
*Las relaciones intradisciplinarias en la Disciplina
Principal Integradora para ejercer en el contexto
multigrado*

*The relations intradisciplinarians in the Principal
Integrative Discipline to exercise in the context
multigrade*

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Resumen: El multigrado constituye una regularidad predominante en la Educación Primaria, fundamentalmente en el contexto educativo rural. Para atender esta forma de organización se requiere potenciar su estudio en las universidades desde la formación inicial del profesional a través de la intradisciplinariedad, lo cual constituye hoy una debilidad. Atendiendo a ello se analizan algunas de las relaciones intradisciplinarias en la Disciplina Principal Integradora de la Licenciatura en Educación Primaria que favorecen el trabajo en el contexto multigrado. Los resultados son aplicables en la formación del profesional de la educación.

Palabras clave: Interdisciplinariedad; Multigrado; Formación multigrado; Intradisciplinariedad

Abstract: The multigrade constitutes a predominant regularity in Primary Education, mainly in the rural educational context. To address this form of organization, it is necessary to strengthen its study in universities from the initial training of the professional through intradisciplinarity, which is a weakness today. Based on this, some of the intradisciplinary relationships in the Main Integrative Discipline of the Degree in Primary Education that favor work in the multigrade context are analyzed. The results are applicable in the training of the education professional.

Keywords: Interdisciplinarity; Multigrade; Multigrade training; Intradisciplinarity

Introduction

The political, economic and social changes that take place in the world scope assign new challenges to educational systems. In this sphere, the University has the mission of training professionals with high levels of quality as a determining factor in the development of the countries.

In particular, in the training of professionals for the pedagogical sciences and specifically

for Primary Education, changes are required from the initial training in order to achieve greater quality in the training process, and thereby favor the resolution of professional problems in the different contexts in which the profession is exercised.

The use of inter and intradisciplinary approaches is a useful way to achieve initial training of the professional in Primary Education, specifically to practice in the multigrade context, which corresponds to the demands and social transformations, and to overcome the fragmented positions and assume a more intentional among the particular didactics that make up the Main Integrating Discipline in the Degree in Primary Education career.

In this sense, Cuban education has made significant progress by including in the training programs the transversal axes of the curriculum and curricular strategies to develop the essential relationship between the objectives and the contents, using the different substantive processes developed by the University and different theoretical-methodological conceptions studies on the object of study, however, continue to be a challenge to establish the harmonic relations between the particular didactics especially to practice in the multigrade context.

In relation to this, Céspedes (2009) states:

The current study plans for the training of education professionals, (...), have as a weak point, the training of a teacher who is not sufficiently prepared for their professional performance in multigrade classrooms and schools with the required quality, and therefore, it is necessary to transform these insufficiencies. (p.16)

In Cuba, the multigrade constitutes an organizational variant, fundamentally of the rural educational context. It is the most complex form of primary school, and its basic peculiarity is that in the same place and group the teacher must carry out the educational process with students of different ages, academic levels, psychological and physical development, so that the group-class is heterogeneous and the direction of the processes that take place in it have a singular character.

In the search of foundations that favor the initial formation of the Bachelor in Primary Education, and the necessary changes in the training process that takes place in the current

university, in recent years there has been an increase in studies carried out by the United Nations Organization for Education, Science and Culture (Unesco) and regional organizations that explain the need to improve the work that develops from initial training.

In the international arena, researchers such as Bustos (2006), Márquez (2009), Vaillant (2012) and Vargas (2013) stand out, among others, who in their research on the initial training of the professional for education carry out some criticisms of the organization bureaucratic training, the divorce between theory and practice, the excessive fragmentation of the content that is taught, and the scarce link with schools.

From the perspective of Cuban pedagogy, researchers such as Guilarte, (2003), Céspedes (2009), Rivera (2010), Silva (2011) stand out for initial training in universities related to rural schools and rural areas. These base their proposals based on conceptions, models and didactic competences to practice in the multigrade context from the initial training in the disciplinary and the development of professional skills.

In the literature consulted, intradisciplinarity is generally treated with the same intention by both the national and international scientific community. Among the authors who address the issue include Fiallo (1996), Alvarez (2002, 2006), Caballero (1999), Chacón (2013), who recognize the possibility of relating the contributions of different disciplines to achieve common objectives with the use of holistic approach in the process object of study.

The foregoing justifies the need to deepen the theoretical and methodological aspects for its implementation in the current study plan E for universities, in force since the 2016-2017 school year, which responds to the demands of the end of education and objectives of the Cuban school in relation to the integral formation of the new generations.

In the professional model for the Primary Education degree, the objective is:

Direct the educational process in general and the teaching-learning process in particular, in accordance with the Aim and Objectives conceived in the Primary School Model in the fulfillment of their professional functions, with creativity and practices that are increasingly inclusive in different contexts. (Ministry of Higher Education, 2016, p.8)

What is expressed in the previous paragraph demands the search for procedures to deal with intradisciplinary relationships, so that prepares the professional in initial training for the solution of professional problems present in the different contexts where he exercises or will exercise his activity.

Development

The continuous advances of science and technology in the current era have favored an increase in content and knowledge, which has brought as a consequence the need to strengthen inter and intradisciplinary relationships in training processes. This is a premise in the initial training process for the Bachelor of Primary Education, as stated in the governing documents of Primary Education degree (Ministry of Higher Education, 2016), for the solution of professional problems present in the different spheres of performance of this Graduate.

Within the curriculum of the teaching process of the race has been designed the Main Integrating Discipline characterized by Horruitiner (2006) as:

(...)a sui generis discipline that far from obeying the logic of one or several sciences, responds to that of the profession. It relies on the contributions of the other disciplines of the career and assumes them in their integration to meet the demands of professional work, ensuring mastery of the essential modes of action of that professional (...) The discipline in the plan study for the education of the professional of education has relations of precedence and continuity, intradisciplinarity and interdisciplinarity with all the disciplines, especially with the particular didactics. (p.41)

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These ideas are assumed emphasizing, furthermore, that intradisciplinarity should be seen as an attribute of the method that allows the acquisition of habits for analysis and synthesis towards the search of intradisciplinary relationships in the particular didactics that make up the study plan for Primary Education, where the contributions of each of them and the collaboration of their specialists are used to enhance the initial training to practice in the multigrade context.

Interdisciplinarity has manifested itself in the academic (epistemological) plane with the intention of assuming a conception that encompasses in all the magnitude the reunification of knowledge, and on the other hand it requires a multilateral investigative process characterized by the variety of knowledge, as well as the advances of the sciences, in search of obtaining rapidly applicable knowledge. The definition given by López (2013) is assumed when considering it as:

(...)the significant process of enrichment of the curriculum and the learning of its actors that is achieved, as a result of recognizing and developing the existing links among the different disciplines of a study plan, through all the components of the didactic system of each of them and that converge towards reciprocal exchanges that result in mutual enrichment. (p.33)

Interdisciplinary work in the disciplines of the teaching process plan favors the concretion of the professional model by contributions to educational work, the implementation of pedagogical and didactic actions to incorporate their culture, beliefs, attitudes, knowledge, and the development of skills such as an alternative to facilitate the relationships between the diversity of contents necessary for the integral training process.

However, in the governing documents of the race, specifically for the study plan E (MES, 2016), reference is made to the interdisciplinary relationships in one of the skills of the Marxism Leninism discipline (p.21) and in the General Methodological indications for the General Pedagogical Training discipline (p.73). In the methodological indications of the

Main Integrating Discipline (MES, 2016) it is proposed: "a trans and interdisciplinary conception that allows to take into account the contents of precedence and continuity (p .125), and further on:

"Due to the integrating nature of the discipline, it is pertinent to ensure in the treatment of contents, the achievement of intra- and interdisciplinary relationships" (p.129). As noted only mention is made of the trans and interdisciplinary conception in two disciplines, without offering indications on how to proceed to achieve it.

The excessive specialization that characterizes the Main Integrating Discipline requires that the formative teachers, in addition to their specialized pedagogical training, should have a general culture that facilitates communication in the different spheres of life, with emphasis on the fundamentals that characterize the dissimilar contexts of action of the Primary Education professional.

The Main Integrating Discipline in Plan E Study , in the Bachelor's Degree in Primary Education, responds to the logic of the primary teacher's profession, where the diversity of performance contexts predominates (unigraded, multigrade groups, teacher training centers, civil servants methodological and managerial at different levels); and the specific contents and methods of the particular didactics that are worked on in this education, which is why it is necessary to strengthen the intradisciplinary relationships in the curriculum and the management of new knowledge for the solution to professional problems.

Interdisciplinarity is a concept of greater generality that includes intradisciplinarity within itself. In the Main Integrating Discipline, as it is a complex discipline, whose base is made up of the rest of the disciplines of the teaching process plan, both categories are related and coexist and serve as a basis to integrate or relate contents.

The orientation for the study of the topics in the particular didactics must be inter and intradisciplinary and be in the zone of proximal development, that is to say, starting from the knowledge reached by the professionals in initial formation in the different disciplines received in the different academic years, so it is suggested to precede the execution of

teaching tasks after sufficient analysis of their manifestation in each one of them to extract regularities that allow to solve professional problems present in the multigrade context.

Below is an example of an integrating teaching task taken from the virtual classroom of Cuban Geography Didactics for 6th grade, with the intention of offering an example of how to proceed in intradisciplinarity and the necessary relationship with interdisciplinarity. In this integrative teaching task the distinctive characteristics mentioned by Martínez (2011) are assumed.

Thematic.- The formation of concepts and the development of intellectual skills in the teaching and learning of school geography.

Activity:

Make a study of the bibliography that is proposed for the subject and incorporate others that you find to be answered.

- a) What are the stages for the formation of a concept?
- b) What routes can be used?
- c) Select a concept to work in sixth grade and explain the steps of one of the ways you found. Do not forget to look for the background that the sixth grade student has, that is, what the subjects that make up the discipline of Nature Studies in elementary school.

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The study of the indicated and managed bibliography favors that the professionals in initial formation deepen in the subject in close relation with the knowledge acquired during the career. Examples: in the discipline Marxism Leninism on the theory of knowledge, and in Pedagogical Training on the moments of the development of primary school.

For the contextualization of each integrating teaching task, the professional in initial training is recommended to look in the programs of the Primary Education curriculum and the suggestions offered by the methodological guidelines for the treatment of the content. This indication allows to know the background that the primary school has to solve it. In this case, already in 6th grade of elementary school has received the subjects The world in which we live in the 1st cycle, and Natural Sciences of the 2nd cycle. From this knowledge, it applies, to the way used, the foundations of the theory of knowledge in correspondence with the characteristics of the moments of development of the primary school that make up the multigrade group. This favors intradisciplinary relationships in the multigrade context.

For the treatment of intradisciplinary in initial multigrade training in the LEP career to be possible, certain conditions are necessary, such as:

- Provision of managers and teachers to use intradisciplinary as a principle to improve the quality of the initial training process.
- Knowledge, by the faculty, of the intra- and interdisciplinary conception of the primary model, its more general methods and procedures used in primary school didactics, and the particularities of the multigrade context.
- That professionals in initial training are motivated to learn more by the usefulness of the integrative tasks proposed by the pedagogical group without teaching overload.
- Have a referential theoretical framework in which to integrate, organize and articulate the fragmentary aspects that have been considered from the objectives and contents provided for the discipline from a methodology that supports it.
- Design examples of integrating tasks for professionals in initial training in the different subjects and especially during the research work practice, to be used in the solution of

professional problems typical of the different contexts of professional performance with emphasis on the multigrade group.

- To develop, prior to the particular didactics, a program of its own curriculum on the general characteristics of the multigrade context.
- Have a methodological work that manages intra and interdisciplinary training in the particular didactics of Primary Education.

Having the conditions described for the treatment of intradisciplinarity in the initial multigrade formation requires the use of a method that in its essence reflects a process of knowledge exchange on the particular didactics of Primary Education within its object of knowledge, mainly on the categories of teaching: objectives, contents, methods and procedures, teaching methods, and forms of evaluation.

Therefore, the intradisciplinary conception for the Integrating Principal Discipline is considered as the internal relations that are established among the objectives, the content object of study and the own methods of the particular didactics to favor the initial formation to practice in the multigrade context.

The intradisciplinarity favors the development of an intradisciplinary didactic that does not replace the general didactics nor the specific didactics of each subject, but it makes it possible to understand the relationships between them for the initial multigrade formation from the establishment of methodologies, common procedures, and a more integrated theoretical construction of the multigrade context in order to achieve the comprehensive training of the future Bachelor of Primary Education.

The analysis carried out on intradisciplinarity in the Main Integrating Discipline demonstrates the existence of an intradisciplinary principle that manifests itself in the following premises:

- The relationship established between the possibility of reconciling the unity among the objectives, content and methods, with the diversity manifested in the particular didactics.

- The mainstreaming of objectives, content and methods that make up the particular didactics during the training process of the Bachelor in Primary Education from initial training.
- The potentialities of interdisciplinarity as a support for intradisciplinarity in the Main Integrating Discipline.

The adequate implementation of the Professional Model and the Main Integrating Discipline favor the mainstreaming in the different academic years of the objectives, content and methods that make up the particular didactics during the formative process of the Bachelor in Primary Education from the initial formation. The redesign of the objectives, contents and methods that make up the particular didactics that reflect the relationships between them allow the integral formation to exercise in all the contexts of action with emphasis on the multigrade.

Interdisciplinarity as a support for intradisciplinarity in the Integrating Principal Discipline is manifested in the possibility of starting from the previous knowledge acquired in the disciplines Marxism, Leninism, General Pedagogical Training, and Linguistic and Literary Studies, among others.

The way taken to fulfill the objective is carried out through a case of study of the theoretical-practical results obtained in the research; for this purpose, it was necessary to consult authors such as Yin (1994), who referred to the case study stated: "it is an empirical research that investigates a current phenomenon in its authentic context, (...)" (p.13), and Moral (2006) that states: "Truth and valid knowledge are built from the consensus among the members of the community, in a negotiation process that establishes what is considered and accepted as good" (p.156).

The validity and reliability of the proposal are checked through the application of the case of study, for which the criteria addressed by the aforementioned researchers are considered for their use as a method of qualitative research with the intention of transforming the way of conceiving in the didactic - methodological order in the initial formation process of the Bachelor in Primary Education.

The proposal is valued as a necessity, and of great theoretical and practical value in the initial training process, and it is used by its main users: the professors of the Integrating Principal Discipline of the University of Holguin of the Degree in Primary Education.

Conclusions

Consider in research the elements that differentiate in the methodological and guiding the use of this theory, and the need to express the qualitative essences towards the internal intradisciplinary relationships object of research, generates new qualities and properties that are part of the guarantee of the contribution that in the theoretical order is based.

The use of intradisciplinary relationships in the Main Integrative Discipline as a principle for the development of initial training, guarantees the construction of knowledge in a systemic and holistic expression for the preparation of professionals in initial training in the multigrade context in the Primary education career.

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