

Interactive groups and the fulfillment of tasks in students from rural areas

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Abstract---In the educational field, a problem that has plagued the normal development of institutions with a high incidence in rural areas, is the non-accompaniment of parents in curricular and extracurricular tasks of students, due to lack of time, disinterest, illiteracy, intra-family difficulties and little consolidation of knowledge by teachers. For this reason, the need arises to implement interactive groups within the classroom, to improve the fulfillment of tasks in rural students with the guidance of their representatives and teachers. In effect, the research was directed to qualitative methodology, the inductive-deductive method, bibliographic search and unstructured observation, who will give scientific rigor to the investigation, to demonstrate real situations based on the problems established in the academic process, at the In this regard, the results obtained reflect the non-compliance of the obligations of the students, analyzed from the cognitive, attitudinal, emotional and social factors, with the intention that teachers and education authorities know the difficult situation faced by a large number of children and their instead get parental involvement. The application of learning communities in schools is essential and thus improve the deficit of non-compliance, raising awareness among all the actors and thus contributing efforts as a team, having as a priority the ideal training of students; establishing what will be the best way to see this need overcome, where the support of all members of the educational community is evident.

Keywords---Interactive groups, learning communities, rural area, task fulfillment, teaching-learning.

I. Introduction

The research arises from the need of people who teach, experienced in the various manifestations that students present in the cognitive, attitudinal, emotional and social aspects, which are the reflection of daily coexistence within the scope of students and pigeonhole to some extent the potentialities or limitations inside and outside the classroom.

The objective of the investigation is to implement interactive groups within the classroom, to improve the fulfillment of tasks in rural students with the guidance of their representatives and teachers, a difficulty that has been plaguing much of the educational population, for this reason, the learning communities have been implemented with the intention of optimizing the pedagogical processes and the fulfillment of tasks, for this purpose, the participation of the community and the educational trilogy made up of: teachers, students and parents are required (Jiménez & Rodríguez, 2016).

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From an international perspective, it is necessary to consider the moments of didactic intervention such as the before, during and after the teaching-learning process, establishing the first two as a direct interaction between teacher-student and the last as the importance that it has the collaboration of the parents in the formation of the student (García, Loredó, & Carranza, 2008). In this context, various aspects that are immersed in the study problem, established by socio-educational factors (motivation, aptitudes, attitudes, previous knowledge regarding the tasks, lack of support to promote study habits) were analyzed; socio-economic factors (low-income families); geographic factors (educational centers distant from the population) and cultural factors, which vary from one place to another (Bermeo, 2019).

It is necessary to know the incidence that the aforementioned factors may have in a certain human group, in order to get a vision of the reality in which one is going to work and thus be able to investigate and direct the present study through bibliographic research, referring to truthful results and reliable, using unstructured observation in conjunction with the inductive-deductive method. Among the different factors analyzed, there is one that is not given due relevance, reflected by the poor performance of school tasks in rural areas, referring to research carried out in Latin America, the emphasis on learning problems and to the contribution of the educational community made up of teachers, students and parents (Martinic, 2015).

According to research by (Núñez, Espinoza, Acuña, Vargas, & Lagos, 2017; Ortega & Cárcamo, 2018), they show that teaching strategies have been implemented in Latin America, linked to methodological proposals for dialogic and collaborative practices, referring to a constructivist perspective that supports the learning process and homework completion. Currently in Ecuador, learning communities have been given high importance, so much so that for the beginning of the 2020-2021 school year, seminars addressed by the Ministry of Education (MINEDUC) have been proposed to all the Ecuadorian teachers, with the intention to know the utility of said tool and apply it in educational units (MINEDUC, 2019).

In the province of Manabí there is an approximate population of 1,369,780 inhabitants who are afflicted by the problem of illiteracy, which represents with real figures 10.20%, an aspect that negatively affects families in rural areas and becomes in another limitation for the normal development of the educational system, which requires work at home as a complementary part in the acquisition of knowledge (Lombeida, 2018). The reality of the institutions of the rural area, reflect the low family participation in the educational formation of their children and the notorious responsibilities such as the non-accompaniment of the parents in the curricular and extracurricular activities of the students, therefore, if they are implemented interactive groups within the classroom with the support of teachers and parents, homework compliance will be improved (Calderón, 2015).

Regarding the results obtained, it can be mentioned that the fulfillment of the tasks was improved, with the active participation of parents, the relationship of the students and the performance of activities in a collaborative environment, through the application of interactive groups with the predisposition and continuous advice from the teacher (Garofalo & Villao, 2018).

In the foregoing, it is stated that the social relationship of the educational actors was improved and therefore a high rate of compliance with school tasks was obtained, with the active participation of teachers, students and parents, which authorizes the conclusion that the Work that was deployed reflects the importance of using interactive groups.

II. Materials and Methods

It is important to know the factors that negatively influence the participation of parents in the rural area with respect to the elaboration of the task of their children, for the veracity of the research the implementation of the following methodological materials was used. The purpose of applying the inductive-deductive method was to find out the specific causes, regarding the low participation of parents in the preparation of their children's tasks, also, from the intuition, observation, analysis and comparison allowed to contrast among other results of previously prepared studies (Hernández, Fernández, & Baptista, 2014).

With the intention of giving scientific rigor, this research was based on the search for different bibliographic citations, in books, magazines and theses, which will give reliability to the article, which He proposes to carry out a work that contributes to the problems raised. Through unstructured observation, the work directed to the elements that affect the non-compliance of the students' tasks in the rural area will be outlined, considering the cognitive, attitudinal, emotional and social aspects; to know causes that generate greater relevance in them. The qualitative method allowed to know the study problem, with the intention of providing a solution that benefits the population of the rural area, which shows and lives the hard and difficult reality.

III. Results and Discussion

Learning communities

It is important to recognize that learning communities arose at the time of the practices, therefore, knowledge is transmitted within the members of the same territory based on the experience of the group, then educational proposals arise where the community, family and local entities, contribute to the elaboration of projects for the benefit of schools (Aguerri, 2017). The learning communities correspond to a new work methodology, which seeks to implement a contribution within the classroom through a novel strategy, which is supported by scientific bases from its creation in Europe, until it has gradually expanded to the the rest of the countries of America (Castillo, 2016), likewise, the purpose of the research is determined, through the execution of the practice methodologies and within the interactive groups, the educational participation of the community, the formation of the family, the conflict prevention and resolution (Eirín, 2018).

In reference to the authors' criteria, it can be affirmed that learning communities are currently reflected as a new work methodology, which contribute significantly within the classroom, becoming a novel tool that supported by research drives the participation of the family accompanied by a training process, so that as a whole more significant achievements can be obtained, which contribute to improvements within the teaching-learning process. Figure 1 shows the elements involved in the learning community.

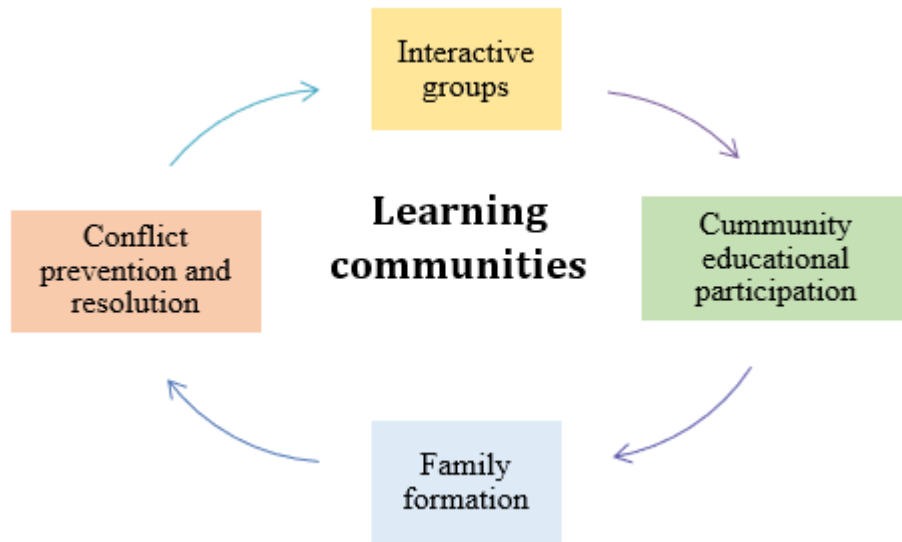


Figure 1. Elements of learning communities.

Source: (Eirín, 2018)

Educational participation of the community

One of the components that will help strengthen this research is the participation of the community, made up of collaborative work, which seeks to be framed between different human values such as respect, tolerance, equality and compliance, privileging consensus as a form of agreement and help, the same that requires developing in a coordinated way between educational triology for the joint solution of a problem or activity (Hernández, Jiménez, Araiza, & Vega, 2015). Figure 2 mentions the aspects of collaborative work.

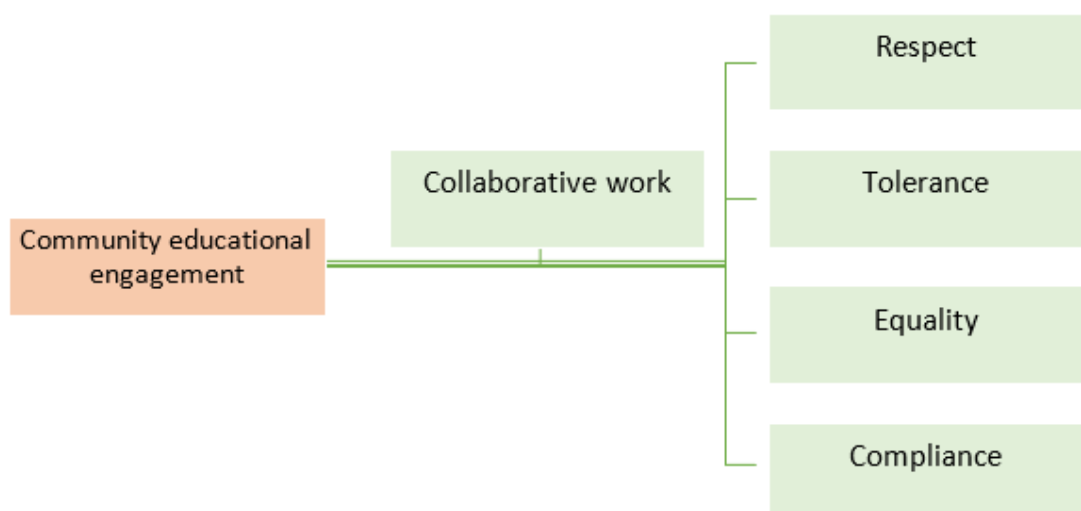


Figure 2. Aspects of collaborative work

Source: (Hernández, Jiménez, Araiza, & Vega, 2015) Family

Formation

In another aspect, the academic performance of students and its significance for the individual and society, analyzed from two fundamental aspects, First it affects the personal self-realization of students and second when the level of knowledge and skills is limited, its causes are very varied and can be: family disintegration, parenting styles, disinterest of parents, addictions and working parents; in the pedagogical inadequate didactic processes, little formative accompaniment, classroom climate, for this reason, it is essential the work of the family with their children and the links they establish with the educational institution (López, Barreto, Mendoza, & Del Salto, 2015; Serrano, 2018). Figure 3 shows the aforementioned.

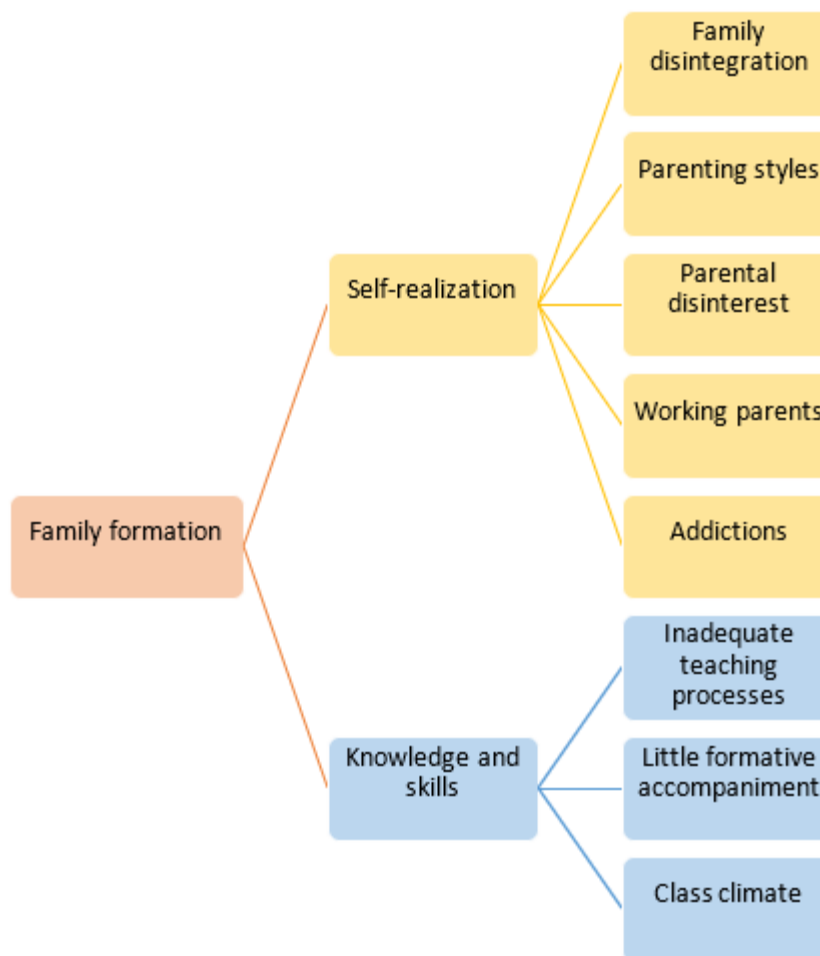


Figure 3. Aspects of family formation.

Source: (López, Barreto, Mendoza, & Del Salto, 2015)

Prevention and resolution of conflicts

It is important to analyze and apply the dialogical model, which focuses directly on the prevention and resolution of conflicts, it is intended to improve harmonious coexistence within the school and also in the educational community, basing its *raison d'être* on dialogue and consensus among the parties involved, with an emphasis on the rules of coexistence (Community of Research on Excellence for All, 2018). Figure 4 shows the mastery of five basic disciplines.

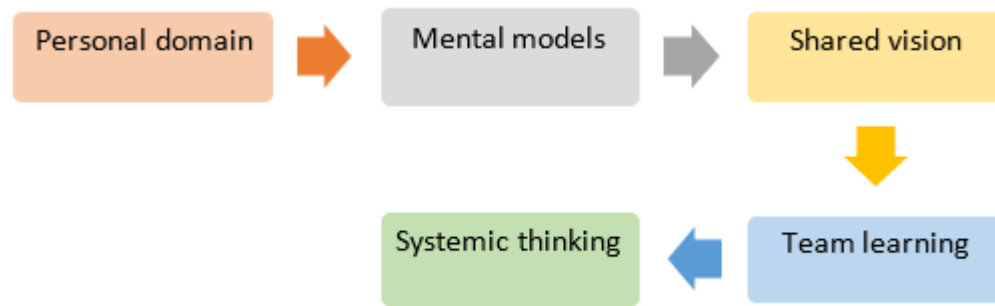


Figure 4. Basic disciplines of conflict prevention and resolution

Source: (Castillo, 2011)

As determined in figure 4. It is essential to work on the basic disciplines for conflict resolution, which are: the personal domain that serves to expand the capacity of the individual, focused on obtaining a result that stimulates the members of a community to achieve defined objectives; in the same way, the mental models help to reflect, reaching a significant improvement in the people who are allowed to shape their attitudes.

Similarly, the shared vision allows to develop a social sense, to work as a group and with the same purpose; Likewise, team learning stimulates collaborative work and the intention of the communities, relying on the sum of individual strengths to build better well-being. Additionally, systemic thinking stimulates the understanding of the forces and interactions that characterize the certain behaviors of systems, whether in the natural or economic sphere, their intention is to contribute more effectively to the adaptation of human beings to their environment and, in turn, to the time in which one lives for such a reason, one must act according to the needs and requirements, which require a social transformation with a greater incidence in the educational part, which is why the characteristics and benefits that the use of interactive groups.

Interactive groups

One of the main characteristics of interactive groups is the close relationship with training, participation, community development and social transformation (García, Molina, Grande, & Buslón, 2016), considering important the integration of scientific knowledge with popular and thus from a unified work achieve behavioral changes in society, to obtain better conditions in the quality of life in the entire human conglomerate in a certain territory (Chocarro & Sáenz, 2015).

In accordance with the vision of the aforementioned authors, it can be stated that among the advantage of interactive groups is the ability to achieve social changes, managing to stimulate behavior within a group or community in search of improving the quality of life of a certain territory, effectively combining scientific knowledge with popular knowledge, thus contributing significantly within a human conglomerate. Table 1 shows the theories of different authors regarding the topic.

Table 1. Theories of interactive groups

Author	Importance	Interaction in education
Bruner (1997)	Knowledge arises from interaction, argumentation and construction rather than authority, whether textual or pedagogical.	The interaction is evident in the educational centers among the students when they help each other, sometimes learning and sometimes teaching.
	It is the universal capacity of language in people.	Social interaction is handled in the development of various linguistic and intellectual skills.
	Practical intelligence	Relationship between action and task resolution, the student learns while practicing.
Vigotsky (1979)	Dialectical approach	Man modifies the environment to change his living conditions.
	Proximal development zone	Learning arises from the interaction with the people in the environment and in cooperation with someone similar.
Mead (1973)	The gesture as a social act and stimulus for the reaction of other individuals.	Symbolic interaction through language.
	The person as a social process	It is related to the being "I" with that of others "me", the development of the person needs the adoption of the attitudes of the social group.

The complete person reflects the structure of the social process as a whole, relating intelligence as the ability to respond through dialogue that arises from interaction.

Source: (Molina, 2007)

Based on the theories mentioned, it can be pointed out that the interactive groups focus on involving families from rural areas with children who have difficulties or less academic level and have little impact on teaching practice, to that they feel like the key part that they are in the educational training of their constituents, collaborating better with the intention of the educational center to improve the difficulty of non-compliance with tasks (Sánchez, 2014).

Characteristics of the rural area

According to studies carried out by ECLAC, it is necessary to consider the social environment in which children operate, mainly from their family, which assigns a status and tasks focused on the category of sex and age, since there is a notable cultural distance. between the family and the educational system, in this context, the methods used in them for the acquisition of learning, accompanied by outdoor life through socio-affective, psychomotor and mental development, living in rural areas do not coincide with those aspects of the formal educational system (United Nations, 1985).

Making an analysis in Ecuadorian education, it can be highlighted that by relating the theory of what is written with what is said within a classroom, there is marginalization to ruralism in relation to urbanism, a reality that confronts two different types of students from the society (Centeno, Flores, & Alvarado, 2018). Where it reflects and plays an important role the attitudes and professionalism of teachers, who develop with their chairs in rural areas and have the ability to adapt a curriculum designed and established for urban students (Aroca, 2017).

Considering the valuable contributions of the aforementioned researchers, it can be seen that there is a divorce between what is planned within a desk at the highest levels of the Ministry of Education and the reality in the territory, within the characteristics of diversity and spaces geographical areas where the country's education is developed, from the different natural regions to the differences within the same canton between urban and rural areas, spaces where the capacities developed by teachers become decisive, prioritizing the contents and the work methodology according to context.

Task fulfillment

Carrying out an analysis from a favorable point of view for children's learning, one of the main reasons for links between teachers, parents and the educational institution is the tasks or duties of the children they take home and it is essential that parents become part of their children's school life, help them organize their times, collaborate in carrying out activities and correct any errors that may exist (Parra, 2017).

The teaching work entails responding to the need for the diversity of the environment, valuing its traditions, beliefs and the importance of the rural population (Ruiz, Castillo, & Galvis, 2016), based on that reality, adapting the school curriculum, considering the importance of maintaining the culture and not trying to impose urban values, which would undermine the importance of a place of origin and in turn guide them so that as parents they improve certain

deficits, such as the little accompaniment of their children in the meetings of the institution, in the preparation of tasks and in the fulfillment of educational responsibilities (Lena, 2015).

To develop as a teacher in rural areas, it is essential to know the population diversity, as the authors affirm, beliefs and traditions play an important role in the educational training process, since they have a high interference within the curriculum, therefore, if They are well used by the teacher, they become a real ally to begin to change certain limitations on the part of the parents, such as non-attendance at meetings and non-compliance with their children's tasks, to obtain significant benefits in the students with the assertive contribution of their parents. . Table 2 shows the factors that influence student non-compliance in rural areas.

Table 2. Factors associated with non-compliance with tasks

Factors that influence homework failure
Poorly distributed times
Lack of motivation by parents and teachers
Cooperation by parents
Disinterest by parents
Illiteracy by parents
Degree of difficulty of the task
Low self-esteem of the student
Limited financial resources

Making a analysis of the importance, usefulness and feasibility of the interference of interactive groups in students, this article aims to encourage the active participation of parents and community members in carrying out the tasks of boys and girls within the Classroom, with the intention that it changes from being an individual or specific responsibility of the student to the collective, formative and integrative work of the educational triology who will help to overcome the problem of non-compliance with tasks in the rural area (Ordoñez, Rodríguez, & Rodríguez, 2017).

It is important to consider that current education involves taking on challenges as teachers, therefore, it is an obligation to look for new tools or instruments that contribute in a direct and reliable way to the solution of problems, which in the future of educational life is finds, with this contribution, it will be achieved in a considerable way to deploy a participatory work among parents, students and teachers, to carry out vital processes in education, such as awakening the interest of parents in the elaboration of tasks for their children and look at education as an integrating process, which requires the interaction of all its members (Ramirez, 2015).

IV. Conclusions

Based on the research carried out, it can be concluded that the application of learning communities and interactive groups is important, since they contribute knowledge from the experience of the locality and the family, to strengthen schools and jointly convert schools. deficits in strengths, thus, improving the teaching-learning process. It is vitally important within education centers to have the active participation of the community, which, from the human values that are practiced in the family nucleus, coherently reflect the academic performance of the students, therefore, from the formation of the individual achieve significant improvement in society.

Within the educational task, the application of the dialogical model is indispensable, which, directly works from the prevention, socialization and resolution of conflicts, to achieve the desired harmonious coexistence within educational institutions, prioritizing dialogue and consensus as basic tools established in society as guides or norms that become law within a territory. It is important to know the context in which education is developed, according to this, establish a methodology that is according to the area in which it is going to be applied, considering the socio-affective development in which the students operate, to avoid in this way, a cultural distance between the community and the educational center.

According to what is mentioned in the different bibliographies consulted, it can be said that the use of the interactive groups methodology applied to the elaboration of tasks will contribute considerably to raising compliance rates, thus, overcoming the problems that have come afflicting the educational system with greater incidence in the rural population, in addition, the participation of parents will be achieved, which will generate a significant contribution in the family, academic and cultural areas.

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