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Pedagogical accompaniment in the cognitive development of students

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Abstract--The research was based on a study of the pedagogical accompaniment in the cognitive development of the students of the “Pablo Enrique Albornoz” Educational Unit in the city of Santo Domingo. The results of the research, applied to students through a survey, are shown as a way to make known that teachers are the essential factor in the quality of education and to achieve significant learning in their students. The teacher-student interactions constitute an ideal space for education with daily activities such as telling how similar problems were solved in other circumstances, which will allow evaluating the factors that affect the student in his development of cognitive abilities. The objective of this research is to verify the incidence of pedagogical accompaniment in the cognitive development of students, to achieve this purpose a bibliographical analysis was carried out taking as reference observations made in the Educational Unit. The research has a qualitative approach, in addition to the inductive, deductive, analytical, synthetic, bibliographic and statistical method. It is concluded that the pedagogical accompaniment has a positive impact on the cognitive development of the students, making learning more efficient and of quality.

Keywords--pedagogical accompaniment, cognitive development, teachers, learning.

Introduction

The pedagogical accompaniment (AP), is an action that lies in the monitoring and follow-up, which must be provided to the students, in order to raise the educational quality and motivate them, through the recommendations, since they are the entity essential to the educational process. It is for this reason that the AP is constituted as a very important task in the teaching process, since it leads to the improvement of the level of performance of each of the students with the help of the teacher. Teachers in recent years have been playing a fundamental role in the AP of each of their students, the educational work that they put into practice in the classroom is essential for the advancement in the process of training students with efficiency and quality. The research was based on helping teachers to know the importance of AP and how this affects student cognitive development, so that there is a change in education and teaching.

One of the most critical characteristics of the school education system is the lack of accompaniment by parents towards students, according to (Toro, 2011), cited by Guzmán, & Fierro, (2018) accompaniment is the "set of procedures that They are carried out through activities specifically aimed at obtaining relevant data and information to improve the pedagogical practices of the teacher and student, seeking to achieve a change in the patterns of behavior and action of the people involved in the teaching-learning process" (P. 19). To know this topic, it is necessary to point out that the work between family and school is basic to achieve the academic and personal well-being of students (Olaya, & Mateus, 2015), they parents devoted to reading, study or personal preparation tasks it will cause the children to do the same because they follow their example, if the family takes ownership of their responsibility and educates with their example, better academic results will be seen at school and a constant dedication and willingness to learn on the part of the student.

With the intention of responding to these research problems, the objective was to diagnose, through different data collection instruments, the problems that students carry due to the lack of pedagogical support. The knowledge that allows us to examine the relationships of the pedagogical experience with education, the daily life of the school and the sociocultural environment that surrounds it, passing through the relationships with the political experience, until reaching the relationships of pedagogy with didactics (Henaó & Castro, 2001), cited by Duarte (Duarte, & Jurado, 2008) P. 69). Feldman (2005) cited by (García, 2018) defines learning "as a process of relatively permanent change in a person's behavior generated by experience" (p. 221). According to (Vargas, & Vielma, 2016), the pedagogical companion must have good physical and mental health, appropriate conduct of interpersonal relationships, commitment to fulfill their duty, ethical values, punctuality, discipline, fairness, honest, spontaneous, intrepid, thoughtful, enterprising, teacher before all his context.

The teacher must have a higher level degree in education, be from the subsystem with pedagogical experience, ability to direct and organize groups, committed to educational policies and the objectives of the institution; also have a disposition for effective communication, respect for the work of their colleagues, they must know the customs and traditions that prevail in the community, have the ability

to manage groups and human relationships, solidarity with the institution's staff, be open and disposition to comply with the constitutional precepts and current regulations that may be applicable.

Materials and Methods

The applied methodology has a qualitative approach, because it responds to the criteria of the variables, they are subject to a statistical process to accept or reject the hypothesis, it allows to investigate, analyze and understand, from the disciplinary and didactic perspective, the reality of a group of children through their actions, thoughts and experiences in their context school, family, friends; know the pedagogical accompaniment that the family carries out. Researchers who use the qualitative method seek to understand a social situation as a whole (Bernal, 2010) cited by (Guerrero, 2016), defines that ", taking into account its properties and its dynamics" (P. 2.). In its general form, quantitative research is based on theoretical bodies accepted by the scientific community, while qualitative research aims to conceptualize reality, based on the information obtained from the population or people studied.

Some quantitative contributions were valued as indicated, (Hueso & Cascant, 2012), P.1, based on the use of statistical techniques to know certain aspects of interest about the population that is being studied, such as the collection of information through surveys and analysis. of the data through descriptive statistics, the study phenomenon was characterized, applying the heuristic method, in order to find and solve a problem; the inductive method, because in the course of information processing new concepts were introduced to perceive the results with a certain level of generality. As indicated (Tamayo, 2001), the researcher sees the setting and the people from a holistic perspective, trying to understand them within their own frame of reference. The inductive, deductive, analytical, synthetic and statistical method was used since the method refers to the "path to follow through a series of operations, rules and procedures set in advance in a voluntary and reflexive manner, to achieve a certain goal that may be material. or conceptual" (Ander-Egg, 1995: 41) cited by (Pulido, 2015), P. 1141. The population under study was 700 people; among directors, teachers, parents and students of the "Pablo Enrique Albornoz" Educational Unit in the city of Santo Domingo, 60 children from the Middle School of the "Pablo Enrique Albornoz" Educational Unit were selected as a sample.

Analysis and discussion of the results

The results that are shown are the data obtained from the surveys designed to know the difficulties that the students have due to the lack of pedagogical accompaniment in the cognitive development of the Educational Unit "Pablo Enrique Albornoz", being able to know the causes of problems. In this regard León (2018) cited by (Osos, Osos, I., Osos, V., & Ramírez, 2022) argued that the difficulties lie with those who have managed the pedagogical accompaniment, it is not about making this educational policy strategy disappear. , nor is it about ascribing virtues to it (p.33), in this sense it is about solving the problems faced in AP.

Importance of pedagogical accompaniment

Some authors state that "Without intelligent supervision, there can be no school organizations that learn." (García, Porrás & Campos 2010) cited by (Urbina, Ticay, & Matamoros, 2017), p.21). According to (Lobos, 2012), he considers AP to be important in the classroom, since through it the teacher improves his pedagogical practices in the development of the student's mother tongue, he points out that it can happen in some cases where the teacher does not perform an accompaniment there is a great void in the classroom for the development of their activities, due to the lack of experience and knowledge to carry out the activities. The AP can be considered as a relationship between two or more people in knowledge of mutual teaching and reciprocal help, who solve and generate information or who acquire and improve other types of skills both individually and collectively (Galán, 2017).

Due to the current modality that is being experienced, AP has many benefits for each of the students, such as: being motivated to learn more every day, training with values, developing study habits and reducing dropout levels. "Teacher accompaniment as an organizational form allows teachers to provide the necessary help to efficiently carry out their pedagogical activity. Its systematic nature makes it possible to carry out a follow-up to jointly assess the transformations or improvements in professional performance, in the face of any difficulty presented by the teacher, curricular changes, the introduction of new content or the performance of some didactic innovation" (Oliva, 2013). The AP is assumed by (Montero, 2011) cited by (Vega, & Vásquez, 2021), as the skill that teachers must develop to provide personalized advice and where it should be with respect to pedagogical practice, starting from their training needs of the student, through reflective dialogue and teacher commitment.

In Ecuador, in recent years the AP has been relevant, where it has been noted that students have had deficiencies in many of their subjects. For Gálvez & Ricargo (2018) cited by (Macías, 2021), reflection on teaching performance is basic, allowing them to examine their work that they have done and take actions to improve their teaching work, achieving the professionalization that is ideal for acquiring knowledge about diversity. of methodologies that exist to carry out a successful learning process, and in this way improve their academic performance. It is recommended by (Salazar, 2021) that the AP should be a process of daily evaluation of their own experiences to improve the quality of their teaching and management practices in order to achieve a higher level of performance among students.

Cognitive development in learning

The teaching of the cognitive level is defined by the contents and the level of learning that is intended to be achieved, various authors have investigated the teaching-learning process. Cognitive development has also been investigated, this deepens a set of transformations that occur in the characteristics and capacities of thought in the course of life, especially during the period of development, by which knowledge and abilities to perceive, think, understand and deal with reality (Rafael, 2007, p.1). Cognitive strategies as a set of physical (behaviors, operations) and/or mental (thoughts, cognitive processes) activities that are carried out with

a specific purpose, such as improving learning, solving a problem, or facilitating the use of information. information (Klimenko, 2009). Cognitivism is significant because it helps to obtain new skills such as properly interpreting an idea, a summary concept, it also helps to clearly understand, comprehend, relate and apply theories, resulting in building knowledge based on experience and knowledge. generation of new knowledge. Teaching occurs by modifying the mental structure of the individual or the person who learns, according to (Briones & Esquivel, 2017) cited by (Zambrano, Mendoza, & Camacho, 2018), (p.8). In order to demonstrate the objective of the research and verify that AP is essential in the cognitive development of high school students and in the development of their activities, a survey was applied to have clear elements of what students think about different aspects. . Table 1 shows the consideration of AP for learning. The first graph was related to the pedagogical accompaniment for learning, showing the results in table 1.

Table 1
Pedagogical accompaniment for learning

	Alternatives	Frequency	Percentage (%)
A.	Excellent	22	36.6
B.	Good	21	35.1
C.	Regular	17	28.3

As can be seen, the students surveyed have answered three aspects related to pedagogical support for better learning. It can be noted that the highest percentages were for literals A and B. As can be seen, the response given indicates that 36.6% answered literal A, indicating in this case that the pedagogical accompaniment is excellent for better learning, 35.1 % answered literal B and consider that learning through pedagogical accompaniment is good, and only 28.3% answered that it is regular, thus demonstrating the relevance of this strategy to achieve adequate learning. It was valued to incorporate in the study the time that the teachers dedicate to be with the students, in table 2 these results are shown.

Table 2
Teacher time dedicated to their students in the AP

	Alternatives	Frequency	Percentage (%)
A.	3 hours	12	20
B.	2 hours	34	57
C.	1 hour	14	23

In the survey carried out on students, it can be seen that 57 % answered literal B, demonstrating in this case that most of the students indicate that the teachers carry out the pedagogical accompaniment more than two hours a week, 23% dedicate between one hour a day for the accompaniment and 20% dedicate three daily hours for the accompaniment, demonstrating that if the teachers apply the AP strategy. It was inquired about the types of strategies that teachers use for a better understanding in the AP with the students in the classes, the results can be seen in table 3.

Table 3
Types of pedagogical strategies that the teacher uses in the AP

	Alternatives	Frequency	Percentage (%)
A.	Cognitive Strategies	51	85
B.	Technological Strategies	9	15

As can be seen, the students surveyed have answered literal A almost in its entirety 85%, where it is shown that teachers use cognitive strategies for a better comprehension, only 15% answered option B, which was related to pedagogical strategies. The teachers apply the pedagogical accompaniment in different subjects, to know in which of them the greatest action of the teacher was evidenced, the students were asked which of the subjects needed more AP time, the results are shown in figure 1.

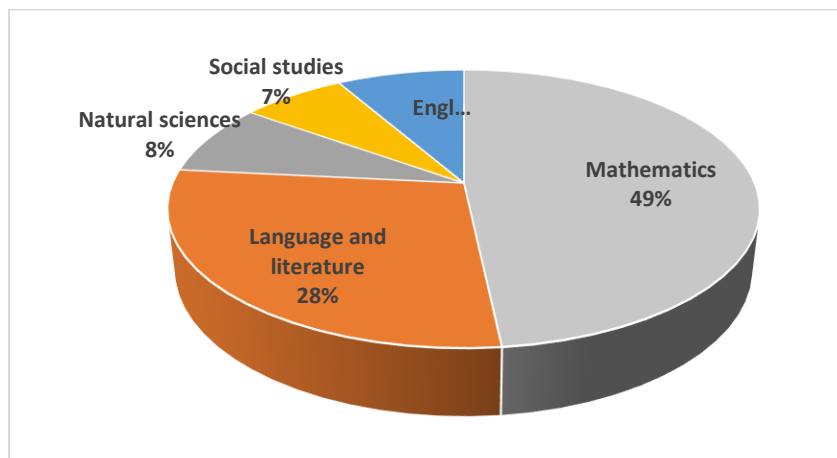


Figure 1. Subjects that the teacher uses more AP time

As can be seen from the results obtained, a group of students answered Mathematics with 48.3%, another large part answered that it is Language and Literature with 28.3%, another group says that it is Natural Sciences and English with 8.3% and not very far away with 6.8% say it is Social Studies. As can be seen, the students say that they need more support in the areas of Mathematics and Language and Literature, this is based on the fact that they are basic subjects in the study program. It was interesting to check the logical reasoning of the students, where they were able to demonstrate their knowledge, for them they were asked a question about a student named Gabriela who has 247 owl cards, 125 eagle cards and 27 dolphin cards, in this sense I ask her how many bird cards does Gabriela have? The results are shown in table 4.

Table 5
Types of bird

	Alternatives	Frequency	Percentage (%)
A.	247	5	8.3
B.	27	2	3.3

C. 372	48	80.1
D 399	5	8.3

As seen in the results obtained in the question related to the largest number of students, 80.1% answered literal C, which is the correct answer, being clear about the reasoning of the topic discussed, 8.3% answered literal A and D and only 3.3% answered literal B, it can be seen that the majority is capable of adequate reasoning. There was also a question related to the mental development of the students. Table 5 shows the results obtained from the following problem: A child decided to shower only three days a week to save water. Today, his mother told him to do the favor of taking a shower and he replied: I already had a shower yesterday, I've also had a shower six days in a row, this boy never lies, what day of the week is it today?

Alternatives	Frequency	Percentage (%)
A. Thursday	32	53.3
B. Monday	6	10
C. Sunday	9	15
D. Friday	13	21.7

The result is that 53.3% of the students surveyed correctly answered answer A (Thursday), since the The only way that he has bathed six days in a row is that he has started bathing from Friday of the previous week, in such a way that the six days would be: Friday, Saturday, Sunday, Monday, Tuesday and Wednesday. Therefore, the vast majority answered the question correctly, another 21.7% said it was Friday, followed by 10% who said Monday and finally 15% answered Sunday. The problem of pedagogical accompaniment continues to be latent in the daily life of students, becoming a permanent concern on the part of the educational community throughout the country. In the diagnosis made, it can also be seen in table 5. that the pedagogical accompaniment affects the learning of the students.

Conclusions

Pedagogical accompaniment directly affects the cognitive development of students when the teacher is willing to enhance learning. When analyzing the results of the students surveyed, a significant percentage shows that teachers play a decisive role in student learning, this is essential for students to acquire study habits, thus allowing their educational continuity in times to come, reducing the educational gap. The accompaniment of the teacher must be a continuous and planned process, it is an act of mutual relations, marked, among other factors, by the way in which the conditioned links are established for the way in which the teacher decides to accompany and be by the student's side. near or far, thereby achieving efficient and quality learning, to obtain a better cognitive development that positively impacts the student's attitude.

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