The development of personality from inclusive education[1]

El desarrollo de la personalidad desde la educación inclusiva

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ABSTRACT

The objective of this article is to reflect on the development of personality in higher education students, through the qualitative analysis of pedagogical experiences. The reference theory is Vygotsky's proposal. 26 students in their third semester of higher education participated. The analysis carried out was based on the composition of a text about the evaluation of a course. The results show that students identify a cognitive and social motive, and a motive towards knowledge of their peers. It is concluded that inclusive education can be the content that guides the development of personality motives in higher education.

Keywords: Personality; Learning; Psychological development; Education.

RESUMEN

El objetivo de este artículo es reflexionar el desarrollo de la personalidad en el estudiante de educación superior, mediante el análisis cualitativo de experiencias pedagógicas. La teoría de referencia es la propuesta de Vygotski. Participaron 26 estudiantes de tercer semestre de educación superior. El análisis realizado fue a partir de la composición de un texto sobre la evaluación de un curso. Los resultados muestran que los estudiantes identifican un motivo cognoscitivo y social, y un motivo hacia el conocimiento de sus compañeros. Se concluye que la educación inclusiva puede ser el contenido que oriente el desarrollo de motivos de la personalidad en la educación superior.

Palavras-chave: Personalidad; Aprendizaje; Desarrollo psicológico; Educación.

1 Introduction

Inclusive education has been considered a process of strengthening the educational system that makes it possible or brings it closer to all participants receiving a quality education, which allows them to progress and understand the context and can transform it into a more just one (UNESCO, 2017). In this way, it is necessary to recognize each member of the educational community and make the differences between participants seen as an opportunity for development and learning, and not as a limitation.

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One of the authors of Psychology who established learning together with others was Vygotsky (2006, 2012a-b). Perhaps this author established with his concept of the zone of proximal development the possibility of conceiving that the learning that leads to development requires another, another person, another object, which are social products. Vygotsky (2012b), without explicitly writing the concept of inclusion, had an inclusive perspective (HERNÁNDEZ; SPENCER; GOMEZ, 2021), with his work with visually impaired and deaf students he established that isolating them from the regular educational system meant limiting their development. This author's proposal was the study of normal psychological development and with irregularities (pathology), to identify which social conditions favor and which do not favor development. However, when Vygotsky considers education as a source of development, he does not leave aside those particularities of the development of each member of the educational context, that is, to universalize learning is to think that we are all equal and therefore we all learn in the same way.

Therefore, education as a science and social activity aims to organize optimal situations and conditions so that all community participants can develop according to their own dynamics. To achieve this, it is possible to be guided by the perspective of education that you consider relevant and provides a positive space for the diversity that exists in schools. Considering the possibility of having an education that meets the developmental needs of the participants requires reflective and systemic work at different levels: political, philosophical, medical, pedagogical, psychological, economic and social.

In this article we will present in an analytical and reflective way a pedagogical experience based on inclusive education for the development of personality in higher education students. In a first point, we will describe inclusive education, what its objectives are and practices that favor inclusion. In the second point, we will describe those personality characteristics at senior school age, what new qualities can arise in the educational context. In a third point, a pedagogical experience that analyzes the personality qualities that are developed in a higher education class will be presented. Finally, the contributions and possibilities of inclusive education for the development of personality in higher education are reflected.

2 Higher education from the inclusive proposal

Inclusive education is considered a creative process that aims to promote learning and participation of all members of the educational community, mainly those who are at risk of being isolated and not being able to exercise their rights. as citizens (BOOTH; AINSCOW, 2015). Furthermore, Pujolas (2010) emphasizes that inclusive school can contribute to community members achieving those trainings necessary to be, live and coexist, that is, transform them into autonomous, critical and cooperative citizens. For this, it is necessary for schools to build methods, strategies and ways of organizing conditions that impact and respect the development of all members of the community.

The center that is concerned about inclusion must be based on the equality policy, according to Stainback (2001), the right to education must allow members of the community to be an active and participatory part in a space in educational centers. This is not reduced to a physical space but must encompass and form that feeling of belonging and creativity of each of the members, which is why the author's idea "everyone has to feel well received" invites us to reflect on how to achieve experiences dynamic and motivating learning processes in each of the higher education students

To ensure that all members of the community acquire better development, it is necessary to consider and reflect on what beliefs and practices are lived in schools, what conceptions are held about learning and development. In the authors' analysis, Rappoport and Echeita (2020), about teachers' beliefs and teaching practices, they emphasize that there are controversies between the philosophy of inclusive education and putting it into practice. Teachers are still reserved and uncertain in the processes to make the established premises of inclusive education effective. For example, some teachers show positive attitudes towards working in class with students who may have a sensory disability, however, they do not know what activities they could use to work within the classroom.

A possible inclusive practice is to consider that all students learn together, therefore, peer activities are important for the construction of learning. Students participating in heterogeneous groups help each other and distribute specific activities. In this way, the student not only learns from the teacher but also from his classmates (ECHEITA, 2013; RAPPOPORT; ECHEITA, 2020).

Considering the characteristics of inclusive education, for this article we will propose two questions for analysis and reflection: does inclusive education favor the development of the personality of the higher education student? What specific activities help the student feel part of their school and what personality characteristics do they develop during this process? We know that inclusive education is positive for students, however, we consider that linking theory could provide teachers and education specialists with greater certainty of the changes and achievements that can be obtained in the school classroom. It is not our objective to find absolute truths or carry out extensive statistical analyzes to generalize the results, but only to share the experience of an inclusive education teacher who seeks to impact the development of the personality of students.

To get closer to the answers to the questions posed, the following section describes the study of personality from the historical-cultural approach. We selected this psychological approach because: 1) it considers the cultural origin of psychological processes (personality), 2) it considers educational activity as a developmental activity, 3) it provides us with a theory of personality development, which allows us to characterize in each psychological age, and 4) it gives us the possibility of designing and creating development conditions in the school classroom (zone of proximal development)..

3 The study of personality from the cultural-historical approach

The cultural-historical approach is represented by Vyotsky, who established the following psychological premises: 1) the cultural origin of psychological processes, 2) the mediated character of psychological processes, 3) the source of development is culture while the necessary condition is the human brain, 4) the proposal of the experimental genetic method for the study of

psychological processes (TALIZINA; SOLOVIEVA; QUINTANAR, 2010). It is possible to propose the study of personality considering these points.

Personality must be understood as a structure that arises throughout the life and cultural activity of the subject. Not as an element that has been inherited and that is determined by biological processes. Vygotsky (2006) understood personality as a higher psychological system that allows for the regulation and control of behavior. Furthermore, this system includes the voluntary and volitional act, emotional processes and thinking.

Subsequently, Bozovich (1987) considers that personality is a more complex level that integrates will, emotion and reason. Furthermore, it can be conceived as a unified hierarchical system, which should not be studied from its components in isolation but rather in the interrelationships of its components that arise during the stages of development.

Likewise, the personality must reflect on the motives that drive the person's activity and behavior, because personality is not only reflected in fossilized behavior. In this regard, Talizina (2019) considers that personality is not a product but a characteristic of man that is expressed in his activity, and that is guided by the motives of said activity.

Recently, Campos-García and Solovieva (2022) consider that personality involves the gradual formation of motives during cultural activities and subsequently the hierarchization of these motives. The form of personality analysis is based on characterizing that system of unified motives that has as its content the volitional, moral, emotions, intellect and consciousness sphere. Personality structure involves how the person prioritizes his or her motives.

However, the formation of motives is not directly from man with his social context, nor do all activities favor the development of personality, but only those that direct psychological development (guiding activities) (VYGOSTKI, 2012b). For example, in a young child it is difficult to identify the motives that drive his activity; instead, objectives are considered and established to guide his activity and on that basis it is possible to develop motives (LEONTIEV, 1987).

Because of this, it is necessary to consider the concept of psychological age. Psychological age characterizes psychological development and identifies those guiding activities that direct that development. Likewise, it establishes those new formations that are acquired at the end of the psychological age. Finally, consider the person's relationships with their social context (ELKONIN, 2011).

The following section describes the personality characteristics at higher school age.

3.1 Personality in higher education

The study of personality development was carried out by Bozovich (1976, 1987), this author establishes the existence of psychological structures and systems that develop sequentially and that allow the qualities of personality to be differentiated. The author managed to identify those periods of crisis that allow the restructuring of the activities governing the development of the social situation, likewise, she establishes the new training acquired.

The personality of young people in higher education has been studied as a stage of consolidation and perfection of the formations that emerged in adolescence, as a moment of continuity. According to Bozovich (1987), the age of higher education is characterized by the search for professional activity to be included in society, based on selecting the activity or activities that will give direction to the young person's life. Said professional selection requires a complex analysis of future practical possibilities as well as the resources of one's own psychological development (habits, abilities, skills, knowledge, feelings, etc.), as well as making decisions and acting on the basis of said decisions, which are oriented towards the future. In this way, a characteristic of the personality of the young person with higher education is his self-determination.

Self-determination allows young people in higher education to consider the specific activities they carry out within school that will allow them to achieve a future within society. They themselves will look for schools or courses that allow them to have better preparation and therefore better social participation. According to the author, school motives are observed in the aspirations that

students have to acquire knowledge that is useful in their future activity, this allows them to have optimal school performance (BOZOVICH, 1987).

For example, young people in higher education will be able to organize their time considering the topics of the educational program, and will have a serious attitude towards the contents.

In summary, the author considers that the social situation of higher education is the choice of the path to the future, driven by the need to find one's place (work) in society or in life.

The achievement of finding their place requires higher education students to understand what is happening outside and to understand themselves; it requires finding the meaning of what is happening and of their own existence.(BOZOVICH, 1987). For this reason, students need to obtain relevant knowledge in schools. Some authors such as Talizina (2019) and Solovieva (2020) consider that the teaching of this knowledge should encompass the regularity of the subjects, both theoretical and methodological elements.

Each subject is favorable for the development of the higher education student's conception of the world, for example, sociology allows students to analyze natural and societal phenomena, while psychology favors the understanding of their own experiences and the people around them. The appropriation of this knowledge allows the higher education student to become interested in clarifying the truth, and thus be able to form their opinion about it. Therefore, intellectual activity acquires a more emotional-personal character. (BOZOVICH, 1987). This means that the student's aspiration is more related to the emotional sphere, that is, intellectual actions will only be means to build their conception of the world.

The conception of the world that the student constructs is related to a generalized representation of reality and his own personality. The student synthesizes her qualities into a more stable representation of himself, as an individual whole, distinct from other people. This gives way to the formation of generalized self-awareness. Also, the conception of the world requires a specific social and historical context. This will allow the student to regulate her behavior

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from his point of view and his convictions, which are not only reduced to cognitive operations but also to the affective sphere. Specifically, according to Bozovich (1987), moral conscience emerges.

Moral awareness acquires the following characteristics: 1) moral concepts show a more conscious character, and begin to be expressed in language, which allows better anticipation of behavior, 2) they acquire a personal meaning, which is related to an attitude emotional and 3) allows the search and evaluation of stable ideals.

Finally, the author considers that the motivational system of the higher education student is the new formation that emerges in this psychological age. This motivational system is characterized by having qualitative leaps between the motives that are related to the student's life, with the purposes for the future, his conception of the world and his self-determination. In this period the motivational sphere becomes a mediated worldview and on this basis becomes consciously directed (BOZOVICH; 1976, 1987).

4 Pedagogical experience in higher education

Our main purpose is to take advantage of academic spaces to understand and express our experience in inclusive education. For this reason, we decided to systematize and analyze the classroom activities that can contribute to the development of students. However, it is possible to identify in the classroom that at this stage students not only look for cognitive answers but also look for a meaning for their school activity.

Below we will describe our pedagogical experience, we begin with the description of the context, then the procedure of how the activities were carried out and finally we will show written compositions of the students.

4.1 Educational Context

The educational experience takes place at a public University located south of Mexico City. The educational program is related to Educational Psychology, and the proposed dynamic was carried out for four hours a week, over a period of one semester (August-November 2023). The group with

whom this experience was carried out was in the third semester (of eight) in the evening shift. This group was made up of 26 students (eight men and 18 women), all of them studying the third semester for the first time. The approximate age was 19 and 20 years old.

4.2 Procedure

Considering the characteristics of inclusive education: 1) recognition of diversity, 2) inclusive attitudes and values and 3) inclusive practices through cooperation. The activity of working in class with randomly formed teams was proposed, with the intention that all students felt included, thought and perceived themselves as part of the group. In addition, considering that inclusive strategies are related to cooperative and collaborative work.

The proposed activity consisted of the teacher listing the students according to the number of teams to be formed, for example, if eight teams had to be formed in total, then they were numbered from 1-8, and then the number 1 was put together. , number 2, number 3, etc. This dynamic caused the most distant students to end up working together, because the students tended to sit with those they knew best. In each class, this dynamic was carried out, that is, they always changed coworkers. Students in teams solved different learning activities, including case analysis (DÍAZ, 2005).

In general, some of the students initially showed disapproval, because they preferred to form teams and be close to people they knew. Other students showed greater flexibility and joined their new team with curiosity.

The learning activities carried out with this dynamic were related to the analysis of educational cases. For example, a case analysis activity consisted of identifying the implicit theories of learning that are included in the curriculum, for which they had to carry out a theoretical-conceptual section and then investigate through scientific articles how these theories were used for the development of the curriculum. of higher education. In general, students had to do various actions: investigate, organize information, write in their notebook, present, raise learning conclusions, evaluate and co-evaluate.
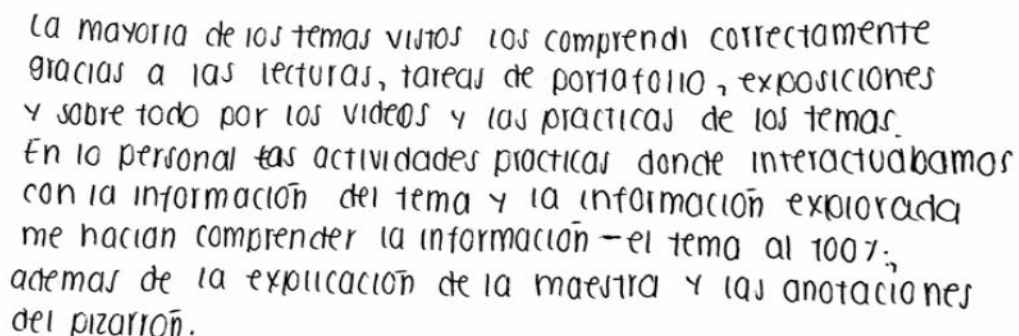
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During the semester, students sometimes expressed their displeasure at forming new teams; they preferred to work with their friends; they also showed fatigue when they had to leave the classroom. However, as soon as they settled in, they began to organize themselves to carry out the learning activities. At the end of classes, the teams socialized their activities and shared their work experience. They did not show dissatisfaction at the end of classes, they left the room accompanied by their work team and continued talking in the hallway.

Finally, in the last class of the course we ask students to reflect and write about their learning obtained during the semester. We told them that their participation would be anonymous and that if they liked they could submit their writing or just comment. All students shared their reflections with the group, and also submitted them in writing and with their name. We consider that they wanted to be heard.

Next, some writings that they shared and that are related to the development of personality in older age are presented.

First, we will describe the students' responses. Of the 26 students, 23 wrote about their experience with "mixed" teamwork (as they named it), while the remaining 3 wrote about their cognitive learning, without relating this learning activity to work teams. For example, two students commented on the learning activities carried out (figure 1 and 2).
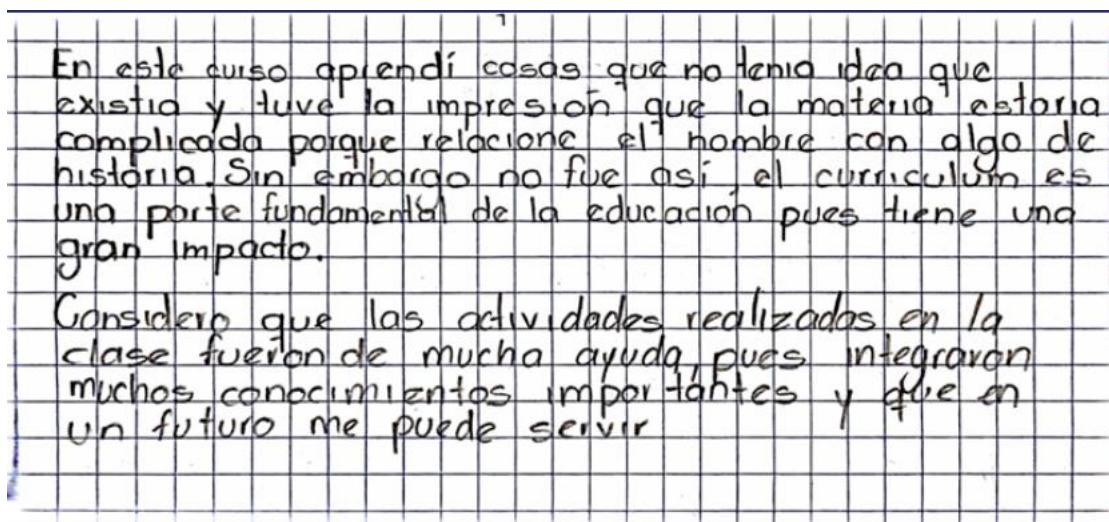
Figure 1. Example of learning activities

Source: student writing

"I understood most of the topics seen correctly thanks to the readings, assignments, presentations and, above all, the videos and practices of the topics. Personally, the practical activities where we interacted with the information on the topic and the information explored made me understand. In addition to the teacher's explanation and the notes on the blackboard"

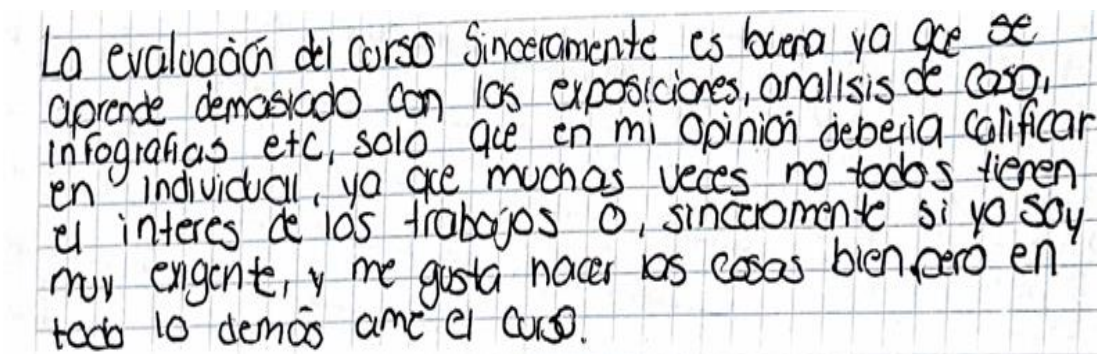*Figure 2. Interest in learning activities*

Source: student writing

"In this course I learned things that I had no idea existed and I had the impression that the subject would be complicated because I related the name to some history. However, it was not like that, the curriculum is a fundamental part of education as it has a great impact. I consider that the activities carried out in the class were very helpful because they integrated a lot of important knowledge and that in the future it can be useful"

Of the 23 students who included the activity of working with equipment assigned by the teacher, only one student considered that this activity did not favor her evaluation. This student proposes that the grade should be assigned individually because not all classmates have the same learning objective. She also expresses that she considers herself very demanding. The following figure (3) shows her writing.

Figure 3. Proposal on individual evaluation

Source: student writing

"The evaluation of the course is honestly good because you learn a lot from the presentations, case analyses, infographics, etc. Only in my opinion should I qualify individually, because not everyone is interested in the jobs, or honestly I am very demanding, and I like to do things well but in everything else I loved the course"

Another student reflected on the topics and activities that were seen during the course, however, he emphasized the desire to get to know all his classmates (figure 4).

Figure 4. Interest in school interaction

Source: student writing

"In the activities I would have liked to meet all my classmates, or work in the library"

The rest of the students, that is, 21, identified the proposed team organization activity in two categories: 1) coexistence and learning, 2) interest in others and oneself. The latter is the one that predominates in students. Above all, they say that the activity allowed them to meet other people, listen to other opinions, be tolerant, and understand the characteristics of others and themselves. For example, one student writes about recognizing that learning is different for each person and that activities must consider that difference to make adaptations to learning objectives and activities (Figure 5).
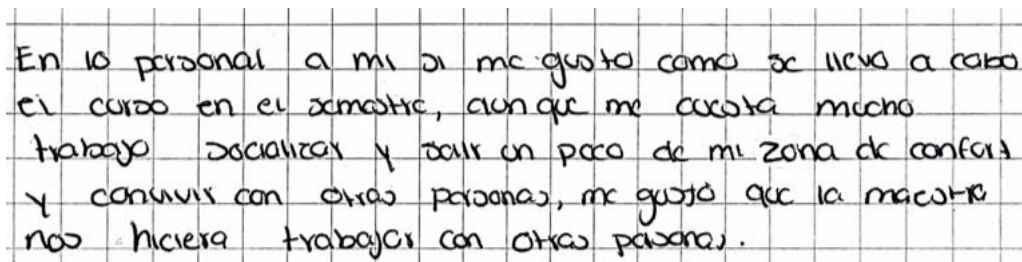
Figure 5. Recognizing the differences

Source: student writing

"Know and understand people's contexts or needs, that not all learning is the same for everyone, not all of us learn the same. The importance of objectives or goals that you want to achieve clearly. Recognize the abilities of each subject and capabilities, carry out a series of clear activities for the student and adapt to the needs of each one".

Other students wrote about their personality characteristics, expressing the difficulty in developing within the teamwork formed by the teacher (see figure 6 and 7).
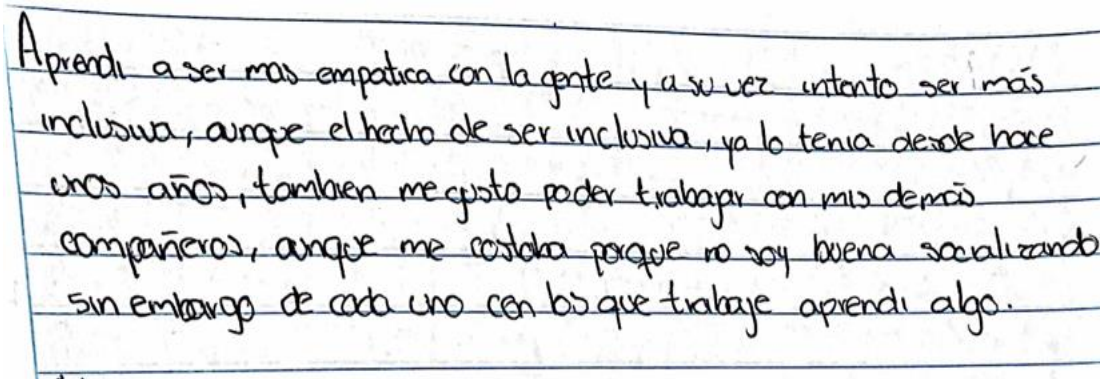
Figure 6. Identifying its qualities

Source: student writing

"Personally, I did like how the course was taught in the semester, although it is difficult for me to socialize and get out of my skills, it is also difficult for me to interact with other people, I liked that the teacher organized the teams and I liked working with other colleagues"
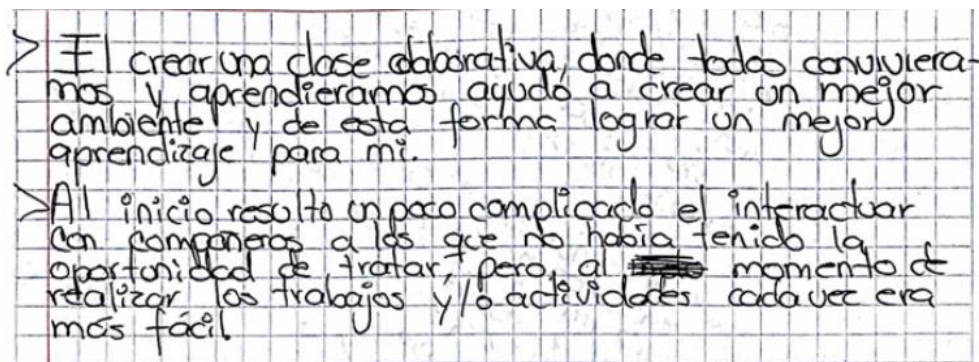
Figure 7. Identifying its qualities

Source: student writing

"I learned to have more empathy towards people, I try to be more inclusive. Although I am inclusive, I also liked being able to work with my colleagues. It was difficult for me because I don't know how to socialize, however, I learned something from each person I worked with".

Also, a student shared her learning from collaboration and coexistence with her classmates, also expressing her pleasure in these activities (figure 8).

Figure 8. Collaboration and own learning

Source: student writing

"Creating a collaborative class, where we all interacted and learned. There was a good learning environment and in this way I managed to learn.

At first, interacting with my classmates was difficult because I had not had the opportunity to meet them. But when doing the work and activities it was easier."

4.3 Personality analysis in higher education

From the previous texts it is possible to consider the personality characteristics of this higher education group. One of the first characteristics, according to Bozovich's (1987) proposal, is to consider the reasons that drive their activity within the study. In a first analysis, the main reasons developed during the course, that is, the students did not begin with interest or pleasure in working with other colleagues outside of their choices, so they initially had to regulate their behavior based on an external indication that seemed to have no meaning to them. In Talizina's (2019) perspective, the development of motives requires, initially, the establishment of objectives and guiding content, as well as the reflective execution of the activity. For our activity, the objective was to make all students feel included and welcome in the group, and the content of the orientation was related to the principles of inclusive education. Likewise, the achievement of joint work was expressed in different ways, some students expressed their own learning and others their interests in getting to know others.

From the students' texts it is possible to conclude that the reason for feeling and making others feel welcome and part of the group was a constant and perhaps continuous work, that is, it can continue to develop during the following semesters. At first, the students express that it was not easy but later they managed to share with their classmates. Additionally, class observations were important, for example, teams continued chatting after class, or greeted each other more affectionately in the following days.

In a second moment of analysis we will consider those qualities of the personality that develop in this psychological age, according to Bozovich (1987), they are self-determination, conception of the world and moral conscience..

Self-determination in this group of students is oriented towards making decisions about school activities that meet an immediate objective. Students do not consider the possibility of obtaining future development, that is, they express their like or dislike at the time of carrying out the activity but they do not consider that teamwork and coexistence with others could benefit them in the future, for example, some of They could share work activity. The students did not relate topics related to work activity in their coexistence, but only to their current activities. Therefore, it is possible to infer that students are still in the process of developing their self-determination, and it is also necessary to organize learning activities that favor its acquisition.

In relation to the conception of the world, the students managed to understand the premises of inclusive education, above all it allowed them to give meaning and importance to teamwork. It is possible to identify in their texts the relationship between the learning content of the class (subject) with the activities organized for their learning (case analysis). All students expressed learning about the subject, although some topics were difficult, they obtained a better understanding from the support of the teacher and her classmates. For this reason, it is possible to consider that students are building their conception of the world, they are seeking to understand the area of education and in this way build their personal opinion. However, to form that personal opinion it is important to generate the optimal emotional background. This accompaniment of emotion, according to Bozovich (1987), implies the formation of personal convictions that will give meaning to intellectual actions. In our group, intellectual actions predominate, even when the students understood the topics of the subject, there was no expressed interest in giving meaning or going deeper into the topics, much less a proposal to seek their place in future activity, in society. Students continue to perceive their fundamental learning activity as related to cognitive processes, specifically intellectual actions.

Finally, the development of moral consciousness at this psychological age of our students is related to the acquisition of a personal meaning based on the knowledge of others and, from this, coexistence. They express coexistence as a way of interacting through values such as tolerance and empathy. During class observations, although the students considered it difficult to work with other people, they maintained attitudes of respect, and even expressed having managed to be tolerant and show greater empathy. In the texts they referred to the importance of recognizing the difference between people, and in this way reaching agreements for work. Although the students' performance was not always as expected, they managed to regulate those results and look for ways not to be affected by the performance of their classmates. The last month of class, the students already had mostly elaborate work, knowing how to take advantage of the skills of each one of them.

In relation to the recognition of their abilities, teamwork with initially unknown people encouraged them to strive to develop skills that their colleagues possessed. For example, handwriting demanded that those who had legible handwriting always write, so we asked them to reflect on whether teamwork should be done by just one person, considering that it was tiring to write. The students mentioned that only some classmates wrote legibly, so we told them that we could all improve our writing to make it legible, that we could all make an extra effort. At the end of the semester, it was possible to observe that the activities they carried out were more diverse and in this way they showed themselves to be more creative. The choice of activities was no longer based on what everyone was good at doing, but on what everyone could create.

In summary, answering the questions posed, Does inclusive education favor the development of the personality of the higher education student? and, What specific activities help the student feel part of their school and what personality characteristics do they develop during this process? The first answer is not only related to an affirmative or negative option but more broadly it was possible to identify how the premises of inclusive education favor the development of personality. The characteristics of inclusive education,

specifically ensuring that each member of the educational community is welcome and part of, allowed us to organize the orientation and propose an objective of the activity of creating heterogeneous teams. Later, this content allowed students to build a sense of the activity of working in teams. We also assume that as the teams varied, they felt more confident and were able to communicate better. In the texts that the students prepared, two main reasons were expressed: 1) interactions and learning, that is, they saw having to work with other people as an opportunity for learning and achievement, and 2) interest in getting to know others, that is, attending to those characteristics of colleagues, knowing other ways of learning and communicating. We can say that these are the basis for achieving the new formations of the age of higher education.

The second question: What specific activities help the student feel part of their school and what personality characteristics do they develop during this process? The main activity that we proposed was the work of teams organized randomly by the teacher, without having a formal prior evaluation on what this meant for the students, we were able to identify what was relevant for them, because when evaluating the course the students expressed and They recovered their experience with this activity. Likewise, the learning activity with case analysis allowed students to understand the main concepts of the subject. They themselves recovered themes and examples in their texts.

In relation to the personality characteristics of the students of this group, the following were identified: regarding the development towards self-determination, the search for their place in work activity or in society is not yet considered, they are also characterized by interest in obtaining immediate learning, that is, there is no reflection on the use of that knowledge within their activity as professionals. Also, it was possible to identify that their conception of the world is based not only on academic knowledge, but they continue to take up the opinions and perspectives of their classmates. In addition, the students managed to be creative and develop their skills by sharing with their other classmates.

This characterization aims to reflect on the contributions to personality development that higher education has, in our case, also inclusive education.

Inclusive education states that we must form responsible citizens who are autonomous and can exercise their rights, however, how do we know what they are achieving? We propose that studying its characteristics with psychological theories will allow the teacher to have a better understanding and approach to meeting the objectives in education. Psychology continues to be a fundamental tool to organize conditions for the development of students, bringing them closer to building their conception of the world and their self-determination.

5 Conclusions

The main conclusions are directed towards the proposal of the use of psychological theories to guide teaching practice in higher education. In this way we can guide teaching towards the future and consider psychological development.

Personality as a concept can be studied as a process, which contains specific characteristics of people, which entail cultural development, along with others. The analysis of written expression allows us to identify those motives and meanings that students form.

O desenvolvimento da personalidade na educação inclusiva

Resumo

O objetivo deste artigo é refletir sobre o desenvolvimento da personalidade de alunos do ensino superior, por meio da análise qualitativa de experiências pedagógicas. A teoria de referência é a proposta de Vygotsky. Participaram 26 alunos do terceiro semestre do ensino superior. A análise realizada foi baseada na composição de um texto sobre a avaliação de um curso. Os resultados mostram que os alunos identificam um motivo cognitivo e social e um motivo voltado para o conhecimento de seus colegas. Conclui-se que a educação inclusiva pode ser o conteúdo que orienta o desenvolvimento de motivos de personalidade no ensino superior.

Palavras-chave: Personalidade; Aprendizagem; Desenvolvimento Psicológico; Educação.

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