

Vía dinámica, productiva, reflexiva y vivencial para favorecer el crecimiento personal en las escuelas pedagógicas

A dynamic, productive, reflective and experiential way to promote personal growth in pedagogical schools.

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Resumen: El artículo muestra una vía para la orientación educativa en las escuelas pedagógicas. La propuesta de técnicas participativas de orientación educativa para favorecer el crecimiento personal del maestro primario en formación inicial de las escuelas pedagógicas, constituye su objetivo. Las técnicas participativas de orientación educativa conducen a un cambio a partir de la elevación de la motivación profesional pedagógica, aspiraciones profesionales futuras, necesidades de autorrealización profesional, en la autoaceptación, autovaloración, autoestima, aceptación de los otros, comunicación con los otros, actitudes ante las tareas asignadas y movilización de recursos para alcanzar metas personales, como expresión de un crecimiento personal.

Palabras clave: Técnicas Participativas; Orientación Educativa; Crecimiento Personal; Aprendizaje Formativo

Abstract: The article shows a way for educational guidance in pedagogical schools. The proposal of participative techniques of educational guidance to favor the personal growth of the primary teacher in initial training in pedagogical schools constitutes its objective. The participative techniques of educational guidance lead to a change starting from the elevation of the pedagogical professional motivation, future professional aspirations, professional self-realization needs, in self-acceptance, self-valuation, self-esteem, acceptance of others, communication with others, attitudes towards the assigned tasks and mobilization of resources to achieve personal goals, as an expression of personal growth.

Keywords: Participative Techniques; Educational Guidance; Personal Growth; Formative Learning

Introduction

Education in Cuba, directs its work in terms of the personal growth of the primary teacher in initial training in pedagogical schools and for this purpose pursues an end, which is expressed in a model of human being that has been proposed to form and guide it educationally to the development and integral formation of the personality, with a gradual level of consolidation of their knowledge, skills, motives, aspirations, values and formal education.

"The pedagogical schools have the mission to comprehensively train early childhood educators and primary and special educators, with higher middle level, that are needed in each territory of the country

in correspondence with the demands of society that are expressed in the profile of the professional" (MINED, 2016, p.2).

As part of the fulfillment of the guiding function of the teacher who works directly with the primary teacher in initial training in pedagogical schools, it was possible to verify in practice a series of manifestations that affect the personal growth of this professional in initial training in terms of:

Difficulties in the enrichment of psychological contents, as a result of lack of motivation towards the specialty studied and repeated desertions.

- Difficulties in the adequate relationship with oneself, as a result of poor self-determination with insecurity in decisions and behaviors that affect self-confidence, self-acceptance and self-esteem.
- Difficulties in the positive interrelationship with others, due to conflicts with peers, family members and teachers.
- Difficulties in the active relationship with the environment, due to lack of communicative, cognitive and emotional resources to achieve goals, manage conflicts and solve tasks from a deep reflection and personal involvement.

This implies assuming the assessments of Calvo, Haya and Susinos (2012), when they refer that one of the most important challenges faced by educational systems today and in which guidance must be involved, is to offer a quality educational response to all students.

The Educational Guidance addressed to the primary teacher in initial training in terms of their personal growth, constitutes a priority function in the work of the teacher who is part of the pedagogical collective in these institutions. This implies the use of new and novel forms, ways, tools, methods, techniques and procedures of educational guidance in the initial training process, in order to turn them into psycho-pedagogical tools for such work. Participatory techniques of educational guidance contribute to this effect, given the age at which the primary teacher in initial training in pedagogical schools starts and the psycho-pedagogical characteristics inherent to this stage of development.

Participatory techniques of educational guidance have a direct and assertive influence on the initial training process, favored by the use of group work, as well as by its dynamic, productive, reflective and experiential nature. These elements are closely related to the criterion of Durán and Zamora (2012) about the participatory methodology, which proposes a more equitable and horizontal relationship that aims to overcome the abuse of power by the person conducting the educational process, giving the right to each participant to give their opinion, question and contribute during the process in which they interact, in a creative, respectful, playful (referring to the game) and open environment.

The bibliography reveals that the complexity of Educational Guidance generates a variety of models with their specific ways and techniques, whose intervention approach is different according to the perspective provided. During the last decades, different proposals of guidance models have been made according to different criteria: historical, type of help, according to the style and attitude of the guidance counselor in the development of his function, based on the type of intervention and the type of organization, based on theoretical-conceptual aspects and based on the type of guidance intervention.

Among the most internationally agreed upon by counselors Repetto (2002) and Hervás (2006) are the following models: Counseling, Consultation, Services, Programs, Services by Programs and Technological.

In Cuba, Educational Guidance is considered a function of the education professional and although it has been enriched with theoretical and practical contributions from the international context, it is applied from the exercise of the profession, with an integrative approach, which also intends that the guidance and the counselor are integrated into the school as agents of change, reaching a more social understanding of the problems of students in training and their possible solutions. It seeks true insertion in the teaching-learning process and values the teacher's guidance function.

In this aspect, the contributions of Pino and Recarey (2005), who argue the guiding function of the educational professional and provide theoretical and methodological conceptions for its implementation in the different contexts where they work, are significant. They discuss educational guidance techniques and point out the classroom as the main channel.

It is considered pertinent to include, in spite of its marked psychological character, the Multiple Alternative Referential Scheme of Calviño (2006), due to the significance it attributes to the helping relationship. This deals with the different types of counseling instruments and resources.

The considerations of Jara (1984) and Núñez (1996) have been necessary to clarify the functions of participatory techniques within the didactics of education.

Similarly, Collazo and Puente (1992), emphasize the possibility offered by participatory techniques to the counselor in his work in terms of the possibilities they have based on the specific objectives pursued.

Bermúdez and Pérez (2004) propose an Integral Educational Model for Personal Growth (MICREP) in the teaching-learning process, which is based on the Conception of Personal Growth as an integral expression of personality development, the Conception of the Teaching-Learning Process for Personal Growth and Formative Learning.

Rodríguez (2008), discusses the opportunities offered by participatory techniques for the verbalization and contribution to a more detailed analysis of the problems and their instrumentation.

However, the insufficient treatment offered to participatory techniques from the guiding function to favor personal growth, as well as the inadequacies detected in the primary teacher in initial training in practice, allow determining as a problem: How to favor personal growth of the primary teacher in initial training in pedagogical schools? This led to the objective: To propose participative techniques of educational guidance to favor the personal growth of the primary teacher in initial training in pedagogical schools.

Development

Participatory techniques for educational guidance influence the development of the psyche of the individual and consequently the formation and development of his personality. Engels (1961) in addressing the dialectics of nature, formulated the criterion, that man and his psyche arose on the basis of work in society, the creation of tools and communication through language. This allows us to understand the role of practice and the active character of man in the formation and development of his personality for the achievement of personal growth as an integral expression of this, an element that Marx (1995) in his third thesis on Feuerbach highlights with the idea that circumstances produce men to the same extent that these produce the circumstances.

Precisely the social relations, which favor participatory techniques in educational guidance, influence and favor the development and growth of the personality. One is not born with a personality, but this becomes its formation and development during the course of life. The individual as a social being acquires his personal growth in the different processes in which he interacts through communication and activity. The individual grows when he learns and applies this learning with skill and creativity. He grows when he has appropriated some new content and is able to demonstrate it through his ways of feeling, thinking and acting.

Personal growth is understood as: "Process of change and transformation that occurs in the contents and psychological functions of the personality, which allows a higher level of regulation and behavioral self-regulation, and implies, based on the demands of society, a better relationship with the environment, with other people and with oneself" (Bermudez and Perez, 2004, p.130). (Bermúdez and Pérez, 2004, p.130).

Personal growth as an integral expression of personality development, manifested in the ways of feeling, thinking and acting, is influenced by the participatory techniques of educational guidance in the training process, reflected in the various areas of action, in correspondence with a consciously

desired psychological state. This makes it possible to reach higher levels in the relationships that the individual establishes with his environment, with others and with himself.

On the formation of the individual, the ideas of Marx (1995) are decisive, about the role of practice in the formation of the personality and human activity as a mode of existence, transformation and development of social reality (objective and subjective) through education. Education understood in its broadest sense as a process of socialization, that is, of preparation for life in society, which requires a wide range of learning, knowledge, skills, norms and values that identify the individual as a member of a cultural community, a people or a nation.

In this direction, personal growth is achieved through the participatory techniques of educational guidance inserted in a formative process such as education which, understood from a sociological, pedagogical and psychological perspective, the interactions that occur through the communicative and activity processes during its application, condition systems of influences on the personality.

"Personality development means assimilating and objectifying human contents in social praxis, first and foremost in productive activity." (Meier, 1984, p.43)

In this assimilation and objectification, activity and communication intervene directly, which constitute psychological mechanisms in the formation and development of the personality. The individual establishes two fundamental types of interaction with what surrounds him; one that is established with objects (subject-object relationship), linked to activity, and the other that established with others (subject-subject relationship), linked to communication. So it is necessary to establish the dialectical interrelation between activity and personality.

"In the systems of activity and communication in which man develops, the needs are created to stimulate or not the subjective particularities of the personality". (Collective of authors, 2015, p.45).

The personality is formed and developed in a historically and socially conditioned process by the activity in the process of communication with others, especially during the application of participatory techniques of educational guidance, which allow the adaptation to the environment and the active influence on it to transform it and also influence oneself.

To this end, it is necessary to conceive the participatory techniques of educational guidance as an activity to favor the personal growth of the individual, and in this direction, it is considered that these, when carried out as a planned, organized, executed, controlled and evaluated activity, constitute a mediator between the subject and the object.

In this sense, it is pertinent to coincide with the assumption of Vigotsky (1996), who alludes to the relationship between the subject and the object as a dialectical interaction, which produces a mutual

transformation measured by the sociocultural instruments in a given historical context. During the application of the participatory techniques of educational guidance there are two fundamental forms of mediation: the influence of the socio-historical context (teachers, peers, and the participatory techniques of educational guidance as an organized activity) and the socio-cultural instruments used by the subject (tools, procedures, signs, codes that occur during the participatory techniques of educational guidance).

The personal growth that the individual acquires through the participatory techniques of educational guidance, give a greater meaning to the Social Situation of Development (SSD) in which this process takes place. Vigotsky (1996) refers to this category as the unique, special and unrepeatable relationship between the subject and his social environment; where he considers social reality as a source of development, given by the possibility that the social becomes individual as a result of dialectical interrelation between the internal and external.

In this sense, it is significant the possibility generated by the participatory techniques of educational guidance, in the stimulation and expansion of the Zone of Proximal Development (ZDP) under a conditioned SSD for this process, for the achievement of personal growth, which is manifested from remarkable changes in the ways of feeling, thinking and acting of the individual.

Vigotsky (1996) defined the ZDP as: "The distance between the actual level of development determined by the ability to independently solve a problem and the level of potential development, determined through the resolution of a problem under the guidance of an adult or in collaboration with a more capable partner". (p.19)

About said category and its implication in educational guidance, it coincides with the idea that:

"Personal growth is expressed as the result of a process that expresses the new level reached in the integral development of his personality, as well as his potentialities, this process begins in the first years of life and through it appears an increasingly active relationship with the environment and with himself and a more positive interrelation with others, which makes the subject an active and participatory entity in his socio-historical context, in which he is manifesting increasing levels of autonomy and self-determination."(Bermudez and Perez, 2004, p.132)

The stimulation of the ZDP through the application of participatory educational guidance techniques leads to the personal growth of the individual in the training process, from the subject-object and subject-subject relationships, which favor and promote formative learning, which has been defined by Bermudez and Perez (2004) as: "Personological, responsible, conscious process of appropriation of the

historical-social experience, which occurs in cooperation with the teacher and the group in which the student is transformed" (p.140).

The personological character is given by the particular stamp that the individual imprints on his particular way of learning with the participatory techniques of educational guidance and the meaning that such learning has for him. In the process of educational guidance, the learner focuses his abilities, potentialities and resources on achieving the goals, objectives and proposed end of learning, made available to him, which he internalizes and evidences in his ways of feeling, thinking and acting.

The conscious character is manifested in the full involvement of the individual to obtain the aim and objective of the learning task assumed from the participatory techniques of educational guidance, as it implies knowing the rules, conditions, methods, procedures and means that are used in the process of educational guidance, for the appropriation of those contents that are aimed at learning and training. The transforming character of the individual takes place through the transformation of the information of the objects, of the other people and of himself, learned from the participative techniques of educational guidance.

The responsible character of educational guidance through participatory techniques, helps the individual to be committed to the processes in which he participates and the result he obtains from it; which means to participate directly in the planning of educational guidance and to evaluate the development of the potentialities he is acquiring as a result of his personal growth, and in this sense a full knowledge of himself is made possible.

Its cooperative character indicates that for the individual, all learning, whether intellectual or formative, has its basis in the social aspect. Therefore, the participatory techniques of educational guidance involve teacher-student and student-student interaction, in conditions of activity and communication; hence, the social becomes individual and vice versa.

"It is not enough for the subject to change, it is necessary that this change implies a new level of behavioral self-regulation that allows a more effective interaction with his social reality, that is, formative learning leads to personal growth" (Bermudez and Perez, 2004, p.148). (Bermúdez and Pérez, 2004, p.148).

In correspondence to the above, Vigotsky (1996), addresses the hypothesis of the unity between learning processes and internal development processes. This presupposes that the one becomes the other, because organized learning becomes mental development and sets in motion a series of evolutionary processes that could never occur apart from learning. Learning is a universal and

necessary aspect of the culturally organized and specifically human developmental process of psychological functions.

"The result of formative learning is the acquisition of social historical experience, but not just any social historical experience, but that which is important and necessary for the subject, that which has personal significance and meaning in his life at the moment in which he learns it and according to the future plans and projects of each one" (Bermudez and Perez, 2004). (Bermúdez and Pérez, 2004, p.44).

The elements presented so far, allow a theoretical approach for the understanding of a participatory and experiential educational guidance path for the formative context of the primary teacher in initial training of pedagogical school, from the guiding role of the teacher, through the use of participatory techniques of educational guidance, which promote formative learning and lead to a change in the ways of feeling, thinking and acting, regarding the relationship with oneself, with others and with the environment as a sign of personal growth. In this sense, Educational Guidance is considered as:

"Set of knowledge, methodologies and theoretical principles that underpin the planning, design, implementation and evaluation of preventive, comprehensive, systemic and continuous psychopedagogical intervention aimed at individuals, institutions and the community context, with the objective of facilitating and promoting the integral development of subjects throughout the different stages of their lives, with the involvement of the different educational (counselors, tutors, teachers, family) and social agents". (Vélaz, 1998, pp.37-38)

Participatory techniques for educational guidance

In the scientific literature, especially in Latin America, there is a diversity of concepts regarding participatory techniques, however, elements related to the participatory, dynamic, productive, reflective and experiential character, individual and group learning situation, unity of cognitive and affective processes of the personality that influence the regulation and self-regulation of behavior and changes from the experience and the experiential. They have made it possible to define that the participatory techniques of educational guidance for personal growth constitute:

"Helping, participatory, dynamic, productive, reflective and experiential process, which conditions a formative learning of the objective and subjective reality, from the regulation and self-regulation of behavior in terms of achieving personal growth" (Rivas, 2017, p.46).

It is a helping process because it offers resources with a preventive and developmental purpose. It is participatory because it generates interaction through activity and communication and these in turn constitute psychological mechanisms of personality development. Its dynamic character is given to the extent that these are contextualized, perfected and developed.

Their productive value lies in the generation of learning from new ways of feeling, thinking and acting. The reflective aspect is given by the conduction for the arrival of conclusions and decision making in a conscious way. Its experiential essence is based on the recreation of subjectivity, experience and experiences in the relevant spheres and areas of the individual's life.

Structure and classification of participatory educational guidance techniques

Its structure is composed of: title, classification, objective, time, materials to be used, dimension of personal growth to be developed, and procedure and discussion points. Participatory techniques of educational guidance are classified into:

- Participative techniques of educational orientation of presentation: they help to get to know oneself, favoring positive relationships with oneself and with others.
- Participatory techniques of educational guidance of animation: they help motivation and concentration, favoring interpersonal relationships and the active relationship with the environment.
- Participatory techniques of educational guidance of reflection: they help to work with different topics and favor the learning and enrichment of psychological contents.

This classification is suggestive because it is operational and objective in terms of the objective pursued.

Proposal of participatory techniques for educational guidance

It is not only important to choose the most appropriate participatory technique, but also the procedure for its use is fundamental. It is not about using novel participatory techniques to make an educational activity entertaining and dynamic; it is about encouraging an orderly participation of the group that allows us to arrive after a collective process of reflection at clear guidelines on the topic being dealt with. It is about generating a process of appropriation to provoke participation, reflection, analysis, without closing a topic forever. For which the following moments should be taken into account:

Explanation of the procedures of the participatory technique.

- Organization of the groups.
- Realization of the dynamics.
- Further analysis of the elements.
- Relating the elements with the reality itself.
- Reaching a conclusion from those discussed.
- Reflection of what was felt.

Its application is conceived for the educational work from the guiding function of the teacher, in order of complexity in the form of a system, for which a participative technique of presentation is applied in the interval of the application of animation and reflection techniques, until the proposed participative techniques are completed. Taking into consideration all that has been exposed so far, some of them are referred to below:

Participative technique # 1

Title: presentation in question.

Classification: presentation technique.

Objective: get to know the members of the group through individual presentation, under conditions of empathy, acceptance and respect.

Time: 45 minutos.

Materials:(---).

Dimension of personal growth to be developed: adequate relationship with oneself and positive interrelationship with others.

Procedure: The coordinator talks about the importance and need to know oneself and explains to the group members that, on their own initiative, without following an established order, they will stand up and ask the following questions out loud: Who am I, How am I, How do I want to be, which they will answer in the same way.

Points of discussion: Who am I? How am I? How do I want to be?

Participatory technique # 2

Title: greeting.

Classification: animation technique.

Objective: to motivate group members by means of trio animation, under conditions of play and communication.

Time: 45 minutos.

Materials:(---).

Dimension of personal growth to be developed: adequate relationship with oneself, positive interrelationship with others and active relationship with the environment.

Procedure: The coordinator talks about the importance of formal education and specifically about the greeting as an expression of this. He guides the formation of trios by affinity and explains that they must perform the greeting that is said aloud by the coordinator associated with the number assigned (e.g. 1-hug, 2-hand, 3-kiss, 4-a sign), the one who makes a mistake and is identified will repeat the greeting for all members of the group.

Points of discussion: What did you feel during the participatory technique? And what did you learn from the participatory technique for life?

Participative technique # 3

Title: the confused tree.

Classification: reflection technique.

Objective: reflect collectively on a comic strip through heuristic conversation.

Time: 60 minutes.

Materials: the comic strip printed on a sheet of paper or cardboard: "The confused tree".

Dimension of personal growth to be developed: proper relationship with oneself.

Procedure: The coordinator will proceed to read the cartoon as many times as the group deems appropriate and then create the conditions to establish a heuristic conversation, taking into account the discussion points.

Points of discussion: Why is it necessary to accept and know oneself? And why is it important to value and love oneself regardless of one's physical characteristics, abilities, skills and personal aptitudes?

Participative technique # 4

Title: the group rules.

Classification: animation technique.

Objective: to motivate group members through collective animation, under playful and communicative conditions.

Time: 45 minutes

Materials:(---).

Dimension of personal growth to be developed: Positive interaction with others and active relationship with the environment.

Procedure: The coordinator will talk about the importance of guidance for the realization of any type of activity. Then he/she will orient some tasks to be carried out according to the group's decision, as long as it is voted and approved (e.g. the group orders a tour around the school, the group orders a clapping dance, the group orders a hug, and others according to the group's acceptance).

Points of discussion: What did you feel during the participatory technique? And what did you learn from the participatory technique for life?

Participatory technique # 5

Title: the flower.

Classification: reflection technique.

Objective: reflect collectively on a comic strip through heuristic conversation.

Time: 60 minutes.

Materials: the cartoon printed on a sheet of paper or cardboard: "The flower".

Dimension of personal growth to be developed: positive interrelationship with others.

Procedure: the comic will be read by the coordinator as many times as the group deems appropriate and then the conditions will be created to establish a heuristic conversation, taking into account the points for discussion.

Points of discussion: How important is it to understand and know how to manage all the activities that are part of your daily life and not stop at just one? And why is it necessary to communicate and attend to the difficulties and problems of family, friends and partners in a timely manner?

Participative technique # 6

Title: shoemaker to his own shoe.

Classification: animation technique.

Objective: to motivate group members through collective animation, under playful and communicative conditions.

Time: 45 minutes.

Materials: shoes for personal use.

Dimension of personal growth to be developed: positive interrelationship with others and active relationship with the environment.

Procedure: The coordinator will talk about the importance of taking care of individual and social property. Form a circle with all members and each participant will be asked to take off a shoe, place it in a pile and then pick up another one at random, returning it to the corresponding person, encouraging imagination and cooperation among the participants, especially in the movements. The person to whom the shoe belongs will be located and all participants exchange theirs without breaking the circle. When everyone has their shoes, they can restart the game if they wish.

Points of discussion: What did you feel during the participatory technique? And what did you learn from the participatory technique for life?

Conclusions

The participatory techniques of educational orientation of presentation, animation and reflection were elaborated taking into account their dynamic, productive, reflective and experiential character, which provide the individual with security in his decisions, self-confidence, self-acceptance, self-esteem, active character in the solution of conflicts and the power to set future goals to favor his personal growth.

The participatory techniques designed and applied allowed demonstrating their effectiveness as a way for educational orientation, which contributed to the enrichment of psychological contents, adequate relationship with oneself, positive interrelation with others and active relationship with the environment, as a sign of personal growth.

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