

**La estimulación de la comunicación educativa
en el proceso educativo de la escuela primaria**

**The stimulation of educational communication
in the educational process of primary school**

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RESUMEN

La investigación presentada tiene como objetivo esbozar un camino óptimo para realzar el valor de la comunicación académica en el proceso educativo de la escuela primaria. Son múltiples los antecedentes abordados entre la comunicación escolar y el proceso educativo en los estudiantes de primaria, que demuestran que dicha comunicación logra una mayor coherencia en cuanto a las influencias educativas entre la escuela y la familia. En este trabajo, los autores intentan ofrecer una vía de solución a los límites que la comunicación escolar dentro de la familia plantea sobre la dinámica del proceso formativo del estudiante de escuela primaria. Se propone una concepción teórico-metodológica como principal aporte de la investigación, que centra la atención en un conjunto de elementos estructurales y formales propios de la comunicación académica y los procesos formativos del niño de primaria que posibilitan la comprensión de la dinámica de la comunicación académica en la educación primaria. Los investigadores destacan los aportes en áreas constitutivas de la comunicación académica, que están concentradas metodológicamente y que ofrecen resultados diversificados en función del rol de la familia y de los propios estudiantes.

Palabras clave: educación, educación primaria, comunicación, familia, comunicación escolar

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Descargar para Mendeley y Zotero

ABSTRACT

The research presented is intended to outline an optimal path to enhance the value of scholarly communication in the educational process of primary school. There are multiple antecedents addressed between scholarly communication and the educational process in primary school students, which demonstrate that such communication achieves greater coherence in terms of educational influences between the school and the family. In this paper, the author tries to offer a way of a solution to the limits that scholarly communication within the family pose on the dynamics of the formative process of the primary schoolchild. A theoretical-methodological conception is proposed as the main contribution of the research, which focuses attention on a set of structural and formal elements typical of scholarly communication and the formative processes of the primary schoolchild that enable understanding of the dynamics of scholarly communication in primary education. The researcher emphasizes the contributions in constitutive areas for scholarly communication, which are methodologically concentrated, and which offer diversified results depending on the role of the family and the students themselves.

Key words: education, primary education, communication, family, scholarly communication

Introduction and Background

The dynamics of social processes demand transformations that direct their efforts towards education for all; they must guarantee equal opportunities and a level of access that allows the integral formation of the personality as an active subject that is capable of transforming the environment and transforming itself in favor of humanity. Education, as a social phenomenon, involves the optimal use of all personal agents and possible scenarios to provide the necessary tools for the development of the personality of the learners. The substantial differences between the political, social, and economic systems of countries demonstrate the non-specification of guidelines in a similar way for this purpose.

The declaration of the General Polytechnic and Labor System of the Ministry of Education in Cuba guides the way forward in this bold purpose. The guidelines for primary education listed under this declaration express ways of acting, feeling, and thinking, and are grounded in the philosophical, historical, sociological, and political support of the Cuban Revolution. Three critical moments mark part of the history of this system and its significant transformations that enrich the primary school model:

The transition from a school focused on knowledge instruction to personality education.

Hygienic modifications to the pedagogical process: teacher-student distribution, incorporation of technologies, etc.

The educational conception of all the educational settings and processes of the school.

The direction of the pedagogical process from a project of the school in life and for life.

The efforts of leaders, teachers, and researchers are not limited to the above achievements; however, challenges persist to which special attention must be devoted, such as:

The optimization of the educational processes in school, family, and community.

The improvement of the nature of the different scenarios and processes that are directed from the school.

The school as a micro university, a center for professional training, and a center for postgraduate improvement.

The involvement of the family in the education of their children's personalities.

The main research antecedents on primary education in general and educational communication, in particular, have been told by many different authors, including Stokoe (1972), Figueroa (1983), Gutiérrez (1986), Ojalvo (1989), Galindo (1991), Mansalva (1994), Frías (1995), Ortiz (1996), Carral (2002), Daldas (2002), Berges (2003), Roig-Vila (2003), Soto (2005), Vásquez (2005), Calderón (2005), Díaz (2006), and Fernández (2004, 2006). The previous authors refer to theoretical references on communication as a universal category and educational communication specifically. In light of the significant transformations of the primary school in Cuba and the optimization of the training processes, the author considers it appropriate to delve into the psycho-pedagogical foundations to determine how scholarly communication is conceived within family dynamics. The criterion issued by González-Rey (1995), when referring to adjusting the communication process to that of the objective activity, constitutes a simplification. Since involved in the communication are active subjects who are processing the information received based on their personality.

In the analysis of the state of the art of scholarly communication in the world, and Latin America and Cuba specifically, it was possible to determine that the existing conceptions of communication are diverse, as well as the works carried out. However, previous research is concentrated in higher education and other teachings, and there are deficiencies in the treatment of scholarly communication at the level of primary education and its role in strengthening the school's relations with the family. Since the family is conceived as an essential educational setting, addressing the dynamics of intra-family communication

constitutes a priority for primary schools.

The elements, as mentioned earlier, reveal the existence of an external contradiction, expressed between the stimulation of educational communication in the training process of primary schoolchildren and the non-use of the training spaces of said school. Following the Cuban model of contemporary primary school education, the school family should enable the primary school student to be prepared for independent adult life. In this study, empirical methods such as interviews with teachers, a survey of principals and teachers, and surveys of primary school families allowed the delimitation of a set of empirical regularities:

From the above, the existence of the scientific problem was revealed: there are insufficiencies in the process of educational communication in the family that limit the dynamics of the formative process of the primary schoolchild. The author of the investigation directs the subject towards the revelation of educational communication in the formative process of primary school. In the present study, the relation between the educational communication process and the constructive approach of the primary schoolchild is the object of investigation.

It is necessary to distinguish that the present work located is in the object of study of pedagogy as a science. It focuses attention on educational communication, a category that is addressed in multiple investigations and the systematization made to different sources such as the psycho-pedagogical foundations. The objective of the research is, therefore, the elaboration of a theoretical-methodological conception for the stimulation of the educational communication of the family in the formative process of the primary schoolchild. From the systematization of educational communication as an object of research, it was possible to confirm and discover new theoretical and methodological inconsistencies related to:

The diversity of criteria on the educational connotation of communication.

The spontaneous nature of the communication process in primary school.

The approach of a pedagogical phenomenon from a psychological foundation.

The failure to take advantage of the family in the formative process of the primary school for educational communication, based on relationships at school.

The treatment of educational communication as a fact not as a process, which favors its spontaneous, unplanned and non-oriented nature.

All of the above allowed the delimitation of a framework for the stimulation of educational communication as the field of the present investigation. The scientific tasks were as follows:

Determination of the research background of educational communication in primary school. Systematization of the main theoretical and methodological assumptions about educational communication in primary school.

Development of the design, theory, and method for educational communication in the school context of primary school children.

Preparation of methodological actions for the stimulation of educational communication in the training process of primary school children .

Assessment of the relevance of methodological actions in primary education in the school and family context.

Research Methods

From the theoretical level, a historical-logical approach was taken. Such a process entails a study of the historical evolution of educational communication to reveal its essential characteristics and trends in educational communication across time. A systemic and structural methodological approach for the construction of the theoretical conception hierarchical structures and the

determination of relationship functions was taken. The inductive and deductive analysis will be used to establish essential logical relationships between education communication and school practice.

At the practical level, surveys of teachers, students, and the population living in their communities will characterize their preparation as agents in the process of stimulating educational communication. Additionally, surveys will verify the effects of communication and the aspirations of the family, educators, and learners. Interviews will facilitate the verification of knowledge held by the teaching staff, methodologists, families, and school managers of the main trends used in educational communication, from the family context in schoolchildren of the first cycle of primary education. Pedagogical tests will be performed to complement the initial diagnosis and determine the stage of development reached under the influence of the psychopedagogical characterization prepared for primary school children in the first cycle. A pre-experiment will interpret from a qualitative and quantitative point of view the state of the behavior of a sample before and after applying the contributions of the research. Expert criteria will be employed in order to seek consensus in the requirements of a group of specialists (experts), regarding the validity of the methodology developed.

Results

To corroborate the relevance of the theoretical-methodological conception for the stimulation of educational communication directed at the family in the formative process of primary school, the method of expert judgment was applied. Procedures proposed by Dr. C Luis Campistrous (1998) were used to analyze the evaluations given by the experts, using the Delphosoft program tables prepared in Excel. In the application of the method, there are two crucial steps: the selection and the consultation of the experts. For this, the criteria were:

Work experience in communication and working with the family of primary school children in the first cycle of primary education

Specialization in these subject

Research experience

For the selection of the experts, a survey was carried out with 53 primary school teachers. Specifically, 19 teachers, 7 managers, 9 methodologists, and 18 researchers were interviewed. After analyzing the results of the survey, those with a coefficient of competence greater than 0.6 were selected and placed in the medium and high categories. In this case, 33 experts remained.

The experts selected in all cases showed comprehensive readiness for collaboration with the researcher. The study of the expert curriculum allowed the researcher to evaluate their mastery of the subject. In assessing the scientific output of the 33 experts, it was found that scientific result is broad, varied, and related to the stimulation of educational communication aimed at the family of primary schoolchildren in the curriculum of the primary education subjects. Its purpose is to enhance communicative skills in primary schools, as well as include families in different activities that are organized by the school. Among the most outstanding data of the selected experts are the following:

21.2% had a doctorate in Pedagogy

33.3% had a master's degree

45.5% had a bachelor of Education degree

The second step was then facilitated through consultation with the experts. The talk was carried out through two rounds, in which the experts issued their critical judgments around the methodological-theoretical concept and offered their proposed actions based on an applied survey. To this end, the experts were offered the evaluation categories and indicators to be considered, including:

Structuring the conception.

Communicative situations for the stimulation of educational communication directed to the family in the training process of the primary school.

Assumption of the constituent areas for the stimulation of educational communication addressed to the family in the training process of the primary school.

Communicative situations of each of the grades of the first cycle of primary education for the stimulation of educational communication addressed to the family in the formative process of the primary school.

Methodological actions for the stimulation of educational communication directed to the family in the training process of the primary school.

After the first round, the experts offered a group of ratings, which allowed refinement of both the conception and actions. Statistical analysis of these values determined the level of acceptance of the issues proposed for consideration. A frequency distribution was made from the aspect submitted to consultation, after which the previous results were grouped into a single double-entry table. Five of the six aspects proposed were evaluated as adequate, and only one evaluated as moderately satisfactory. This is significant because these ratings come from a group of people with experience and in-depth knowledge in the subject, thereby confirming the relevance of using these subjects to enhance the comprehensive nature of educational communication aimed at the family in the educational process of primary school. From here, the cumulative frequency distribution of each row was determined, and the column was removed from the total. The cumulative relative frequency distribution of each row was determined, eliminating from the analysis process the last column in which all frequencies take the value of one.

Besides, a group of expert evaluations was

obtained in the second part of the survey to provide experts with the opportunity to express their criteria about other aspects that they consider necessary for the improvement of the proposal. These were as follows:

A substantial modification is contemplated in what was a discrepancy in the previous consultation when expressing coincidence criteria regarding the consideration that the theoretical-methodological conception constitutes an excellent way to enhance the stimulation of educational communication aimed at the family in the formative process of the primary school student from the school context to train and prepare the family.

Criteria are unified by considering that for the stimulation of educational communication addressed to the family in the primary school training process in the learning-teaching process, from the subjects of this level, the importance of activities and preparation workshops is evident.

They appreciate teaching actions as a necessary element for educational communication at this level, and that they can achieve qualitative and quantitative analysis in understanding the facts and phenomena of nature and society. This achievement promotes meaningful learning in schoolchildren intending to prepare them for life.

They evaluate the methodological actions as correct, as they consider it flexible, contextualized, pertinent, and feasible in the application based on its existing mechanisms and the experience accumulated by teachers.

The experts' responses showed an increase in the coincidence of the opinions expressed. In general, the result of the application of the expert judgment method provides a satisfactory outcome that corroborates the relevance of applying the valued model and methodology.

Conclusions

Carrying out the research led to a change in theoretical and methodological conceptions of the process of stimulating educational communication directed at the family in the training

process of primary schoolchildren. Sometimes it was difficult not to hold onto existing postulates about teaching, which limited the possibilities of conceiving the process of stimulating educational communication.

The study of the different models of primary school in Cuba allowed us to delve into the main theoretical positions on the treatment of educational communication in this education, which is assumed by the author of this work to conceive the theoretical and methodological foundations necessary for stimulation. of educational communication aimed at the family in the formative process of primary school.

The theoretical systematization was carried out on communication theory and educational communication. This meant pedagogy was needed to define this category and reveal its main characteristics, which favored the development of the theoretical-methodological conception for the stimulation of educational communication aimed at the family in the training process of primary schoolchildren.

The historical periodization carried out focuses on the transit through the different primary school models and the level of concretion of the stimulation of educational communication, which revealed educational trends and empirical regularities for the stimulation of educational communication in each one of the stages determined by the author.

The revelation of the main characteristics of the process of stimulating educational communication explains its evolution in primary school children in the first cycle. Also, the application of reflection and critical opinion workshops, discussion forums, and documentary review favored the hierarchization of the problem situations that primary teachers face when working with the family from the school context, the determination of main characteristics of the proposed concept, as well as the areas that constitute it.

The theoretical-methodological conception for the stimulation of educational communication

is supported for its elaboration in the structural, systemic approach and the theoretical approaches of the historical-cultural school as epistemological presuppositions, which highlights the marked contextual, dynamic, flexible, and integrating character of it.

The fundamental contributions of the investigation are revealed from the establishment of dialectical relationships between each of the constituent parts of the proposed conception. It starts from the definition of educational communication for the educational context of the primary school, from which its close relationship with the end of this education is distinguished. Its integrative, contextual social-historical, and cultural character, also puts it at the center of the process the life history of schoolchildren, as well as at the center of the family and their ways of acting, thinking, and feeling. This is consistent with the main transformations proposed from the concretion of the current primary school model.

The systematization of the principles of general pedagogy and psychology threw the need to develop and propose the constituent areas, to promote the stimulation of communication education directed to the family in the process training of the school.

From the above, the premises for the stimulation of said process are declared, conceived as antecedents, and preconditions for the conduct of this investigation. The application in practice of methodological actions expresses the transit of schoolchildren and families to higher stages in the stimulation of educational communication aimed at the family in the training process of primary schoolchildren. This is made explicit in the analysis of the proposed results and thus achieves greater unity of educational influences between the school and the family in favor of the education of the personality of primary schoolchildren.

Recommendations

Deepen the prominent theoretical positions on the theory of communication and educational communication in the educational context,

so that new variables are revealed to take into account the characterization of stimulation of educational communication aimed at the family in the educational process of primary school children and to control their main manifestations in the different educational contexts of the Cuban school.

Carry out longitudinal studies that favor the characterization of the main characteristics of educational communication, taking into account the gender and social context of personality development.

Continue working from school on the process of stimulating educational communication aimed at the family in the training process of primary school children.

Introduce and generalize in the remaining grades of primary education the concretion of this research work based on the background of its application in the first grade.

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