

Modelo de superación para el maestro ambulante en la atención de escolares con diagnóstico de disartria

Improvement model for the ambulatory teacher in the care of schoolchildren diagnosed with dysarthria

Odalys Emilia Galindo-Socarrás**Olga Lidia Núñez-Rodríguez**

Centro de Diagnóstico y Orientación de Camagüey, Cuba

Ángel Luis Gómez-Cardoso

Universidad de Camagüey Ignacio Agramonte Loynaz, Cuba

Correo electrónico(s):

o.galindo@reduc.edu.cu

angel.ggomez@reduc.edu.cu

onunez@dpe.cm.rimed.cu

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Resumen: Se aprecian falencias desde la propia literatura especializada con relación a la superación profesional de los maestros ambulantes dirigida al desarrollo de la motricidad articuladora en escolares con diagnóstico de disartria. Se propone como resultado de la investigación un modelo de superación para el desarrollo de la motricidad articuladora en escolares con diagnóstico de disartria. Los métodos y técnicas empleados fueron el análisis de documentos, la modelación, la observación, la entrevista, la encuesta, los talleres de opinión crítica y construcción colectiva, y el pre-experimento.

Palabras clave: Maestros ambulantes; Disartria; Motricidad articuladora; Educación especial.

Abstract: We can see shortcomings from the specialized literature in relation to the professional improvement of itinerant teachers, aimed at the development of articulatory motor skills in schoolchildren diagnosed with dysarthria. A model of improvement for the development of articulatory motor skills in schoolchildren diagnosed with dysarthria is proposed as a result of the research. The methods and techniques used were document analysis, modeling, observation, interview, survey, critical opinion and collective construction workshops, and pre-experiment.

Keywords: Walking teachers; Dysarthria; Articulation motor; Special education

Introduction

Since its emergence in 1962, special education has been increasingly escalating higher steps that place it on par with the most visible and legitimate achievements of the Cuban revolutionary process, above all because of its marked social and humanitarian character. According to Núñez (2011), "the Cuban System of Special Education is one of the most authentic educational works that involves a deep quota of love and devotion" (p.1).

In the context of the 21st century, profound changes have taken place on a global scale with impacts on the most diverse areas of economic and social development with their consequent political implications. Pedagogy, with particular emphasis on special pedagogy, does not escape from this reality, and despite the efforts of different countries, homogeneous strategies are not envisioned in favor of people with special educational needs (SEN) associated with disabilities.

The term special education has gone through different times, and today more than one type of education implies an entire educational policy, a didactic for people with SEN in any context in which they find themselves. To say of Orosco (2013):

Special education is a way of teaching enriched by the use of all the necessary resources, supports, creativity that each person and time requires, and enriching because it leads, transforms, develops at the peculiar rhythm of each student, but permanently, optimizing its possibilities. (p.23)

Its enriched character is not only given by how to teach, but in the orientation to the achievement of the objectives, of the content and, as a culmination, to the success in the learning.

Under the prism of this reconceptualization of special education, the recognition of the interactive nature of the teaching-learning process is reaffirmed today, emphasizing the leading role of the students and their teachers who work from the demands imposed by the scientific-technical development, the new information and communication technologies, technical aids, and the growing challenge of attention to diversity in order to respond to the necessary and fair inclusion of education. There is no doubt that diversity is considered as an intrinsic human reality that implies in itself to compensate for the differences that, in many cases, have become inequalities, which are not only applicable to students but also to those who face the difficult task to conduct the teaching-learning process.

There are sufficient reasons supported in scientific research and pedagogical practices to affirm that all schoolchildren, without exception, can succeed, learn, and integrally develop. That is why the education of people with SEN associated with disabilities recognizes the teacher's central role in the class, the principle of active learning, the use of a variety of methods, adaptations and modifications of materials; what requires preparation, will and commitment of teachers, professors, managers, technical personnel, specialists and, in general, of the entire educational system to face such responsibility. (Rivera, 2016)

The review of the specialized literature regarding the subject of overcoming has been sufficiently addressed by researchers. Among them Añorga (1996), Varcárcel (1998), Castiñeiras (1999), Acosta

(2000), Primo (2001), Valiente (2001), Ferrer (2002), Parra (2002), González (2002), Santiesteban (2003), Remón (2003), Castillejo (2004), Santos (2005), Manes (2005), Castillo (2006), Leiva (2007), and Santamaría (2007), who have analyzed the role of the teacher, their performance and development in the profession, its working conditions, its overcoming and teacher evaluation, however, the overcoming of the itinerant teacher has been a little addressed topic, not even in the contexts of special education.

In relation to dysarthria as one of the most complex logopathies, authors such as Luria (1999), Fernández and Rodríguez (2012), and Pons (2012), approach in their works with crystal clarity the concept of the diagnostic entity, its etiology, classification and the general strategy of logopedic attention, and provide elements related to the development of articulatory motor skills, although they do not reach their definition.

With regard to the outpatient educational care modality, to say Triana (2014), and Triana, Peña and Ferrer (2014), little has been written and many consider it as an extension of hospital pedagogy. However, these authors have systematized the studies of this particular with solid theoretical elements and in one of their analyzes they emphasize the incursion in the subject, but they focus this attention as part of the hospital pedagogy.

Without any doubts, weaknesses can still be seen from the specialized literature in relation to the professional overcoming of itinerant teachers aimed at the development of articulatory motor skills in schoolchildren diagnosed with dysarthria. That is why we propose a model of improvement for itinerant teachers addressed to the development of articulatory motor skills in schoolchildren diagnosed with dysarthria.

Development

The research is part of the doctoral studies of the first author that is inserted in the context of a broader inquiry regarding the education and orientation of students with special educational needs, preventive work and educational inclusion from the training process, in charge of the Center of Studies of Educational Sciences (CECEDUC) of the University of Camagüey Ignacio Agramonte and Loynaz.

For the development of the present research, methods of the theoretical and empirical level were used. The first allowed to know the state of the art, specifically the most frequent problems related to the overcoming of itinerant teachers, particularly in the development of articulatory motor skills in schoolchildren diagnosed with dysarthria, and to carry out a theoretical systematization of conceptions

about the process of professional improvement of itinerant teachers to attend to the development of articulatory motor skills in schoolchildren diagnosed with dysarthria.

The partial results were submitted to the consideration of experienced personnel in the subject, together with the authors of this work, arrive at theoretical considerations not previously addressed regarding the subject matter of the study.

Methods such as analytical-synthetic, inductive-deductive and historical-logical were applied to evaluate the information obtained. We also used the system approach for the definitive conception of the model of overcoming the itinerant teachers aimed at the development of articulatory motor skills in schoolchildren diagnosed with dysarthria.

In the same way, a sample of eight itinerant teachers who provide care to schoolchildren diagnosed with dysarthria belonging to the municipality of Camagüey were taken. A total of 32 itinerant teachers, 21 speech therapists and 25 specialists from the Diagnostic and Guidance Center were interviewed, and the proposal prepared was subsequently introduced in order to systematize the theoretical and methodological foundations that make it possible to conceive of this itinerant teacher.

The model of improvement for the ambulant teacher in the development of articulatory motor skills in schoolchildren diagnosed with dysarthria was determined by the search and selection of philosophical, sociological, pedagogical, psychological conceptions from the special education and logology that served to support it.

Philosophically, it draws on the fundamental theses provided by the dialectical and historical materialism that, as a general methodology, are the basis for the study of the need to overcome street teachers aimed at the development of articulatory motor skills in schoolchildren diagnosed with dysarthria.

Among its sociological foundations is to perceive overcoming as a social need and phenomenon, and to consider individualization as an inseparable process of socialization. The socialization of the subject, in this case of the itinerant teacher, is based on practical activity, and it derives the cognitive, evaluative and communicative functions of the personality. The development of the individual under the influence of education, and of the social and natural environment takes place as dialectic between objectification and subjectivation of social contents.

The selected sociological foundations were the theoretical assumptions and the contributions to the professional improvement process of Añorga (2000), and of Álvarez and Fuentes (2000), enunciated in

their proposal of scientific foundations for Cuban education given the complex nature of the interactions that they take place in the dynamics of educational processes in the overcoming of the itinerant teacher and the education in the collective; the use of methods that promote the activation of knowledge, communication, socialization, and cooperative and creative participation from a systemic, flexible and dynamic position; the link of the contents, and the conception of the activities with a systemic and integrating character.

It also assumes the guiding idea that education leads to progress and the implementation of an educational process focused on the needs of these students as a fundamental condition for the integral development of their personality. In its pedagogical nature, the model takes into account the complex nature of the interactions that take place in the dynamics of educational processes in schoolchildren diagnosed with dysarthria, and the role-played by families, specialists and the community to achieve quality in learning.

The psychological foundation takes as reference the postulate on the understanding of the individuality of the personality according to the Socio-Historical Cultural Approach of Vigotsky (1989). This process of personality formation comprises three components: the cognitive, the affective and the volitional.

We consider it necessary to deepen some of the postulates of the Sociohistorical Cultural Approach that constitute its essential support, namely: dependence on the psychic development of the character and content of teaching, theory of the proximal development zone, systemic conception of psychic development, principle of the unity of the affective and the cognitive, the bilateral nature of the consequences of the defect, corrective - compensatory work, social situation of development.

Essentials were also the principles that govern special education, taking into account the psychological characteristics of students with SEN, and converting the exercises into activities that stimulate learning. The diverse difficulties of these students that can be corrected or compensated by means of external influences through the application of said exercises, and the diversity from the acceptance of the multiple individual and social singularities that integrate this context are also considered, in correspondence attention is given to all students with SEN, but particularly those who have a diagnosis of dysarthria.

Of cardinal significance were the contributions of speech therapy to recognize the projection towards the attention of other forms of speech and languages (non-vocal, gestural), through the use of augmentative and alternative communication systems, and the lines of development of this specialty that respond to the

goal of expanding language and communication; prevent, correct and compensate for language disorders; and to ensure the advance of the communicative competence of schoolchildren.

The proposed model of the ambulant teachers' overcoming aimed at the development of articulatory motor skills in schoolchildren diagnosed with dysarthria consists of three subsystems that establish synergy with each other: process of psychopedagogical and speech therapist identification, process of preparation of the class for schoolchildren with diagnosis of dysarthria, and the implementation process of the exercises in favor of the development of articulatory motor skills in schoolchildren diagnosed with dysarthria (See Figure 1).

From the synergy among these emerges the quality appropriation on the part of ambulant teachers of knowledge for the development of articulatory motor skills in schoolchildren diagnosed with dysarthria in the outpatient class.

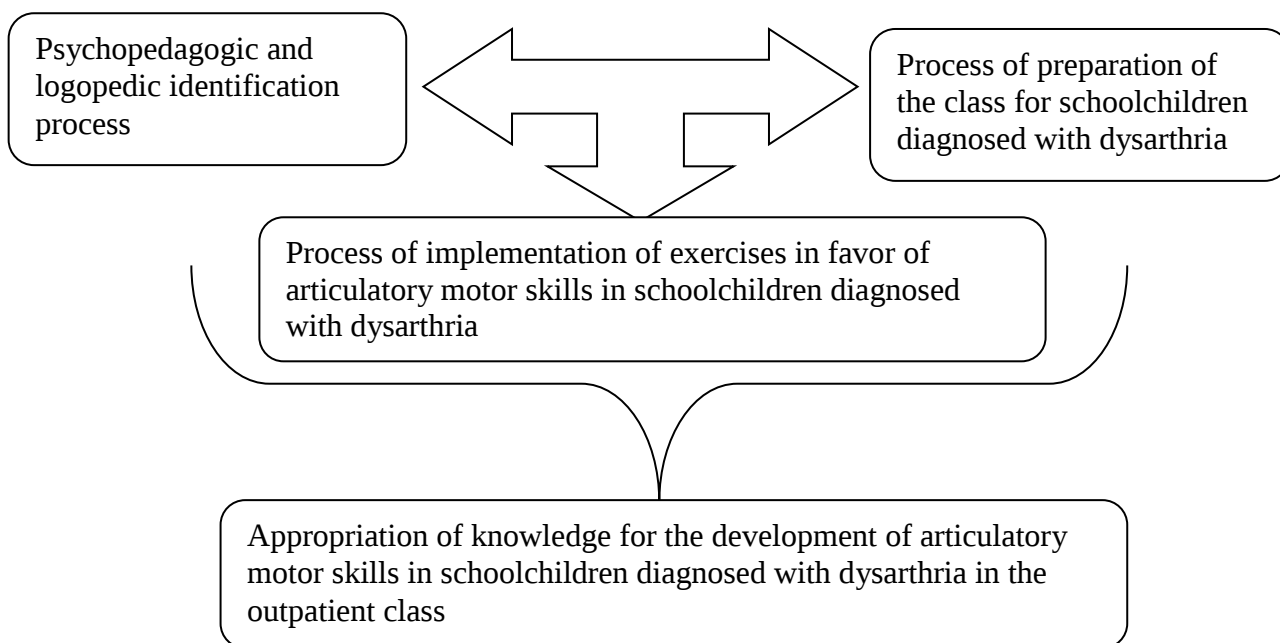


Figure 1. Overcoming model for ambulant teachers aimed at the development of articulatory motor skills in schoolchildren diagnosed with dysarthria

The psychopedagogical and logopedic identification process subsystem has the function of identifying, after characterization and diagnosis, the weaknesses and strengths of both the itinerant teacher and the schoolchildren diagnosed with dysarthria from the psychopedagogical and logopedic point of view in order to lay the foundations to link coherently the development of articulatory motor skills. It is structured from

two components called: process of application of the diagnosis to the itinerant teacher, and process of diagnosis and characterization of the schoolchild with diagnosis of dysarthria. From the synergy between these emerges the intentional performance quality of the itinerant teacher.

The component of the process of application of the diagnosis to the itinerant teacher is to diagnose the weaknesses and strengths of itinerant teachers to project the actions of improvement. The projection of the overcoming must necessarily start from a diagnosis with a tentative, presumptive character that leads to an initial evaluation that, after enriched, presupposes the update of the diagnosis. In both cases, constant characterization is required to describe and systematize everything that has been found from different points of view in the daily life itself through inquiry and compilation based on the performance of the itinerant teachers themselves and even schoolchildren with diagnosis of dysarthria.

The evaluation of knowledge by ambulant teachers is a scientific activity that requires systematic, it is not occasional, but a whole plan with previously determined procedures, methods and instruments, that is, assumed or determined intentionally in advance. It is about gathering all the necessary information, which allows having an initial knowledge as a starting point to guide the work, in short, a presumptive diagnosis that involves the formulation of a hypothesis that needs to be checked and objectified and that facilitates reflection to understand. If the problem is complete and goes beyond the mere collection of information, therefore, it is essential to discuss the problem and try to explain its development, origin, relationships and consequences.

It is important that ambulant teachers participate actively in the diagnostic process. We could then speak of a participatory diagnosis, that is, a diagnosis that includes them in the analysis of the situation, in an environment that encourages to leave the research into the hands of the protagonists so that they are the ones who adopt positions and make decisions about what, for what and how to diagnose in correspondence with their interests and needs from the definition of problems to the formulation of actions to solve or mitigate them.

The diagnosis and characterization process component of the schoolchild with diagnosis of dysarthria assumes as a function to specify the psychopedagogical characteristics and the particularities of the articulatory motor skills in these students of this population as the basis for learning, the acquisition of knowledge, and the establishment of interpersonal relationships.

Diagnosis and characterization is a first step to know the psychopedagogical and logopedic reality of schoolchildren with diagnosis, the problems are detected, the different elements that condition that reality and enable an approximation to the understanding of the causes that generate this "problem". This process also allows, in a clear, orderly and objective way, to investigate and analyze what is intended to be transformed. And to achieve this transformation it is necessary to move from the descriptive diagnosis to an argumentative one, in such a way that the situation is detailed.

The subsystem of the class preparation process for schoolchildren diagnosed with dysarthria consists of two components: the planning process and the organization of the class for the development of articulatory motor skills, and the process of attention to the development of articulatory motor skills in schoolchildren diagnosed with dysarthria. It has as a function to prepare ambulant teachers so that from the own class of the different subjects they develop articulatory motor skills in these students. From the synergy between its components, the transformative attitude quality emerges in the performance of the itinerant teacher understood as the process of transformation operated in the teachers translated into their professional performance.

The component planning process and organization of the class for the development of articulatory motor skills assumes as a function that the itinerant teacher, after recognizing the psychopedagogical characteristics and the particularities of the articulatory motor, plan the class according to the needs and in function of the diagnosis of these school children.

In the teaching-learning process, learning situations are created that arise from the different ways in which the educational process can be organized. The class as one of the ways in which this process is arranged must be properly planned and organized both from a cognitive and affective point of view.

The class is the organizational form through which the teacher, in the course of a rigorously established time and in a specially conditioned place for this purpose, directs the cognitive activity of a constant group of students taking into account their particularities, using the types, means and methods of work that create favorable conditions for everyone to master the foundations of what is directly studied in the teaching process, as well as education and the development of their cognitive abilities.

The itinerant teachers, given the requirements demanded by the attention of schoolchildren diagnosed with dysarthria, must take into account the previous knowledge of these and the development they have achieved of the skills, strengthen the independence and creativity, determine the possible objectives to

achieve from the applied diagnosis, achieve the motivation towards the learning situations that have been planned, properly select the knowledge system and the skills to be developed, and take advantage of the knowledge of other subjects and disciplines to build the learning situations.

The component of attention to the development of articulatory motor skills in schoolchildren diagnosed with dysarthria process assumes as a function to provide the itinerant teacher with the necessary knowledge to work with schoolchildren diagnosed with dysarthria based on the development of articulatory motor skills.

The organization of the motor act requires a certain generalization of the motor innervations, which is why the dynamic of the phonoarticulatory movement plays an important role for the verbal emission, because in case of injury of these sectors the motor habits are altered. For the foregoing, the development of articulatory motor skills in schoolchildren diagnosed with dysarthria is of cardinal importance due to the condition they present in the central nervous system that limits their language.

If it is intended to develop an adequate work in favor of the pronunciation of verbal sounds with these students it is essential that the activities carried out are not far from the curricular contents, that is why it should be detailed what the students need to know, how they should reach it, what the itinerant teachers should do, and the context in which the learning process is developed, all in an integral manner. The above has its concrete manifestation in the curricular adaptation process.

The subsystem process of implementation of the exercises in favor of the development of articulatory motor skills in schoolchildren diagnosed with dysarthria has the function of methodologically organizing the exercises in favor of the development of articulatory motor skills in schoolchildren diagnosed with dysarthria to ensure its proper implementation. It is structured from two components: methodological process for the development of the exercises in favor of the articulatory motor, and process of evaluation of the appropriation of the knowledge of the itinerant teacher. From the synergy between its components the quality of conscious professional performance, translated in a pedagogical work of excellence on the basis of recognizing the need for a conscious action in correspondence with the students to whom attention is given.

The methodological process component for the development of exercises in favor of articulatory motricity has as a function to establish the methodological procedure for the development of exercises in favor of articulatory motor skills in schoolchildren diagnosed with dysarthria.

Unavoidable analysis preceding the methodological instrumentation of these exercises are a group of guiding ideas based on principles of special education, "use of conserved analyzers, early diagnosis, scientific and differentiated and the role that teaching plays in development" (Morales, Akudovich, Ferrer, López and Álvarez, 1992, p.70).

For the successful treatment of articulatory motor skills in schoolchildren diagnosed with dysarthria, the itinerant teacher must conceive the exercises in accordance with the abilities, interests, degree of development and growth of each student. Their needs and potentials will indicate how to select, organize and direct actions.

The exercises should be developed within the context of each class, appealing to the creativity of itinerant teachers. Its application will depend on the progress of the same, that is, of the evolution in front of them, they must be repeated as many times as necessary until they are sure of their success; when an objective has been achieved, it must be generalized; When the student is asked to perform an activity, it must be carried out with or without help to avoid the habit of not responding. It is convenient to record the results of each exercise in order to assess the progress or not of the students.

The process of evaluation of the appropriation of knowledge of the itinerant teacher component assumes as a function to verify the appropriation of knowledge by the itinerant teacher after the preparation referred to the development of articulatory motor skills in schoolchildren diagnosed with dysarthria.

Nothing better to check the appropriation of knowledge than the observation of classes in different subjects. Aspects to assess: the organization and planning of the class, and its development in terms of the development of articulatory motor skills in schoolchildren diagnosed with dysarthria.

Synergy is essential in the development process of articulatory motor skills in schoolchildren diagnosed with dysarthria through the interactions between the subsystems of the proposed model. The recursion of the system is in its structure, materialized in the appropriation by the itinerant teachers of the knowledge, resulting from the relationships established between the different components of the model as a whole.

Conclusions

The elaboration of the model described above has its theoretical basis in philosophical, sociological, pedagogical, psychological positions of special education and speech therapy, incorporating essential components without which the purpose of overcoming itinerant teachers cannot be achieved.

This model includes three subsystems that establish synergy with each other: psychopedagogical and logopedic identification process, class preparation for schoolchildren diagnosed with dysarthria, and implementation of exercises in favor of the development of articulatory motor skills in schoolchildren diagnosed with dysarthria ; of these relationships the quality arises: appropriation by the itinerant teachers of knowledge for the development of articulatory motor skills in schoolchildren diagnosed with dysarthria in the outpatient class, understood as the theoretical-practical domain acquired for successful satisfaction from their own class of articulatory motor development in schoolchildren diagnosed with dysarthria.

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