



The education of the XXI century based on competences, promotion of values, and the development of emotional dimension

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Submitted on February 18, 2020 / Accepted on September 28, 2020

<https://doi.org/10.5377/torreon.v10i27.10835>

Keywords: Professional competences, affective dimension, values, integral training, balance.

ABSTRACT

The article consists of explaining the importance of an education based on not only the development of professional skills but also on the promotion of values and development of the affective dimension for the 21st century. It is about explaining how the balanced integration of these three elements contributes to the integral formation of the student. In summary, it is exposed how the education that humanity needs should be, to achieve that integral formation of the human being that coexists in peace and harmony with others and the environment, sensitive to the suffering of others which contributes more efficiently in the construction of a better, fairer, more equitable and supportive world.

REFLECTION

The dizzying changes we are experiencing today, generated among other factors by technological advances, the media, global markets, savage capitalism, in short, “modernity” as an individualizing model have generated value crises that are expressed in corruption, dishonesty, unfair competition, violence in all its forms (physical, verbal, psychological or cybernetic)

among others, thus leading to the dehumanization of man, where his indifference to the other is notorious; it has no affection for his fellow men and sees it as a mere object, acting without any regret. We see how people are insensitive to the suffering of others, do not sympathize with the problems and pain of the other, and see their suffering as something normal, just and well-deserved.

Higher education has not evaded this reality, we see that there is a permanent concern to train “competent” professionals and, consequently, we hear institutional discourses that support the values or principles, which are institutionalized, but in practice, evidence it is little. In this sense, I start from the thesis that “the university has been concerned with the development of specific instrumental competences, but it has been leaving and could be affirmed unconsciously, with minimal relevance the promotion and practice of values, as well as the affective dimension in its students, knowing how to be and coexist as a fundamental pillar of education in the 21st century”

The professional skills-based approach in higher education

When it comes to skills-based in higher education, it is an education that prioritizes the competences that the student must acquire during university time, which comes precisely from the labor field, and which responds the best way to the demands of society, typical of their professional training field.

This requires a highly competent teacher in the performance of teaching and break with the scheme that the teacher is the one who knows everything, according to this model, the teacher must avoid that error and admit that the most important thing is to learn from students and with the students, he is only a facilitator, a mediator of learning, and that is why the university has been very concerned about the professional training of the teacher.

This type of education has a fundamental advantage and it lies in the transposition of theoretical knowledge and capacities into practice “one is competent when something is done effectively and adequately; You are not competent when you only know how to do it, or when you do not show a good attitude when doing it” (Velázquez, 2018), here the author refers to the fact that the advantage of teaching by competences is not limited only to the acquisition of knowledge on how to do, if not, the proper and timely performance of the task or tasks in their field of work, that is, how the student can integrate that knowledge into practice to perform well in their scope.

Likewise, the author highlights the importance or relevance of having a good attitude in the proper and timely performance of the tasks performed in this profession, that is, in knowing how to be, so it can be affirmed that skills-based education is not only based on the development of competences, typical of scientific preparation but also, which encompasses competencies for

the integral formation of the individual. How useful is a professional trained in his work field with the necessary skills to perform adequately and promptly in his professional field if it lacks humanity and values, in the end, his remuneration to society and his peers is almost nil.

Evil has to be tackled at its root. (...) The diminution of the atrophic tutelage, the rickets of tenderness, the suffocation of the constitutive dialogue will launch into the world, in increasing proportion, millions of apparently intelligent beings, cultivated, skilled in admirable reasonings. But deeply weary in their spiritual core, pre-schizophrenic or pre-psychotic, potential criminals or serious neurotics, or immoral, as they say now. ” (Rof Carballo, 1976, 397). Quoted in (Olveira Olveira, Rodríguez Martínez, & Touriñán López)

Here the authors refer to the need to eradicate that evil that is devouring the human being, that alteration or deformation that has been suffered because of globalization, the media, savage capitalism, etc., to prevent humanity from destroying itself. herself, and her peers, as well as all living beings, because it is not useful to have so many trained and skilled people in their profession and devoid of humanity, insensitive, without values, principles, who act without remorse, when in the end it does not count the common good but their own and it does not matter to go above others to get what they want.

From this statement, the following question arises: how to tackle this evil from its roots? Some will say it is impossible to achieve it, however, as long as all possible actions are not taken in this regard, such a thing cannot be affirmed.

As we can see, skills-based education is not only about developing professional competences, it also includes the development of personal competencies that allow the integral formation of the individual, however, this is something that has not been achieved efficiently.

In many contexts and for a long time, the importance of values-based education is spoken as a shared need that has been demanded and is being loudly demanded by society.

Values-based Education

Values are the horizon of the human being, they are an ideal, something that one aspires to have. These are typical of people who live in society, facilitate coexistence with others, and help make life more humane.

“Opting for a values-based education contributes significantly to the integral development of the human being and, consequently, affects the construction of a better world because people will be formed in values and will be aware of it” (Martínez Lirola, 2019), However, it should be considered that this dimension should not be taken as a core part of the person’s training process, but should be integrated into equal proportion with the affective dimension and the development of competences since they are complementary to the integral formation of the

individual. “Comprehensive education means intellectual, affective and volitional training, to be able to face freely and successfully the situations that arise in all areas of life: personal, familial, social, professional, etc” (Tourrián López, 2006)

Values-based education does not only consist in knowing what the values are and what their meaning and importance are for good coexistence in society but promoting their practice through the example, so that it allows the student to internalize them and consciously, assume commitments that can be materialized outside the school, in harmony and empathetic coexistence with society, that are capable of understanding the suffering of the others and feel the desire to help them, to solve conflicts peacefully, to understand and respect different points of view, etc. (Torrez).

Values-based education starts at home, then the educational system reinforces them and it is expected that values will be taught continuously, being transferred from teachers, peers, and all those within the system with whom students interact, however the greatest weight in this transfer of values falls on the teacher, who must transfer them with its example, acting, teaching, illustrating, etc. For this, teachers must be very attentive to their attitudes, be careful with their words and gestures, find a way to transmit them, be consistent between what they say and what they do, they must create an atmosphere of trust with their students and keep in mind that with new educational approaches must contribute to the comprehensive training of its students

According to (Valera, nd), the main role of the educator in the process of creating or modifying behavior is to promote values as the basis of all subjects and to stimulate and develop attitudes of analysis and critical thinking in students, to counteract the negative influence regarding the teaching of misleading values of the media, by promoting activities of coexistence and communication between parents and children; parents and students, promote balance between academic content and values teaching.

Emotional education

Individuals from their first years of life have emotional needs (love and affection), which begin to be experimented and developed in family relationships, opening their emotional action to others, for those who gave them security. Although these needs must be met from family relationships, they must also be addressed in the school context, to continue to develop. Likewise, it should be understood that it is a process that involves a series of actions and commitments, as well as the fact that results are not seen immediately, as it is a process that develops gradually, as well as reciprocally.

According to (Barrientos Gutiérrez, 2018) “Today, educational systems, from basic education to postgraduate studies, must become spaces where comprehensive training,

awareness of interdependence, cooperation, and global peace are promoted.” This requires giving continuity to this process and promoting development from the beginning of the individual’s schooling until the culmination of their professional training in an articulated way so that there are better cognitive and motivational schemes that allow more harmonious coexistence and affective of the individuals with their peers, parallel to the promotion of values and the development of professional skills.

Affective education not only favors the development of positive attitudes of the individual towards itself and others, but it also facilitates learning, as the German playwright poet puts it, “we only learn from those whom we love” this means that if the individual feels affection for others and loves his neighbor is predisposed to learn and teach from it. Therefore, it is concluded that the affective dimension not only favors the student to become more human, sensitive to the pain of others but also facilitates learning and the development of professional skills since it is motivated and willing to learn.

To demonstrate the benefits of promoting emotional skills in students, we can cite as an example some results of research carried out in England and the United States on the impacts of the application of socio-emotional development programs (Mena Edwards, Romagnoli Espinosa, & Valdés Mena, 2009)

- Better and more jointly organized school environment for learning
- Attitudes and skills to learn
- Improvement of academic performance and school success
- Development of a good attachment with the school and the consequent disciplinary attitude
- Decreased levels of emotional stress and risk situations

It is not just about promoting values in students that enhance affective development along with the development of competences, it is also about showing affection, as this greatly influences emotions, which, in turn, affect either positive or negative in thoughts and behavior, for it is well known that you lead by example. “Children learn more from what they see than from what we tell them, so if we are empathetic, we will be helping children develop their empathy.” (Rodríguez Ruiz, 2019)

Teachers can promote the development of this dimension through hugging, smiling, the willingness to address their concerns or difficulties, giving the student confidence and security, a dignified treatment, must create spaces for learning based on respect, trust, tolerance, solidarity,



kindness, etc. where the student feels confident, free to express himself and feels that it is being listened to, which will serve as an example to the student to be applied in its life.

The need to promote emotional skills during the teaching-learning process is notorious since it is proven that the development of these skills influences emotions, but it is essential to adequately verify school coexistence in the classroom, evaluate that environment, how these skills and values are developed and promoted. ” A positive school climate facilitates the development of socio-emotional skills to face, as best as possible, the various problems throughout life (Ruvacalba, Gallegos-Guajardo, and Fuerte, 2017). Quoted in (Ortiz Lack & Gaeta González, 2019), page 156

How to achieve comprehensive training through skills-based education, promotion of values, and development of the emotional dimension?

There is no doubt that each context has different educational needs and that they must be specifically addressed, however, there are some common aspects that must be taken into account to achieve quality results, not only skills or compassion should be developed towards the problems of the other also “It is necessary to promote social values such as equality, justice, cooperation, and humanitarian aid because in this way the citizens of tomorrow are encouraged to be engines of structural change and become aware of the real needs of their environment. ” (Rodríguez, 2017). Likewise, it is affirmed that “the importance of education in the 21st century will lie in its ability to transmit values that help us build a more just, egalitarian, dynamic and diverse society”

To achieve this according to (Tedesco, 2011) “transformations in the curriculum, teacher training, teaching performance, institutional organization, and school activity are required.

This does not mean that it has not been done, it is evident how in each modification to the curriculum, the emphasis on the development of values is placed, but the result is very little and of course, the development of the affective dimension in students has not yet been incorporated as such, many authors emphasize the importance of this dimension, but only in the learner to promote its learning.

Therefore, it is considered necessary to make a more exhaustive review of all the elements that make up the educational system, which has been in constant transformation and more carefully in teacher training in terms of the aforementioned dimensions, this requires an analysis in regarding the teachers professional training, if they have been prepared or trained in these dimensions or were only prepared under the mechanistic vision that transmits knowledge, this is how it is explained (Barrientos Gutiérrez, 2018) that current social demands require human preparation and professional teachers who have a permanent pedagogical practice, based on the example, this means that to contribute to the comprehensive training of the student, the

teacher must also have comprehensive training which must be consistent with their practice because there is no coherence between what is said and what is done

It is seen that in many educational contexts the teaching of values as transversal axes or as one more subject have been included, but it is necessary to analyze carefully what its purpose is, how this subject is developed if it is being developed adequately and effectively, which allow to achieve the objective, as well as to analyze if it is only included as a requirement because it is demanded.

Also, it is considered necessary to revise the teaching practices, since it is in the classroom where these actions are materialized. It may be that the problem does not lie in the modifications or transformations to the curriculum but more in the teaching practices because as it has been exposed previously, values and emotionally based, it is not only about knowing concepts and definitions but, putting them into practice, applying them in real situations, experience them, be affectionate, affectionate with the students, who transcend other environments outside the school. The situation is closely linked to the comprehensive preparation of the teacher.

On the other hand, it is also important to create institutionalized mechanisms or conditions that efficiently induce teachers to reflect on their teaching practice, to self-evaluate if they are acting coherently with the education model proposed and ask why despite the great efforts to satisfy the educational demands of society, it is not possible to see great advances and the human being is increasingly dehumanized? What role am I playing as an educator in the transformation of the individual for its integral formation? Is my contribution relevant to the transformation of the individual? Am I contributing adequately and effectively to build a better society? Am I ready to take on this challenge? What weaknesses do I have and how should I improve? and to make commitments. It is known that all this is a matter of attitude.

CONCLUSIONS

For an integral formation of the individual, education should not be based only on the development of professional skills, that would be like leaving the student mutilated. Therefore, an educational model based on competencies, promotion of values and development of the affective dimension is proposed, which implies training the student in knowledge, a person who knows how to do (professional skills); emotionally, that she knows how to be and that she is affective, that she identifies itself with the suffering of its fellow men and every living being.

This model implies changes in the educational components, taking on both institutional and personal challenges. It is not an easy task because it has the globalization, the media, savage capitalism, technological advances, etc. as individualizing agents of the human being that are

dehumanizing it in an accelerated way, but it is not impossible to build a better world, more supportive, more human, less violent, more committed to itself and others and its planet.

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