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BEYOND RESOURCES: PRINCIPLES FOR EFFECTIVE LANGUAGE TEACHING DERIVED FROM PRACTITIONER EXPERIENCE IN CUBA

Annotation. This article provides an analysis of pedagogical practices in foreign language education within the Cuban higher education system, shaped by conditions of persistent material resource constraints. Moving beyond a mere description of challenges, the focus is on identifying the core methodological principles developed by university educators to ensure effective teaching and learning in such an environment. Drawing from direct professional experience, the authors examine how the scarcity of academic textbooks, limited digital access, and sporadic internet connectivity fundamentally reshape the lecturer's role and curriculum content at the tertiary level. The central argument posits that the key adaptive principle is a strategic shift towards maximizing human interaction, verbal creativity, and local cultural context as primary teaching tools. The paper details specific teaching strategies that emerge from this principle in a university setting, including the use of authentic materials (songs, oral histories, local press), project-based learning rooted in socio-cultural analysis, and collaborative peer-learning methodologies. The conclusion highlights that the pedagogical approaches forged within these constraints hold significant value for higher education, offering alternative models that are less technology-dependent and more focused on fostering deep communicative competence, critical thinking, and academic autonomy. This body of experience presents relevant insights for academics and educators in other global contexts facing similar limitations.

Key words: language education in Cuba, resource constraints, adaptive pedagogy, teaching experience, low-tech approaches, communicative competence, cultural context, peer-teaching, teacher creativity, pragmatic methodology.

Аннотация. Статья представляет собой анализ педагогического опыта, накопленного в сфере высшего языкового образования на Кубе в условиях хронического дефицита материальных ресурсов. Основное внимание уделяется не констатации трудностей, а выявлению конкретных методических принципов, которые вырабатываются вузовскими преподавателями для эффективной работы в такой среде. На основе многолетней практики авторы описывают, как недостаток академических учебников, ограниченный доступ к цифровым технологиям и интернету трансформируют роль преподавателя вуза и содержание учебного курса. В статье утверждается, что ключевым становится принцип максимальной опоры на живое человеческое взаимодействие, вербальную креативность и культурный контекст. Подробно рассматриваются такие адаптивные стратегии для высшей школы, как использование аутентичного языкового материала (песни, устные истории, пресса), проектная работа, основанная на социокультурном анализе, и методы совместного обучения. Делается вывод, что выработанные в условиях ограничений педагогические подходы обладают значительной ценностью для высшего образования, предлагая альтернативные модели, менее зависимые от технологий, но более ориентированные на развитие глубокой коммуникативной компетенции, критического мышления и академической автономии обучающихся. Данный опыт может быть полезен для преподавателей и исследователей в других регионах мира, сталкивающихся с похожими вызовами.

Ключевые слова: языковое образование на Кубе, ресурсные ограничения, адаптивная методика, педагогический опыт, низкотехнологичные подходы, коммуникативная компетенция, культурный контекст, взаимное обучение, педагогическая креативность, прагматизм в образовании.

Introduction. Higher education institutions worldwide grapple with the dual imperatives of maintaining educational quality and integrating technological innovation amidst rapidly evolving societal demands. While debates in the global North often centre on the optimal use of digital abundance, a significant portion of the world's academia operates within a starkly different paradigm: one defined by persistent material and digital scarcity. The Cuban higher education system presents a compelling and distinct case within this global landscape. Celebrated for its historic achievements in universal access and literacy, the system has concurrently functioned for decades under the strain of a protracted economic embargo and internal structural challenges, resulting in chronic shortages of essential academic resources [8, P. 56]. This context has created a unique ecosystem for foreign language education, characterized by limited access to contemporary textbooks, unreliable internet connectivity, and constrained digital infrastructure [7, P. 23]. This article posits that this very constraint has served as an unintended catalyst for a rich corpus of pedagogical innovation within Cuban foreign language departments, the systematic analysis of which can contribute valuable insights to the broader international discourse on resilience and adaptability in higher education.

The predominant narrative surrounding education in constrained environments often risks adopting a deficit perspective, focusing primarily on what is lacking. This article aims to systematically identify, analyse, and theorize the core pedagogical principles and concrete methodological adaptations that have been organically developed and refined by educators within Cuban university foreign language departments. Rather than documenting shortcomings, the research focuses on the *agency* and *creativity* of practitioners who ensure educational quality and relevance against significant odds. It seeks to answer the following central question: *What are the foundational principles and resultant teaching strategies that constitute an effective, sustainable pedagogy for foreign language education in a context of systemic material and digital scarcity?*

The analysis presented herein is inextricably informed by the author's position as a faculty member within the Cuban higher education system, with over fifteen years of direct teaching and curriculum development experience in foreign language departments. This insider perspective provides privileged access to the lived realities, tacit knowledge, and nuanced decision-making processes of practitioners [6]. The article is conceived not as a dispassionate, external observation, but as a form of critical praxis – a practice-based, analytical reflection rooted in sustained participation and professional commitment. This viewpoint allows for the description of pedagogical strategies that may remain opaque to outside observers, while also necessitating rigorous self-reflexivity to ensure analytical depth beyond mere anecdote. The authors acknowledge that this positionality shapes the inquiry but argues that it is precisely this grounded expertise that validates the study's empirical claims.

The global integration of technology in education has exposed and often exacerbated a persistent *digital divide*, a multifaceted inequity extending beyond simple access to hardware and internet connectivity. Contemporary research conceptualizes this divide across levels: the *first-level divide* concerns physical and material access, while the *second-level divide* pertains to disparities in the skills, uses, and tangible outcomes derived from digital technologies. Studies confirm that unequal access to technology and digital learning materials can negatively impact academic achievement and future prospects. The challenge is particularly acute in *English as a Second Language (ESL)* and *Foreign Language (FL)* education, where technology is often promoted for authentic input, interactive practice, and access to global cultural content. However, in under-resourced settings, students and instructors face significant constraints, including inadequate access to computer laboratories, a lack of tailored digital learning materials, and limited opportunities for technology-enhanced research. These challenges underscore a gap in the international literature, which often prescribes technologically intensive solutions without fully accounting for the systemic material scarcities common in *Global South and Caribbean higher education* contexts. The Cuban case, therefore, offers a vital perspective from a region where such constraints are not temporary setbacks but enduring features of the educational landscape.

Main body of the article. To understand foreign language pedagogy in Cuba, one must first situate it within the nation's unique educational ecosystem. Since 1959, education has been a central pillar of national policy, achieving notable successes in universal literacy and the development of skilled professionals without extensive external funding [2, P. 33]. The system is designed to support national social and economic goals, promoting specialized skills aligned with state priorities [10, P. 15]. A defining characteristic of contemporary Cuban higher education is the condition of chronic *resource scarcity*: a shortage of updated academic textbooks, limited printing resources, inconsistent access to contemporary international journals. As van Deursen and Solis Andrade found, increased internet access in Cuba's restricted media environment may initially benefit those already in privileged positions, highlighting how structural inequalities persist even as infrastructure slowly evolves. This creates a distinctive classroom reality where standard, resource-dependent pedagogical models are untenable.

Despite these constraints, Cuban pedagogical theory strongly emphasizes *creativity, problem-solving, and logical thought* as core objectives. Scholars like Torres Miranda argue that the didactics of higher education must move beyond knowledge transmission to develop professionals capable of creative problem-solving in their specific socio-historical context [15, P. 28]. This theoretical commitment is echoed in calls for teaching methods that are «agile, flexible, and anticipatory», centering on student-led inquiry and the solution of real-world professional problems [15, P. 56]. As Estrada Molina notes, *professorial creativity can be inhibited* by factors such as professional burnout, ineffective communication styles, and excessive reliance on imitation rather than innovation [5, P. 104].

Conventional analysis of education in resource-limited settings employs a *deficit model*, focusing predominantly on what is lacking technology, materials, connectivity and framing students and systems by their needs. This article rejects that paradigm in favor of an *asset-based approach*. Asset-based pedagogy focuses on strengths, viewing the diverse cultural, linguistic, and experiential knowledge that students and educators bring to the classroom as foundational assets rather than shortcomings to be remedied.

Applied to the Cuban context, this lens performs a critical reframing. It posits that persistent *material and digital constraints do not merely inhibit* conventional pedagogy; they actively *stimulate pedagogical creativity* and force a re-centering of the educational process on fundamental human and cultural resources. When textbooks are scarce, the instructor's role necessarily shifts from deliverer of pre-packaged content to *curator of authentic, locally available materials* such as national literature, music, journalism, and oral histories [12, P. 22]. When digital tools are unreliable, *human interaction* dialogic exchange, collaborative projects, and peer feedback becomes the primary and most robust «technology» for language practice and knowledge construction. The limitations of the environment catalyze a pedagogical model that is inherently *less dependent on imported technology* and more deeply embedded in the local socio-cultural context. The model aligns with the concept of *culturally sustaining pedagogy*, which seeks to honor and utilize learners' heritage and lived experiences as a bridge to new learning. The Cuban experience is one of *leveraging abundant local assets* human creativity, cultural richness, and collective resilience to build an effective, context-specific language education.

The methodological choices reflect the research's aim to move beyond a surface-level description of challenges and to engage deeply with the tacit knowledge and lived experiences of practitioners. The research employs a *critical practitioner inquiry* approach, positioning the author's long-term professional engagement within a Cuban university foreign language department not as a bias to be mitigated, but as the primary source of empirical insight [3, P. 45]. This approach aligns with the Cuban methodological tradition that values the systematic reflection of educators on their own practice as a valid form of knowledge production [13, P. 144].

The analysis and principles discussed are primarily derived from and applicable to *humanities and language faculties* within the Cuban university system, with a particular focus on foreign language departments.

The authors acknowledge the significant internal variations that exist between institutions (e.g., central universities vs. provincial branches) and disciplines. Therefore, this study does not claim to present a monolithic «Cuban model», but rather to distill a set of *widely applicable pedagogical principles* that have proven effective across multiple language programs facing similar constraints.

Key limitations include the study's reliance on a single, albeit deep, case context, which may affect the immediate generalizability of specific strategies. Furthermore, the practitioner-inquiry approach, while rich in insider perspective, necessitates rigorous self-reflexivity to balance experiential authority with critical distance. These limitations are counterbalanced by the study's value in providing a detailed, emic perspective on pedagogical resilience, offering transferable insights rather than prescriptive blueprints.

The sustained analysis of practice within this resource-constrained context reveals four interlocking pedagogical principles which represent a coherent, asset-based reorientation of foreign language teaching.

Principle 1: The Lecturer as Curator and Context-Provider.

Confronted with scarce and outdated textbooks, the lecturer's role undergoes a fundamental shift from being a *deliverer of standardized content* to an active *curator and context-provider*. This principle involves the intentional selection, adaptation, and framing of diverse, authentic, and often non-digital materials to construct a rich and relevant linguistic and cultural input [9, P. 78]. For instance, the analysis of contemporary *local newsprint* becomes a lesson in persuasive language and current affairs; the study of *Cuban poetry or song lyrics* fosters phonetic awareness and cultural literacy; and the collection of *oral histories* from the community serves as a basis for narrative tenses and conversational practice. This curation is guided by clear linguistic objectives and a commitment to connecting language learning to the students' immediate socio-cultural reality, thereby enhancing both engagement and meaningful comprehension [14].

Principle 2: Human Interaction as the Primary Technology.

In the absence of reliable digital platforms and language labs, *structured human interaction* is elevated from a component of learning to its primary technological infrastructure. Pedagogical design deliberately maximizes opportunities for *dialogic exchange, debate, role-play, and collaborative problem-solving*. Well-established models of *peer-teaching* and *structured cooperative learning* become essential, replacing the interactive functions of online forums or educational software [11, P. 102]. Classrooms are organized

into stable learning groups responsible for joint tasks, peer feedback, and language practice which creates a self-sustaining «*ecology of interaction*» developing fluency and interpersonal skills through necessity. This principle reaffirms the social nature of language acquisition and turns a material constraint into a strength by fostering a highly collaborative learning community.

Principle 3: Project-Based Learning Rooted in Local Socio-Cultural Reality.

Assessment and core learning activities are reconfigured around *long-term, investigative projects* that replace standardized, resource-intensive tests. These projects are explicitly rooted in local socio-cultural realities, demanding that students use the target language to engage with authentic issues. Examples include conducting *community-oriented research*, developing *cultural documentation projects*, or engaging in *scenario-based simulations* [1, P. 61]. Such projects serve multiple goals: they provide a compelling, authentic purpose for communication; they integrate language skills with content knowledge and critical thinking; and they leverage locally available “data” and expertise, making the learning process both relevant and independent of imported educational resources.

Principle 4: Fostering Metacognitive and Critical Autonomy.

Ultimately, the constrained environment makes the cultivation of *learner autonomy* not an ideal but a necessity. Pedagogical strategies are designed to develop students' *metacognitive awareness* and *critical autonomy*. This involves teaching students to self-direct their learning, set personal language goals, and strategically *evaluate and utilize the limited linguistic resources available* to them be it a single shared dictionary, a fragment of an article, or a conversation with a peer [1, P. 28]. Students are trained to become critical consumers of any language input they encounter, analyzing its purpose, bias, and utility. The aim is to graduate *independent language users* who can continue learning and adapting beyond the classroom and without dependence on formal instructional scaffolding, a crucial skill for lifelong learning in a context of ongoing resource challenges.

Conclusion. The pedagogical principles identified in the Cuban context represent a profound reorientation of language education that challenges conventional definitions of resources and outcomes. In an environment where traditional material and digital assets are scarce, the focus shifts decisively to *human capital, cultural knowledge, and collective ingenuity*. This aligns with an asset-based pedagogical framework that views the diverse experiences, languages, and cultural backgrounds of students and educators as foundational strengths rather than deficits. The Cuban case demonstrates that when textbooks and the internet are limited, the *lecturer's curated expertise*, the *richness of local cultural production* (literature, music, oral history), and the *power of structured peer interaction* become the primary vehicles for learning. This redefinition moves beyond a deficit model of scarcity, proposing instead that the most vital resources in education are often intangible, relational, and culturally embedded.

The necessity for *project-based, collaborative work* rooted in local reality promotes not only communicative ability but also advanced *critical thinking and problem-solving skills* [1, P. 61]. Students accustomed to analyzing available materials, negotiating meaning with peers, and directing their own inquiries develop a heightened degree of *academic autonomy and adaptive resilience*. This outcome suggests that educational quality should be measured not only by access to technology but also by the development of cognitive and metacognitive capacities that enable lifelong learning under variable conditions.

The *professional burden on faculty* is immense, requiring continuous creativity, material production, and emotional labor to compensate for systemic shortages, a factor recognized as a potential inhibitor of sustained pedagogical innovation [5, P. 108]. Furthermore, *academic isolation* remains a serious concern, as difficulties in obtaining visas, accessing international journals, and participating in global research collaborations can hinder scholarly currency and exchange [8, P. 55]. The Cuban educational model demonstrates that effective pedagogy in resource-limited settings relies on low-tech, high-engagement strategies centered on human interaction and contextual relevance. Its principles offer a vital critique for well-resourced environments, urging a shift away from technology over-reliance toward intentionally designed, dialogic, and humanizing learning experiences. Ultimately, the core lesson is that meaningful education depends more on purposeful design and social engagement than on the abundance of tools.

The Cuban case study presents a narrative of pedagogical innovation born of necessity, challenging the dominant discourse that equates progress solely with technological integration. It demonstrates how systemic constraints can catalyze a re-centering on fundamental human and cultural resources, constituting valuable practice-based knowledge from the Global South [4, P. 132]. To enrich global pedagogy, this warrants broader international dialogue that moves beyond unidirectional transfers of “best practices” to a mutual learning process, fostering a more inclusive paradigm where contextual ingenuity is valued alongside technological resource.

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ЛАБОРАТОРИЯ ОЗДОРОВИТЕЛЬНЫХ ВИДОВ ФИЗИЧЕСКОЙ КУЛЬТУРЫ: НАУЧНО-МЕТОДИЧЕСКИЙ ЦЕНТР В СТРУКТУРЕ СОВРЕМЕННОГО ФИЗКУЛЬТУРНО-ОЗДОРОВИТЕЛЬНОГО КОМПЛЕКСА

Аннотация. В статье представлен теоретический и практический аспект роли лаборатории оздоровительных видов физической культуры (ЛОВФК) как научно-методического центра. ЛОВФК разрабатывает и валидирует оздоровительные технологии для различных групп населения. В практической части представлено исследование эффективности специализированной программы для студентов. Целью программы было улучшение физической подготовленности и психоэмоциональной адаптации учащихся. В 16-недельном исследовании участвовали студенты с низкой двигательной активностью. Экспериментальная группа выполняла комплекс функционального тренинга, дыхательных и релаксационных практик. Контрольная группа занималась по стандартной университетской программе. Диагностика включала оценку физических качеств, вариабельность сердечного ритма и психологические тесты. Результаты показали достоверный рост аэробной и силовой выносливости в экспериментальной группе. У участников также улучшились показатели вегетативной регуляции, снизился индекс напряжения. Зафиксировано значимое снижение уровня ситуативной тревожности и улучшение самочувствия. В экспериментальной группе отмечено небольшое, но статистически значимое повышение среднего балла успеваемости. Исследование демонстрирует способность ЛОВФК создавать научно обоснованные программы для решения специфических проблем целевых групп. Результаты подтверждают эффективность интеграции физического тренинга с элементами психофизиологической саморегуляции. Делается вывод о высокой практической значимости ЛОВФК для формирования адаптированных оздоровительных технологий в образовательной среде.

Ключевые слова: оздоровительная физическая культура, лаборатория, двигательная активность, здоровьесберегающие технологии, мониторинг, физическая работоспособность, реабилитация.

Annotation. This article presents the theoretical and practical aspects of the role of the Laboratory of Health-Related Types of Physical Education (LOHPE) as a scientific and methodological center. LOHPE develops and validates health technologies for various population groups. The practical part presents a study of the effectiveness of a specialized program for students. The goal of the program was to improve the physical fitness and psycho-emotional adaptation of students. Students with low physical activity participated in the 16-week study. The experimental group completed a set of functional training, breathing, and relaxation practices. The control group followed the standard university program. Diagnostics included an assessment of physical qualities, heart rate variability, and psychological tests. The results showed a significant increase in aerobic and strength endurance in the experimental group. Participants also showed improved autonomic regulation indicators, and a decrease in the stress index. A significant decrease in the level of situational anxiety and an improvement in well-being were recorded. A small but statistically significant increase in the average grade point average was noted in the experimental group. The study demonstrates the ability of the Physical Culture and Health Institute (PLHI) to create scientifically based programs to address the specific needs of target groups. The results confirm the effectiveness of integrating physical training with elements of psychophysiological self-regulation. It is concluded that the PLHI has significant practical value for developing adapted health-promoting technologies in the educational environment.

Key words: health-promoting physical education, laboratory, motor activity, health-promoting technologies, monitoring, physical performance, rehabilitation.

Введение. Актуализация проблем сохранения и укрепления здоровья населения в условиях гиподинамии, психоэмоциональных перегрузок и неблагоприятной экологической обстановки обусловила возрастающий интерес к научному обоснованию средств и методов оздоровительной физической культуры (ОВФК). Интенсификация данного направления требует создания специализированных структур, способных осуществлять комплексные исследования, разрабатывать инновационные методики и обеспечивать контроль их эффективности. Таким центром призвана стать лаборатория оздоровительных видов физической культуры, функционирующая на стыке науки, образования и практики [9; 10; 12].

Формирование потребности в физическом и психическом здоровье и здоровом образе жизни в целом имеет решающее значение для физического воспитания студентов. Чтобы процесс их формирования был эффективным, он должен быть сознательным. Анализу данной ситуации посвящена данная работа, в которой изучались организационно-педагогические условия занятий спортом и досуга на примере разработки лаборатории УНИЛ «Оздоровительные виды физической культуры» в образовательной среде Алтайского государственного педагогического университета, на кафедре гимнастики института физической культуры и спорта [2; 3; 4; 5].

На кафедре спортивной гимнастики в качестве инициативной группы начала работать лаборатория УНИЛ «Оздоровительные виды физической культуры».

Основной целью ЛОВФК является проведение фундаментальных и прикладных научных исследований, направленных на разработку, внедрение и оценку эффективности оздоровительных и реабилитационных физкультурно-спортивных технологий для различных групп населения.

К ключевым задачам относятся:

1. Изучение влияния различных видов и режимов двигательной активности на функциональное состояние, физическую работоспособность и психофизиологический статус человека.
2. Научное обоснование и создание методик ОВФК для лиц разного возраста, пола, уровня здоровья и физической подготовленности (включая лиц с ограниченными возможностями здоровья и хроническими заболеваниями).
3. Разработка критериев и методов оперативного и этапного контроля эффективности оздоровительных тренировочных программ.
4. Апробация и внедрение современных фитнес-технологий, средств кинезиотерапии и адаптивного спорта в оздоровительную практику.
5. Осуществление образовательной и просветительской деятельности, подготовка кадров в сфере оздоровительной физической культуры.

ЛОВФК, как правило, включает несколько взаимосвязанных секторов или рабочих групп: