



Relationship between the Central Nervous System, Thinking, Language and Learning

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Case Blog

The Cuban thinker and teacher, Don José de la Luz y Caballero (1800-1862), wrote in one of his anthological aphorisms that "it is necessary to learn the grammatical principles on which the mother tongue is based as a sine qua non-requirement for learning of a foreign language [...]".

That intelligent reflection of the trainer of heroes of our independence struggle, who discovered in that giant of insular education, in the classroom and outside of it, the dissimilar values on which the child-youth personality is based, incites us to serene reflection and deep, not only from the strictly pedagogical point of view, but also from other aspects that include contemporary neurosciences today.

A convincing example of this is the dialectical unity that forms the Central Nervous System (CNS), physiogenic base of the human psyche and spirituality, thought, language and learning.

The CNS is the rector of the human organism, and in this physiogenic, bioelectrical and biochemical context take place the processes related to thought and language (two sides of the same coin), as well as learning, which plays a basic role indispensable in the life of hominids.

So much so, that an illustrious European philosopher said: "Life is a continuous learning [...] even at the moment we are expiring [or saying goodbye to earthly existence], we are learning to die."

Thought and language belong, without any discussion, to the cognitive or cognitive sphere of personality; indivisible unit that plays a decisive role in the learning process. Hence, when the person presents neuropsychic disorders, regardless of the causes that cause them, the bio-psycho-socio-cultural and spiritual balance in which the health and personality of man is structured is affected; Therefore, thought and language suffer-to a greater or lesser extent-the consequences or sequels left by these CNS conditions. On the other hand, they have a negative influence on the learning process. When a problem of this nature is diagnosed in a child or adolescent, the first thing that must be investigated is the presence of a neuropsychic or emotional alteration that is conditioning such difficulties, not only in thought and language, but also in learning school, which can manifest, for example, through pedagogical delay.

With support in these elements of judgment, it is possible to reach the conclusion -disputable, because we do not possess the absolute truth nor aspire to monopolize it- that don José de la Luz y Caballero is, in his own right, a precursor of contemporary neurosciences.

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