

Los educandos con potencialidades talentosas y su atención educativa en la Secundaria Básica

Potentially gifted students and their educational attention in Basic Secondary School

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RESUMEN: La atención educativa de los educandos con potencialidades talentosas de Secundaria Básica constituye una problemática que merece particular atención en el proceso educativo, en ello incide las carencias de los metodólogos provinciales en su desempeño profesional. El objetivo del artículo es describir la organización de la atención educativa de los educandos con potencialidades talentosas en la Secundaria Básica. Se emplearon los métodos de observación participante, análisis de documentos, encuesta y entrevista. Como resultado se ofrece un diseño de organización para la atención educativa de los educandos con potencialidades talentosas desde el desempeño profesional de los metodólogos provinciales.

Palabras clave: Atención educativa; Educando; Potencialidades talentosas; Desempeño profesional; Red educativa

ABSTRACT: The educational attention of students with gifted potentialities in Basic Secondary School constitutes a problem that deserves particular attention in the educational process, and this is influenced by the deficiencies of provincial methodologists in their professional performance. The objective of the article is to describe the organization of the educational attention of students with gifted potentialities in Basic Secondary School. Participant observation, document analysis, survey and interview methods were used. As a result, an organizational design for the educational attention of potentially gifted students from the professional performance of provincial methodologists is offered.

Keywords: Educational attention; Learner; Talented potentialities; Professional performance; Educational network

Introduction

The improvement of the educational care of students with gifted potential is currently becoming relevant and is of interest to researchers from different contexts and areas of care, as their special educational needs are addressed.

The World Conference on Special Needs Education: Access and Quality (1994) was a fundamental step that generalized the theme of inclusion in development programs worldwide. The main message conveyed to society and the guiding principle of its Framework for Action states that “(...) schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. They should welcome disabled and gifted children” (Delors, 1996, p. 6).

Cuba, signatory of the World Conference and the World Education Forum, perfects the attention to educational inclusion in the framework of the III Improvement of the National Education System in Cuba (ICCP, 2020), from General Education and in particular, in Basic Secondary Education by considering the attention to students with special educational needs associated with gifted potentialities.

Likewise, the III Perfeccionamiento del Sistema Nacional de Educación (III Improvement of the National Education System) warns of the need for a teaching performance focused on enhancing the maximum possible development of learners, based on the professional performance of teachers and, in particular, of provincial methodologists of Basic Secondary Education.

The Basic Secondary Education Study Plan assumes the theoretical-methodological conception of the educational process, directed towards the orientation and development in the educational care of students with special educational needs and those identified as having gifted potential.

The educational process in the Basic Secondary School assumes as a challenge the organization of the educational attention of the students with gifted potentialities, starting from the curricular conception and the educational network. In this sense, the contributions in the methodological field are limited in relation to the organization of educational attention, from the professional performance of the provincial methodologists of Basic Secondary Education.

The aforementioned justifies the need to describe the organization of the educational care of students with gifted potential in Basic Secondary Education, and also privileges the basic areas of educational care related to the identification, stimulation and orientation to their problems and their integral formation.

The subject has been the object of study by the authors (Vera & Castellanos, 2009), (Vera, 2011) in the search for alternatives for identification and intervention in the school context; meanwhile,

(Vizcaino and Reyes, 2022) delve into the psychological and pedagogical characterization of different populations and types of gifted subjects.

The empowerment in particular sciences in different contexts (León *et al.*, 2020) and (Garcés *et al.*, 2022), and the organization of attention in terms of educational responses (Castro *et al.*, 2022) and (Salazar, 2023).

The Cuban Model of attention to talent development recognizes that, “(...) Cuban researchers have taken up the main contributions of theories related to talent and have contextualized them in the national setting” (Fernández & García, 2023, p. 28).

In Basic Secondary Education (López, 2007), he elaborated a dynamic diagnostic model for the pedagogical identification of potentially talented students in the subject of Mathematics, and the training of competitions as a priority of the mathematics methodologist (Vázquez *et al.*, 2022). Meanwhile, in the province of Villa Clara, (Hernández, 2008) approaches educational attention from the particular sciences.

The theoretical and methodological assumptions assumed support the need to transform the current state of the organization of educational attention to students with gifted potential in Basic Secondary Education.

Consequently, the objective of this research is to describe the organization of educational attention to students with gifted potential in Basic Secondary School, a result linked to the Project Associated to the Sectorial Program of the Ministry of Education “Attention to talent in the new study plans and programs of the Cuban school”.

Development

The studies carried out reveal that the educational care of students with gifted potentialities is of interest for science, however, the treatment of the organization of educational care from the Basic Secondary School is insufficient, particularly from the professional performance of provincial methodologists, a problem that lays the foundations for the necessary pedagogical foundation.

The contextualization of the systematization of scientific results allows determining the limitations that affect the organization of the educational attention of students with gifted potential from the curricular conception and the educational network, based on the professional performance of the provincial methodologists.

The limitations expressed in the educational process have repercussions in the low results achieved, for six consecutive school years, in knowledge contests and national olympiads, while it is urgent to assume the sustained claim of students and families who demand a more local and effective organization of educational attention in Basic Secondary Education.

The research process is based on the dialectical-materialistic method, based on a qualitative methodology; as theoretical methods we used the analytical-synthetic, induction-deduction and modeling; as empirical methods we used participant observation and the survey, and mathematical-statistical methods for the interpretation of the resulting information.

The organization of the educational attention of students with gifted potential from the curricular conception and the educational network, based on the professional performance of provincial methodologists, is the result of the methodological practice systematized for more than two decades in the author's professional performance and the integration of the valuative criteria on the improvement of professional performance is assumed, within the framework of the III Improvement of the National Education System.

The theoretical framework is based on the theoretical model (Renzulli, 1979) of the Three Rings, which supports the existence of three areas of analysis in the gifted learner: above-average general or specific intellectual capacity, commitment to the task and motivation, and high level of creativity.

In addition, the theoretical proposals (Mönks & Van Boxtel, 1988) of the Triadic Interdependence Model, which considers the interaction context of family, school and peers, are incorporated.

In the organization of educational attention to students with gifted potential, the studies on their identification by (Fernández *et al.*, 2022) are considered, while (Fernández, 2012) associates it to the personological resources and qualities that, when stimulated and developed, have a concretion in a performance and achievements of high quality level in the spheres of their activity.

In this regard, the Cuban Model of attention to the development of talent refers that

Educational attention is understood as the set of educational actions organized and developed by the National Education System with students with high cognitive development or highly satisfactory results in one or more areas of knowledge, arts and/or sports, aimed at capitalizing their personal resources and the deployment of their potential in their performance (...). (Fernández & García, 2023, p. 32)

In Basic Secondary Education, both in the objectives and contents of the Study Plan, the focus is on the special educational needs of students, from the approach of an inclusive, equitable and quality education. It considers lifelong learning opportunities for all.

In this regard (Revilla *et al.*, 2023), argue that “With this approach, individualized attention is given to all learners, not only to those who have difficulties (...) in learning, but also to those who are gifted or talented. A complex but very important challenge” (p. 51).

In accordance with the Model of the Basic Secondary School, as stated in the III Improvement of the National Education System, we share the principles of educational intervention (Vera & Castellanos, 2009) for the development of gifted potentialities in the school context and the conceptions of (Castellanos *et al.*, 2009) on the modalities and forms of organization of the stimulation of gifted potentialities.

For the organization of the educational care of students with gifted potentialities, professional performance is assumed, according to (Peña, 2002), “(...) any action performed or executed by an individual in response to what has been designated as a responsibility and which will be measured based on its execution” (Peña, 2002, as cited in Torres, 2008, p. 20).

Likewise, (Pelegrino, 2015) recognizes the character of process, personological and transformative and considers that it is materialized from the professional pedagogical activities.

From the structural point of view, as shown in Figure 1, the organization of educational care is conceived according to an objective and five stages and from the functional point of view, they are interrelated and complement each other, by their didactic conception, diagnosis, organization, planning, execution and evaluation and control.

In its structuring, each of the stages considers the objective, the actions to be developed, the methods, techniques, organizational forms, resources, persons in charge and participants. It is feasible from the methodological preparation and professional performance of the provincial methodologists, considering the coordination and subordination relations of the management structures, in their articulation in the educational network.

The objective of the organization of the educational attention of students with gifted potential is directed to articulate the curricular conception with the educational network, from the professional performance of the provincial methodologists of Basic Secondary Education.

Figure 1.*Organization of educational attention***Source:** Self elaboration

In this sense, (Revilla *et al.*, 2023) emphasize that “In order to achieve flexibility and attention to diversity, it is necessary: changes in school organization “(...) to create new curricular spaces, the reorganization of teaching schedules and the day regime for the differentiated attention of students (...), the implementation of flexible groupings, complementary programs, and curricular adaptations” (p. 32-33).

The collective of authors of the book *Proposals for the transformation of educational institutions and modalities* considers that, “The curricular conception is expressed in two levels, a general curriculum and an institutional curriculum” (ICCP, 2020, p. 15).

In this sense, the III Perfeccionamiento del Sistema Nacional de Educación sustains that the curricular conception that is assumed is substantially different with respect to the traditional one, in the study plan, it is held that “The new curricular conception favors that each one, from their concrete conditions, trace their path to reach or approach individual and social aspirations” (ICCP, 2020, p. 16).

Likewise, they define as educational network “(...) the way of conceiving, building and sharing knowledge from the perspective of adding to multiply in a decentralized way and in correspondence with our time” (ICCP, 2020, p. 35).

The Basic Secondary school, when assuming the organization of educational attention, from the educational network, considers in the system of relationships, the interaction, collaboration, interdependence and complementation of all those involved, namely the network of centers (educational institutions), the resource centers and the educational agents and agencies.

The articulation of actions in the network of centers, marked by the process of pedagogical delivery, allows, from the work in the educational network, a better educational treatment to the three basic areas of educational attention. In this sense, it makes the identification process feasible from the application of a structured set of informal and formal measurement criteria instruments, the latter accompanied by the Diagnostic and Guidance Center team.

The organization of the stimulation is enhanced through the use of strategies, forms and ways of educational attention, among them the enrichment from the classroom and independent study by considering the general curriculum according to the areas of knowledge and activity, in which the students with gifted potential are identified.

In addition, the partial grouping (in the classroom, grade and in the school itself), the assignment of a consultant mentor; the participation in knowledge and pioneer competitions, interest circles, social and technical projects, and socio-productive projects; in the movement of creative pioneers, student forum and monitors, allow the organization of the educational attention of students with gifted potential.

The educational network constitutes a propitious scenario that strengthens the methodological strategy in the three basic areas of educational attention in particular, for the stimulation of learners and the orientation to their problems and their integral development, considering (ICCP, 2020) the existence of resource centers (laboratories of institutions, gymnasiums, specialized classrooms, wifi points, among others) and educational agents and agencies (community institutions, leaders, community figures, families, among others).

In this sense, it favors the creation of partial groupings, the identification of the community mentor, the independent study program, as well as the insertion of students in research, production and service centers, aspects that favor socialization processes.

Regarding the significance of the socialization process of students with gifted potentialities (Salazar, 2023), he states:

(...) the development of gifted potentialities as a phenomenon that is stimulated and formed within the framework of a determined and determining system of relationships of social character, which are the reflection of sociological precedents that intervene in it (...). (p. 43)

The implementation was directed from the preparation and demonstration, as starting processes, for the follow-up and control of the improvement of the professional performance of the provincial methodologists of Basic Secondary Education; thus, professional performance emerges as a category of analysis.

In this sense, (Castellanos, 2009) in his studies bases that the process character of educational attention should favor the empowerment of professionals and with it, the improvement of their professional performance and, moreover, by considering the conceptual, procedural and attitudinal system in which self-transformation lies.

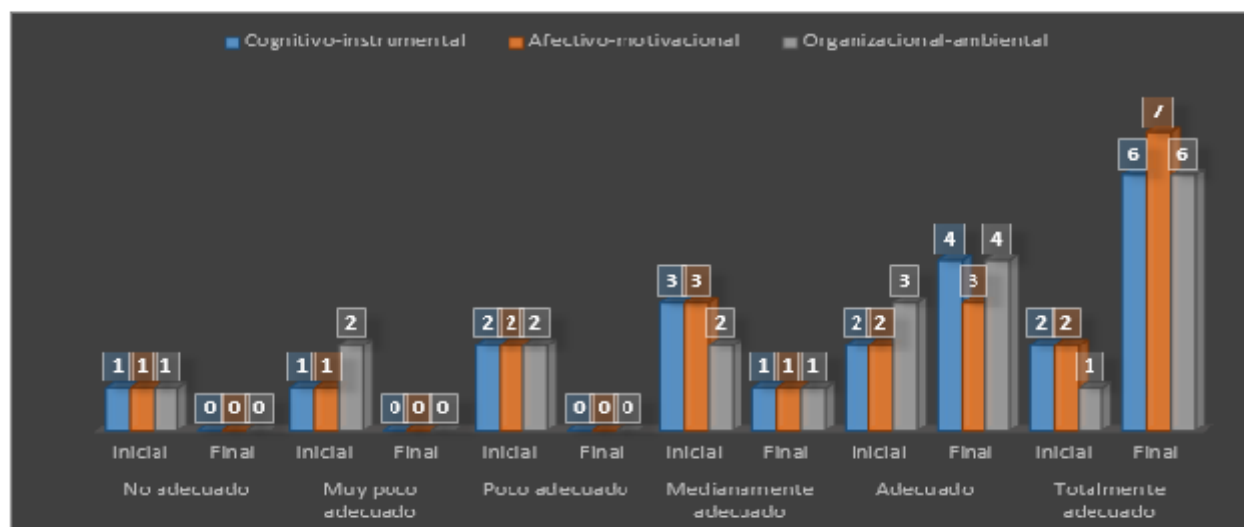
In its operationalization, three subcategories of study are assumed, the cognitive-instrumental, the affective-motivational and the organizational-environmental with their respective evaluable indicators. The three subcategories give energy and intensity to the activity carried out by the provincial methodologists of Basic Secondary Education and contribute to carry out their responsibilities in terms of the organization of the educational attention of students with gifted potential.

The selected sample is composed of the 11 Basic Secondary provincial methodologists. The statistical processing was carried out on the basis of a participant observation instrument elaborated by the authors for the evaluation of the professional performance of the provincial methodologists, taking into account the operationalization of the professional performance category.

Each subcategory was assigned a value criterion in the range of 5 to 0, being 5 the highest value, according to the operationalization based on professional performance criteria evaluable according to the established indicators, considering not adequate (0), very little adequate (1), not very adequate (2), moderately adequate (3), adequate (4) and totally adequate (5). When evaluating the professional performance of the provincial methodologists, the following results were obtained as show in the figure 2:

Figure 2.

Behavior of the professional performance of provincial methodologists in the organization of educational care.



Source: Self elaboration

The implementation of the organization of educational care demonstrates the improvement of the professional performance of the provincial methodologists in the three subcategories, however, this does not mean that there are indicators that still do not reach the expected results; in the cognitive-instrumental subcategory was more affected the demonstration of skills to coordinate and articulate the work with families, school psychopedagogues and the CDO (Diagnostic and Guidance Center). In the affective-motivational subcategory, creativity, particularly originality, and in the organizational-environmental subcategory, extra-institutional communication.

As a result, a personalized evaluation criterion of the professional performance of the provincial methodologists was obtained, and, consequently, the actions of methodological preparation, self-preparation and improvement were redesigned as a premise for the continuous improvement of professional performance.

Conclusions

The organization of the educational attention of students with gifted potential, from the professional performance of the provincial methodologists, enhanced the sensitization and orientation of families, as well as the educational agents and agencies to, in unity of action with the educational institution, favor the conditions of identification and stimulation and consequently contribute to the orientation to their problems and their integral development.

The organization of educational attention, due to its significance and theoretical-methodological applicability, offered an answer to one of the problems identified in the problem bank of Basic Secondary Education and sets guidelines for change in the ways of attending to educational diversity.

An improvement in the professional performance of the provincial methodologists of Basic Secondary Education for the organization of the educational attention of students with gifted potentialities was observed, based on the curricular conception and the educational network.

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