

# TEACHING AND LEARNING FROM THE TEACHER'S PERSPECTIVE

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## ABSTRACT

Education as an essential foundation of society must be perceived from an individual conception that adjusts to the realities and individualities of each subject, according to their specific needs and abilities, thus, when the teaching and learning processes start from and towards the construction of the individual, not only conscious and adjustable strategies, tools and teaching methods are developed, but also learning that goes beyond the simple assimilation and association of things, moving to an integral plane that enables accommodation and with it the meaningful understanding of objects, I propose this from my conception and perception as a classroom teacher, of what education should be and in it, the teaching and learning processes, for this, in this essay, I analyze, quote and reflect on the approaches that in this regard Authors such as Durkheim, Morin and Granata, among others, have written about the teaching process; likewise, the psychological and pedagogical conception of the teaching process written by authors such as: Monereo, Garces and classics such as: Kant, Piaget, Vygotsky, Ausubel and Bruner; As you can see, it is an argumentative essay where I establish my position on teaching and current education.

**Keywords:** Teaching, Learning, Education, Teaching Strategies, Pedagogical Models.

## BY WAY OF INTRODUCTION

Education as a complex and fundamental process of society has been transformed over the years according to the needs, resources, ideologies, policies, tools and thoughts of each era, although in all of them elements were developed that provided light for the development of new strategies, methods or tools for teaching and learning processes, each scenario or educational context becomes unique to the previously established, which requires from the educator, the sagacity and ability enough to unlearn and relearn in front of the reality of the moment; In this sense, the concept of education could be considered as a changing and dynamic process, not a static one, which requires

strategies, methods, contents, tools and subjects, among others, that are also changing, dynamic and of course reflective, according to Viniegra (1990):

Education must be based on the consolidation of a posture that is associated with movement, with change, especially in terms of looking, reflecting, devising alternatives for action, acting, reflecting, looking again at a given reality, which in our case is education. In turn, this change is operable if the conditions are propitious and favor debate, confrontation and critique of the different ways of looking at educational events. (p. 49).

So, in order to talk about education, it is necessary to specify: *“Education in what era”*, since, as can be seen, being a changing process, it must be approached according to specific conditions, for example, when we talk about education nowadays, a series of aspects must be defined that lead us to the consideration of what it is to educate, aspects such as: *“What is taught?, How is it taught?, Where is it taught?, What tools are used in the teaching process?, How are the thematic contents organized?, Is the student’s context taken into account?, Is learning meaningful for students?, Does the teacher include technological tools?, Does he/she encourage autonomous or collaborative learning, among others? In short, there are many aspects and specifically the questions that we must ask ourselves to be able to talk about education today; However, and despite the fact that many speak and have spoken of education from the aforementioned unknowns, it is necessary to understand education from two fundamental aspects, teaching and learning, teaching is understood as the way of proceeding or acting of the teacher, for Morin (2002) teaching is “an art or action of transmitting knowledge to a student so that he/she understands and assimilates it, it has a more restrictive sense, because it is only cognitive”* (p. 10), an affirmation that I share in certain aspects, since teaching is an art, but it depends on the teacher if this is a merely cognitive procedure. I consider that it is the teacher, according to his organization, planning, strategies and dynamization of the development of the teaching process, who manages to make learning go from the cognitive to the emotional, meaningful and experiential in the student, as stated by Durkheim (1938):

The aim of education is not to give the pupil more and more knowledge but to constitute in him an inner and profound state, a kind of polarity of the soul that orients him in a definite sense not only during childhood but for life. (p.38).

In this regard, Crispin et al. (2011) state that:

Teaching should be focused on students’ learning and on their integral formation, therefore, teachers need new strategies that help students to be actively involved in

it, so that they organize and elaborate new knowledge and integrate it to previous experiences; so that they learn by thinking, regulate their motivations, find meaning in what they do and use it in new situations. (p.11).

Therefore, when it comes to educate and this seen from a utopian point of view, it should be developed as an art, from the strict sense of the expression of the feeling that the artist professes, where the student as a canvas receives the best brushstrokes and the teacher as an artist draws in them those lines that denote his inspiration to build them as masterpieces; Moreover, because teaching is a human activity of influence in which some people influence the conceptual and emotional perception of others (Lobrot, 1974), which implies an inequality between the one who teaches and the one who learns, a relationship of power and authority where there is a defined intentionality in which the subject who teaches has a moral, social and ethical duty over the education of the apprentice (Granata et al. , 2000), so it is necessary that this educator organizes what he/she intends to teach and plans how to teach it from a formative worldview, not only of a cognitive individual, but a social and emotional individual.

Another important aspect when talking about teaching is its relevance as a social element, since it is the main form of knowledge acquisition, whether empirical or professional, teaching is the pillar of any society based on traditional, ethnic, cultural, artistic, scientific or experimental knowledge, according to Granata et al. (2000):

Teaching thus becomes a social practice, an intentional activity that responds to needs and determinations that are beyond the individual desires of its protagonists. Rather, it participates in the flow of political, administrative, economic and cultural actions that are part of the social structure. (p.43).

According to the above, teaching is the primary form of transmission of knowledge between individuals in a society, whether consciously or unconsciously, teaching is an act inherent to the acquisition of knowledge, so that seen from a broader conception, teaching intervenes as an ontological element in the formation of the individual as a social being, as a subject aware of his reality and knowledgeable of his environment, as a thinking subject knowledgeable of his own reality and existence, as a thinking being who based on the knowledge transmitted, acts and relates to others, in this regard, Blancas (2018), considers that:

Teaching as a process for the integral development of the human being, has a significant social impact on the transformation of peoples and this is reflected in the

quality of life, because it contributes in the process of transformation, evolution of human consciousness. Naturally, formal and non-formal education through educational institutions at all levels, as well as in the family and society, is strongly influenced by economic, political and cultural factors, which in some way generate differences in the quality of education received and therefore mark differences in the standards of living in each of the peoples of our society. (p.115).

Thus, when it comes to the teaching process, conscious and thoughtful structures must be organized towards the intended result or objective, in favor of a pedagogical model and philosophical principles that determine and recognize the type of student that is wanted, it is necessary a constant review and reflection by teachers and managers regarding the strategies, resources, types and rhythms of learning that are currently presented in students, because, as mentioned at the beginning, students currently have different ways of learning, which implies that a second aspect to be addressed here is the concept of learning, a concept widely researched, analyzed and rethought according to the different variables that occur in the classroom, from linguists like Chomsky to pedagogues like Ausubel have studied the different ways of learning that students present, which makes us understand that there is no single way and therefore, it is assumed as something that is also changing as well as teaching.

Learning is the way in which the student assimilates and interprets the knowledge transmitted through the teaching process, whether it is a conscious or unconscious teaching, structured or unstructured, formal or informal, people learn in different ways, and they assimilate different information in different ways, Monereo (2000) states that learning comprises “*a set of actions that are performed to obtain a learning objective*” (p.24), according to the author the actions involve a series of cognitive processes that start from the students’ cognitive abilities and skills, which are not acquired, but genetic, that allow individuals to develop various behaviors that start from the students’ cognitive abilities and skills, which are not acquired, but genetic. ), according to the author the actions imply a series of cognitive processes that start from the students’ cognitive abilities and skills, which are not acquired, but genetic, that allow individuals to develop diverse behaviors or skills, that is to say, the ability to learn is an innate condition that facilitates students’ abilities to observe, order, analyze, retain, deduce and interpret, among other skills concerning learning, according to the research of (Chomsky, 1959) cited by Enesco and Delval (2006):

The expertise that any human reaches in the use of his language is equated with his ability to learn, which cannot be explained in terms of associations between stimuli and responses, nor through mechanisms of imitation, reinforcement and selection of

behaviors, since we come equipped with “*mental organs*” that allow the development of cognitive faculties such as language and learning. (p.251).

This gives rise to an interpretation of learning as an innate capacity or ability that cannot be developed by simple repetition or imitation, leading to the understanding that in a classroom there are on average 40 different ways of learning, and it is the teacher who, through a conscious and relevant diagnosis, a specific analysis and an orderly follow-up, identifies the skills and abilities of the students, For Moreira (2020) “*in teaching-learning situations, when there is no interaction between new and previous knowledge, mechanical learning occurs, that is, a literal, arbitrary, purely memoristic, meaningless storage, which does not require understanding and results in automatic application in known situations*” (p. 24).

The concept of learning has been much studied and questioned over the years, and in this regard different streams or types of learning have been designed that try to adjust more or less to the innate abilities and skills of different students, for example, according to Garces et al (2018):

For Kant, transcendence is the capacity of reason to access a superior knowledge of the objects of the world, that is to say, it proposes the overcoming of the frontiers of knowledge, surpassing the cognitive limits; therefore, the purpose of transcending is not that the subject approaches the object of study, but the way of knowing the scientific knowledge (a priori) to learn; hence, a learning transcends when it has the characteristic of being permanent and, consequently, imperishable. (p.234).

Based on the above, learning for Immanuel Kant must go from the simple understanding of concepts to the generation of a deep consciousness through such learning, which through a form of registration is stored in long-term memory, but not as a latent memory that remains forever, but as a trace in the conscious and subconscious of the person, which in biological terms is interpreted as the assimilation of knowledge in the hippocampus and the prefrontal cortex, which allows him from this learning to understand the functioning and origin of things; Nevertheless, and moving on to much more pedagogical and didactic concepts, we can mention among others Ausubel, who defines learning as a process that leads to the increase and preservation of academic and experiential knowledge that represents a meaning for the individual, this pedagogue states that.

Learning and retention of a significant nature, based on reception, are important in education because they are the human mechanisms “*par excellence*” for acquiring and storing the immense

quantity of ideas and information that constitutes any field of knowledge. Undoubtedly the acquisition and retention of large bodies of information is an impressive phenomenon if we keep in mind, first, that human beings, unlike computers, can only immediately grasp and recall a few discrete pieces of information that are presented only once and, second, that memory for rote-learned lists that are subject to multiple presentations is notoriously limited both in time and in relation to the length of the list, unless they are subjected to intense overlearning and frequent replay. The enormous effectiveness of meaningful learning is based on its two main characteristics: its non-arbitrary character and its substantiality (non-literalness). (Ausubel, 2002, p. 47)

According to David Ausubel, learning is determined by processes of significant assimilation of objects and concepts, that is, by establishing existential and real relationships between the subject, the meaning and the signifier, an affirmation that I share as a teacher, because it implies the use of the situations experienced by students in their learning, where the context plays a fundamental role and is endowed with meaning for the student, because it allows him not only to interact with the elements of learning, but also to understand the what? and why? of the things and concepts that are treated in the teaching process. of the things and concepts that are dealt with in the teaching process; however, for Ausubel, learning is achieved when it is meaningful, that is, when there is a real relationship between what is to be learned and what the student previously knows or knows, that is, a relationship between the cognitive or experiential experience of the student with the new knowledge; This thinking is closely related to the principles of the constructivist model and the theoretical approaches of Jean Piaget and Lev Vygotsky, according to whom the cognitive capacity of students is directly related to their mental capacities, their mental development, their previous knowledge and their relationship with the environment; Piaget, for his part, considers that learning is a gradual process that is closely linked to the evolutionary development of the learner, who as he matures develops skills, cognitive structures and experiences that facilitate further learning from the adaptation made between the objects he knows and the objects he is knowing, these processes he calls assimilation and accommodation, stating that assimilation is the mental comparison that the subject makes between the new and the previously known (Ortiz, 2015), while accommodation corresponds to the acquisition of the new learning, but Piaget as well as Ausubel, consider that this impacts directly on the student's relationship with his environment, with his perception of the world or the environment that surrounds him; In accordance with the above, Vygotsky, like Piaget and Ausubel, considers that learning is determined by the relationship between the individual and the knowledge of his environment, considers that the learning process is directly linked to the relationship between the teacher and the student, to whom he grants a fundamental role in the

organization of contexts, content, tools and strategies that allow the student to develop new skills that can be applied in different contexts, as stated in the constructivist model, where the assimilation and accommodation of the new concepts acquired, It considers essential the interaction between students and between them and the teacher, quite realistic thoughts according to the contexts of the current reality of education and that I share, because education and in it, the teaching-learning process, must be based on the construction of useful knowledge for the life of students and these must be organized from the previous ideas of the students so that they make logical sense.

However, and unlike the previous ones, Jerome Bruner, states that learning is achieved through a process of discovery, where the student is motivated by doubt or intrigue of new learning and as a result of these discoveries a real learning is achieved (Bruner, 1968), which is not memoristic, but meaningful for the student, since it was he who developed it through the use of inductive, deductive or transductive processing mechanisms, and through activities that involve constant interaction with other students, But in this scenario proposed by Bruner, the teacher intervenes very little, he is only a guide who orients the process, something that as a teacher I see as unrealistic in the conditions of public education in Colombia, since there are not enough resources or equipment for students to develop activities promoted from learning by discovery, for example, experiments to determine the properties of chemicals, production of chemical compounds, analysis of reactions, anatomical studies, among others, which are part of my opinion; among others, which are part of my area of pedagogical profession; therefore, and although the above theories were very accurate and for some scenarios still are, I identify professionally with the thoughts of John Amos Comenius, "*who proposes a practical method of learning, making knowledge infiltrate and infuse gently, leading to the understanding of the true essence of things*" (Gutierrez, 2004, p. 103 ), which implies the use of experience as the basis for the formation and acquisition of knowledge, according to the pedagogue, to achieve a correct learning, first an understanding of things must be originated, then the development of memory and finally the linguistic and practical interpretation of experience through new knowledge. In Comenio's pedagogical philosophy, the student plays a significant role on which the elaboration of all the resources of the teaching process revolves, he considers relevant the organization and hierarchization of the learning contents according to the biological cycles, and in inductive order, in such a way that these contents make sense to the students, in his method he establishes that teachers have a guiding role whose main purpose is to generate useful learning for the students' lives, since he considers them as "*the objects of the educational act that should be positively stimulated to love knowledge, given in a methodical, simple way and, above all, to learn by doing, that is, by activating all their senses*" (Gutierrez, 2004, p. 104).

Now, although the theoretical approaches of Ausubel, Vygotski, Piaget, Bruner and Comenio have contributed significantly to the development of different pedagogical models, strategies, tools and other educational theories, it must be recognized that paradigmatic changes, new educational scenarios and the inclusion of ICT (information and communication technologies) have forced us to rethink the basic idea that only one or another model should be implemented in an educational institution and we have moved to the integrational conception, where, according to the needs, the educational context, the available tools, the students' skills, the psychological and cognitive development, and the social needs, different teaching models, techniques and instruments are implemented, which regardless of their origin, lead to and contribute to the formation and learning of students, because, teaching and learning must be perceived as what they are, a purely social activity and therefore, it is to society that they must be adjusted and not to the trends of the time.



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