feels certain that he / she can better understand each of the secondary ideas that are held about the object of the reflection, which demonstrates or proves its pertinence in the course of this.

Actions:

a) Fixation of the central idea.

b) Determination of collateral ideas.

c) Clarification of the existence of ideas not necessary.

3. Rethinking and finding the way to act better in relation to the issue: before the referred understanding the subject is able to consider new goals, actions, ways, paths, ideas for the solution of the problem.

Actions:

- a) Clearing the road: for the rethinking, the subject is able to clear the road of obstacles that prevent him from solving the situation;
- b) Strengthening: at this moment mental action is strengthened by finding viable solutions that previously seemed unlikely, the subject feels more secure and the new solutions flow more easily;
- c) Possible transformations are proposed: the subject already has in his mind and can reproduce the ideas that he has been conforming for the solution of the matter or the issues raised in this regard.

Phase V.- Exteriorization-transformation

Objective: to achieve subjective transformations in subjects that favor the will to make the necessary changes in their mode of action.

The subject concludes the reflective process on the object of the reflection or basic idea arriving at the desired state of this. In this phase he is able to adopt decisions that promote substantial changes regarding the phenomenon to be transformed (concept, mode of action, principles, values, convictions).

Stages:

1. Determination of how to act for the change: it expresses what the student decides about what to do, why, how, for what and with what account in the search of solution of the problem.

Actions:

- a) Understanding of the misunderstandings and erratic around the subject or object of reflection.
- b) Understanding of what should be done, why, how and for what, as well as what account to do so.
- c) Internalization of the action process and the new modes of future behavior.

2. Practical performance with a sense of responsibility and conviction of what is known, done and / or going to be done, and the possible outcome (analysis of the acts, cause-effect relationship): the subject feels safe and acts in the practical solution of the problem or problems raised as an object of the reflection.

Actions:

- a) Application of ideas and reflexive conclusions to one's own thinking.
- b) Changes in the mode of action.
- c) Systematic verification of the effectiveness of the mode of action.

3. Contrast points of contact or divergences with the rest of the subjects or with other proposed solutions.

In this state, greater depth is reached in the analyzes towards the direction of changes in the mode of individual and collective action with the subjects involved.

During the establishment of the reflective process on a particular object or subject, the teacher must propose a system of questions to guide this.

Actions:

- a) Check that other points of view exist.
- b) Establishment of discussions and debates around these points of view.
- c) Search for consensus in ideas.

In this case, reflection has been ordered in a coherent system in which the teacher manages to lead the subject to acquire in this practice knowledge and skills that allow him to independently apply what he learned to the thought process and to the everyday. It is encouraged to improve communication in the spaces of ideopolitical training, and especially the quality and results of the reflections that are carried out in this context.

Conclusions

The reflection treatment is recurrent in the different works consulted. The authors who have worked on it mention its importance and provide elements that allow, in one way or another, to

carry out a work aimed at its improvement. However, the contributions still do not meet the needs and demands of the spaces of ideopolitical preparation.

The methodological alternative to conduct the reflection in the communicative interrelation for the ideopolitical preparation, constitutes the concretion of the theoretical conception represented in the pedagogical model of the process of ideopolitical training in the System of Schools of the Party in the context of the EMP, in as much as it allows an organization of the reflective process based on the specific needs of teachers and trainees, facilitates the preparation of the former, and has an impact on the quality of the communication that it directs in the areas of ideopolitical training.

The results obtained, after applying the alternative, can be seen in the best preparation currently shown by the activist teachers in the direction of pedagogical communication, especially reflection, as well as by the increasing reflective level and the motivation of the students towards the actions of this type.

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