
Tratamiento al aprendizaje de convivencia intergeneracional en la escuela primaria

Treatment to intergenerational coexistence in primary school

Fidel Jesús Cabrera-de la Rosa¹, Daniel Moreno-Benítez², Doralquis Fajardo-Almanza³

Universidad de Holguín sede José de la Luz y Caballero, Cuba

Correo electrónico:

¹fidelcr@feipa.uho.edu.cu

Recibido:

Aceptado:

Resumen: La escuela primaria tiene la misión de favorecer los aprendizajes básicos para la vida, donde el aprender a convivir las diferentes generaciones es importante ante los retos intergeneracionales que presenta una sociedad envejecida. El propósito del presente trabajo es realizar una aproximación al tratamiento que se brinda al aprendizaje de convivencia intergeneracional en la escuela primaria teniendo en cuenta los contenidos del currículo y los que se abordan en las escuelas de padres, las actividades extradocentes y extraescolares, y la preparación del maestro para el desempeño de la función orientadora.

Palabras clave: Aprendizaje de convivencia; Educación Primaria; Convivencia intergeneracional; Función orientadora

Abstract: The primary school has the mission of promoting basic learning for life, where learning to coexist the different generations is important in the face of the intergenerational challenges presented by an aging society. The purpose of the present work is to make an approximation to the treatment offered to the intergenerational coexistence in the primary school taking into account the contents of the curriculum and those that are addressed in the parents' schools, extracurricular and extracurricular activities, and the preparation of the teacher for the performance of the guiding function.

Keywords: Learning Coexistence; Primary education; Intergenerational coexistence; Guiding

Introduction

The learning of coexistence is a subject of worldwide concern due to the great problems that affect humanity, and much is discussed about it in important organizations such as the United Nations. In reports presented in 1996 and 1999 mention is made of learning how to live together as one of the basic pillars of education, and teaching understanding as the means and end of human communication.

In Cuba, special attention is given to learning to live together in educational institutions. Its connotation is greater in the face of the challenges imposed by the demographic transition in which the country is, where aging is manifested as a growing social phenomenon.

The results of the 2012 poll, as well as the yearbooks of 2013, 2014 and 2015 issued by the national statistical office show that the province of Holguín presents a progressive increase in the absolute number of older adults and a decrease in the population from 0 to 14 years of age. This situation, coupled with declining fertility, increased life expectancy at birth, and migration, result in an aging population with levels close to 20 percent.

The social policy implemented in Cuba at the verge of population aging includes the role that educational institutions should play in learning intergenerational coexistence, which is a prioritized educational content.

The Ministry of Education for the period 2012-2016 identified preventive and community work in all educational systems as one of the key areas for assessing results. Therefore, it is necessary to deepen in the learning of intergenerational coexistence and in the ways that allow including the participation of the members of the family of the schoolchildren as a procedure that favors this type of learning.

In the pedagogical sciences the scope of the learning of coexistence is studied. Research on the subject addresses that learning to live together, according to Pérez (1997), requires cultivating respect for diversity to the extent that is taught to discover and eliminate injustices, and to resolve differences in a constructive way.

Díez (2003) insists that what is fundamental is to understand others and their history in the differences that characterize them. You can notice the value of positive interaction with others in a coexistence that leads to grow with others, each with its particularities.

Tolerance and self-knowledge are contents of learning to live together according to Torroella (2001). Along with this, active participation in the community context develops social skills, attitudes, and feelings of harmony, peace, justice and equity recognized by Pérez (2007).

The love for elderly people that leads to empathy and assertiveness contribute to a communication with respect and solidarity that should characterize intergenerational coexistence. This is why Feria (2012) argues that the learning of intergenerational coexistence includes the knowledge of the duties and rights of different generations, the development of social skills and the value of the family. It should be added that in order of intergenerational communication, as

content of intergenerational coexistence learning, we must include the application of strategies of approximation, adaptation and control that must be stimulated from the earliest ages.

Intergenerational communication encourages the education of feelings of love and respect for those who have lived the most. In the school age the stimulation in this sense contributes to the formation of the elementary moral concepts that are the basis for the formation of the moral feelings.

In view of the above, the purpose of the present study is to provide an approximation to the treatment offered to the intergenerational coexistence in the primary school, taking into account the contents of the curriculum and those that are addressed in the parents' schools, the extracurricular activities, and the teacher's preparation to carry out the guiding function.

Development

The objectives and contents of the primary school model allude to the feelings and qualities that should be stimulated in the students. Feelings of respect for yourself, your family, teachers, peers and others around children, are some of the contents that integrate these goals. Qualities are related to values such as honesty, modesty, courtesy and solidarity.

In the order of communication, emphasis is placed on the practical mastery of the mother language, thus favoring oral and written communication, showing consistency and fluency.

In the curriculum for the primary school there are subjects which pose potentialities to stimulate the learning of intergenerational coexistence. In the first cycle, the subjects *The World in which We Live* and *Spanish Language*; In the second cycle *Civic Education*, *Spanish Language*, *Natural Sciences*, and *Geography of Cuba*.

In the case of *The World in Which We Live* the interpersonal relationships in the family and the community are treated. *Geography of Cuba* addresses aspects about the Cuban population, lacking particularization in age groups in a way that can be illustrative of the current Cuban situation and the variety of members that can characterize a family taking into account the age.

The *Civic Education* course deals with the subject of civic education, which is valuable for understanding the norms and habits of behavior at home, school, or in society. The themes of values and interpersonal relationships contribute to the learning of coexistence; however, it is necessary to deepen in aspects of intergenerational relationships.

The revision of the reading book for each grade showed that there are insufficient readings that address the issue of coexistence and very few that connote the intergenerational link. The book EduSol

developed for the subject, although valuable for many subjects, deals very little with intergenerational relations.

In Chart 1 it is showed the treatment of the contents of intergenerational coexistence from the subjects that have the potential to do it. Some contents were marked because, although the intergenerational aspect is not very appreciable, there is a relationship that denotes the preparation that is done in the school in this aspect.

Chart 1. Contents of intergenerational cohabitation learning treated in the primary curriculum

Contents for learning intergenerational coexistence	Spanish Language						The World in which We Live				Civic Education		Natural Sciences	
	1 st	2 nd	3 nd	4 th	5 th	6 th	1 st	2 nd	3 rd	4 th	5 th	6 th	5 th	6 th
Demographic situation.										x				
Causes for the population aging. Multigenerational families														
Population aging and its influence on multigenerational families														
Characteristics of elders.														
Characteristics, demands and relationships among generational roles										x				

in intergenerational coexistence														
Knowledge and respect for the rights of the different generations. Moral and legal attention to them in Cuba.								X	X					
Communication and psycho-social skills for addressing intergenerational conflicts with older people.														
Strategies for intergenerational communication														
Sense and meaning of the symbolic patrimony in the multigenerational family.														
Healthy lifestyles and aging culture.														
Learning the value of family and its										X	X			

legal implications.														
---------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

In order to learn intergenerational coexistence, student groups called circles of interest, in Cuba, are also used for the possibilities it offers for the articulation of different actors and generations. There are family members who perfectly master the techniques for the various manifestations of handicrafts as well as other activities and also have motivations to teach children, however, the use of those skills and abilities by family members in the school is limited.

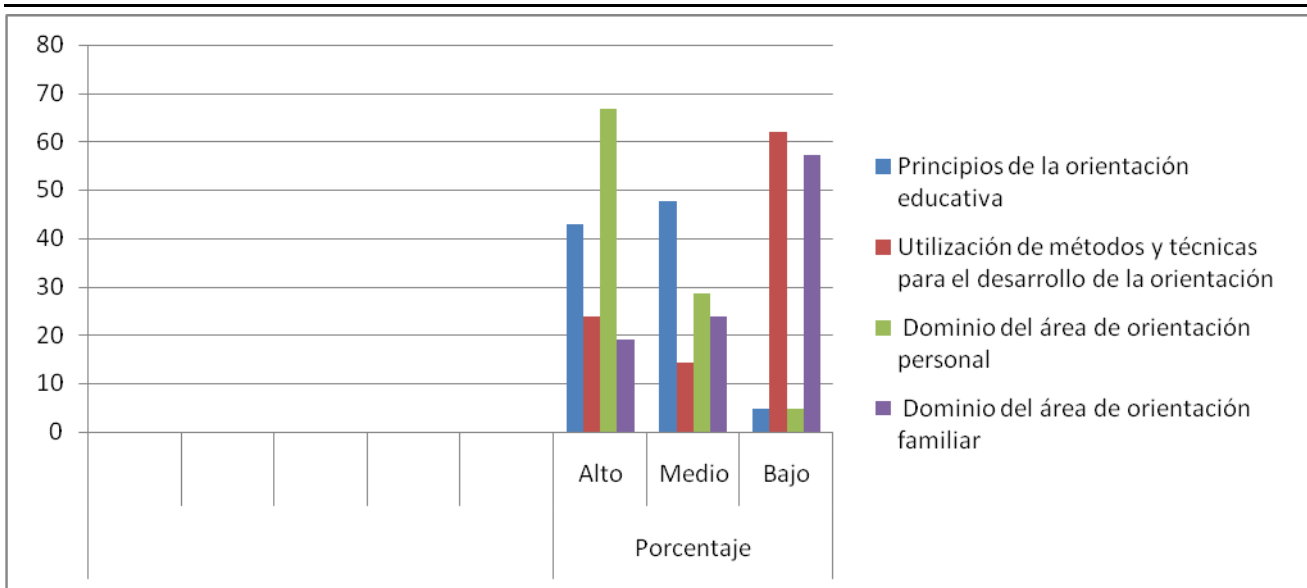
The analysis of the characteristics of the activities carried out by the José Martí Pioneers Organization allows us to appreciate the potentialities for the participation of different generations. However, in observations made to the development of encampments we can appreciate the low participation of the family, being limited to observer actors in charge of controlling the behavior of schoolchildren.

The teacher is in charge of directing the influences that are exerted on the students in the school, and assesses the needs and potentialities of the family for the performance of the educational function; in the preparation of the family the teacher orients the objectives, content and ways to contribute to the learning intergenerational coexistence.

The work of the teacher in the learning of intergenerational coexistence transcends the framework of family orientation. In this sense, it reaches the educational process that leads school children in the teaching-learning process, which plays an important role in educating children for life.

At present the preparation of the teachers needs to be perfected for the performance of the guiding function in the learning of intergenerational coexistence. The application of a value scale to 21 teachers from two primary schools in the academic year 2015-2016 showed some limitations in the theoretical and methodological preparation, as shown in figure 1.

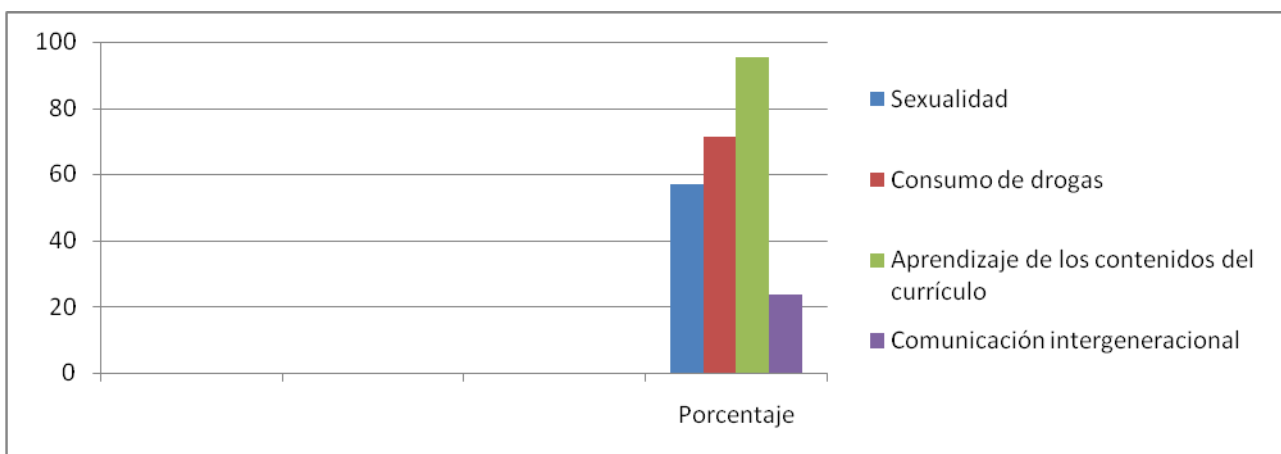
Graphic 1. Percentage of teachers according to categories of value



Source: The author

In order to determine the subjects that are most analyzed in the parents' schools, an interview was conducted with 21 teachers. The result of this study revealed that these are related to sexuality, the consumption of substances which might result harmful to health, and the ways that parents can use to contribute to the learning of the contents of the subjects (Graph 2). The evidences related to the preparation of the family to stimulate intergenerational coexistence learning were few.

Graphic 2. Percentage of teachers per topics



Source: The author

In issues related to communication and intergenerational linkage, it was observed that greater emphasis is placed on the relationships between parents and children, while the relationships

between grandparents and grandchildren, uncles and nephews, parents and grandparents are very little treated.

Conclusions

The learning of intergenerational coexistence is a current and pertinent subject taking into account the demographic situation and the forecasts for the next ten years in demographic numbers for Cuba.

The educational process that takes place in primary school in Cuba must continue to be perfected so as to enhance the learning of intergenerational coexistence, through not only the educational agents of the school, but also family.

Bibliographic references

- Brenes Monge, M. (2009). *La comunicación intergeneracional en Costa Rica: un estudio desde la Psicología Social*. Informes finales de investigación. Instituto de investigaciones psicológicas, Universidad de Costa Rica.
- Delors, J. (coord.) (1996). *La educación encierra un tesoro. Informe a la Unesco de la Comisión Internacional sobre la educación para el siglo XXI*. Madrid: Unesco/ Santillana.
- Díez Hochleiltner, R. (2003). Documento básico de trabajo. En *Aprender para el futuro. Educación para la convivencia democrática* (pp. 9-26). Madrid: Fundación Santillana.
- Feria Dania, O. (2012). *Concepción de orientación a familia multigeneracionales para aprender a convivir con personas ancianas y favorecer el valor familia en los adolescentes de la secundaria básica*. (Tesis de doctorado). Universidad de Ciencias Pedagógicas, Holguín, Cuba.
- García Gutiérrez, A.; Cabrera de la Rosa, F.; Moreno Benítez, D. (2015). Informe de investigación para el proyecto Familia, Género y Orientación. Universidad de Holguín, Cuba.
- Morín, E. (1999). *Los siete saberes necesarios para la educación del futuro*. París: UNESCO.
- Pérez Almaguer, R. (2007). *Concepción de orientación educativa para el aprendizaje de la convivencia comunitaria en Secundaria Básica*. (Tesis de doctorado). Instituto Superior Pedagógico "José de la Luz y Caballero", Holguín, Cuba.

Pérez Bocourt, V. (2011) El Diálogo intergeneracional como generador de calidad de vida en los adultos mayores, *Revista Novedades en población*.7(2):104-120.

Pérez Serrano, G. (1997). *Cómo educar para la democracia. Estrategias educativas*. Madrid: Editorial Popular.

Resultados del Censo (2012). Consejos populares del municipio Holguín, Cuba.

Torroella, G. (2001). *Aprender a convivir*. La Habana: Pueblo y Educación.