

University Education with Social Skills and Socio-Formative Approach

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ABSTRACT

This article examines the implementation of socio-formative strategies in university education to strengthen social skills and socio-emotional abilities. Based on theoretical frameworks such as Vygotsky's sociocultural theory, Bruner's discovery learning, and Morin's complexity theory, the study analyzes how these approaches contribute to addressing the challenges faced in higher education, especially during periods of uncertainty like the COVID-19 pandemic. The research highlights the role of social and emotional competencies in fostering integral development, adaptability, and critical thinking among students. Furthermore, the paper emphasizes the importance of aligning academic practices with socio-formative approaches to bridge the gap between academic and socio-emotional education, promoting sustainable and transformative learning experiences. The findings underscore the relevance of socio-formative strategies in preparing students for personal and professional success, as well as in fostering a knowledge-based and value-driven society.

Keywords: Socio-training, social skills, socio-emotional competencies, university education, complexity theory, sociocultural theory, integral development, educational innovation, COVID-19 and education, sustainable learning.

INTRODUCTION

The change experienced in the educational context in the face of the covid-19 event, opened the panorama to the use of options that allowed the educational process to continue in all aspects, with the use of virtual environments and digital tools emerging as the most successful option. In the context of uncertainty during the pandemic, the crisis in education that had been dragging on for some time and that is related to inequity and limited access to education that meets basic quality conditions was shown, which has a negative impact on people's development. These considerations showed that COVID-19 had a negative impact on education, increasing precarious conditions and increasing the gap to achieve quality education. (Torrejón, 2023, p.29) (Di Gropello, 2020)

Therefore, distance education represented the best alternative to continue with the educational process in universities. In this sense, he argued that educational processes had to be adapted to respond to a "new normal", which involves the student community and teachers, who experienced the adaptation of the way of learning and teaching, rediscovered skills and abilities to maintain educational practice, which in the face of the new reality, with a learning process focused on virtual spaces, Technological resources are the ideal option to continue the training process. (p. 67) León (2020)

Covid-19 exposed the capacity for adaptation and resilience of people around the world, confirming that there is an important influence of the context on the training process of the human being. By involving the context, the theory of so-called sociocultural theory reveals how the sociocultural environment influences learning and points to language and the zone of proximal development (ZPD), which refers to what is known and what can be learned through accompaniment and teacher support, as the basic mechanisms of learning. (Torrejón, 2023, p.29) Vygotsky (1978) (Torrejón, 2023, p.30)

Teacher accompaniment, seen as a way of guiding from previous experiences aligned with the social and cultural context of the student, is one of the basic concepts consistent with the ZPD, a space where cultural learning is carried out with interaction of other people and is situated between the real level of development and potential development. This theory provides a conceptual framework for the acquisition of learning individually and in society, where the cultural environment and interaction with others exert an influence on the thinking, behavior and skills of the human being, who explores, captures and learns what society disseminates. Sociocultural learning is highlighted before academic learning, as it provides tools for problem solving and adaptation to the environment. In this sense, learning is consolidated through interaction with other people in different environments. Thus, sociocultural learning is a real way, as well as congruent, to acquire knowledge, therefore, to develop social skills to face situations with a correct response. (Torrejón, 2023, p.30) (Guerra, 2020, p) (Torrejón, 2023, p.30)

In line with the previous theory, it points out that the teacher plays the role of facilitator, and even more so that of assertive companion in the construction of knowledge, motivates both individual and team learning, based on the solution of problems extracted from the reality of the students and that generally have to be solved with group participation. (p.75). Making it clear that the facilitator promotes observation, comparison, inquiry and permanent analysis during the educational process, has an active, critical and constructive role in the formation of knowledge. Therefore, learning by discovery considers in its components, the guiding position of the teacher with total disposition for constant communication, which stimulates the student's investigative spirit, with the capacity for constructive correction linked to creativity, planning, updated information and flexibility to change strategies, when necessary and provide reinforcement under a logical and coherent order of content Bruner (1987) (Torrejón, 2023, p.31) (Piñate et al., 2021, pp.75-76).

Likewise, the theory of complexity developed by Morin (1998) , argues that complex thinking, by joining concepts that reject each other and that are broken down to be cataloged in closed compartments (p. 84), is articulating thoughts that separate and reduce together with thoughts that distinguish and link, denoting as a thought that relates without privileging or categorizing (, p. 43). Therefore, it characterizes the plurality and diversity of points of view considering the genetic, intellectual, psychological, cultural and affective difference of the human being. Morin, 1999 (Torrejón, 2023, p.31)

With this, the principles that govern learning according to the theory of complexity stand out and address the nature of the human being with its multidimensional subject to various conditions and particular circumstances. Such principles view human learning as not being absolutely weighted, measured, or controlled. The configuration of dissimilar and contradictory elements is related to the individual and unrepeatable character of the human personality and the teaching-learning process that includes it. The presence of the unforeseen, considering the complexity of reality, where the change that can occur even in the learning processes and in the actions of the subjects during that process is very feasible. An open conception of the subject-object relationship conceives learning as an individual and collective experience that is shared, modified and improved in a systematic way (Torrejón, 2023, pp.31-32) (Hernández and Aguilar, 2008).

In this mention, the general principles of complex thinking focus on the systemic, recursive, reintroduction of the one who knows in all knowledge, hologrammatical and dialogical pp. 45-57). This theory conceives the importance of contextualized learning with interconnection of knowledge and experiences, which occurs in an integral as well as transdisciplinary way, and that, being a holistic process, integrates the dimensions of knowledge, developing the critical, adaptive, and reflective capacity of the learner. (Luengo González, 2016, Under this foundation, socio-education emerges as an alternative approach aimed at pedagogical innovation, which in the words of Socio-Education reflects the humanistic spirit of education making use of complex thinking as epistemology, giving the human being the main role in addressing real problems extracted from their social context, where information technology fulfills a pertinent function and in accordance with current progress. pointing out values that are essential to establish a society with justice, aware of its reality and visionary of a better future. (p. 59) Thus, this theoretical approach is aimed at contributing to a favorable change in the way of life, promoting action and integral development giving priority to sustainable development from a holistic perception and vision of complex thinking Ambrosio and Hernández (2018) (Vázquez et al., 2017). Therefore, socio-education has highlighted the great possibility of implementing improvements in an educational context that is usually repetitive, with rigid environments, where the concerns and interests of the students are ignored, limiting their creativity and capacity for creation. It emphasizes the relevance of generating educational scenarios that comply with providing a more innovative comprehensive education that develops

competencies and skills with interaction, collaboration of the social context and promoting values. (Torrejón, 2023, p.33)

UNIVERSITY EDUCATION WITH SOCIAL SKILLS AND ESD

The current demands within the professional, social and personal sphere, generate the need to strengthen social or socio-emotional skills that are decisive for the satisfactory and even optimal development of the human being. Thus, when pointing out socio-emotional skills from a socio-formative approach, they were defined as knowledge, skills and attitudes that the individual demonstrates when expressing, behaving, understanding and self-regulating. These skills are focused on the development of human talent and their self-regulation pursues the optimal quality of life. They enhance the ethical life project aligned with carrying out actions in an integral way from the development and consolidation of the ability to identify, understand and manage with self-knowledge, self-regulation, empathy, self-motivation, with the ability to face events, assume decision-making and resilience actions. (Torrejón, 2023, p.1) (Magdaleno-Arreola, 2018, pp.2-3)

Therefore, applying socio-formative didactic strategies (ESD) would represent an important change for university teaching practice, which must be in accordance with the challenge of transforming actions, attitudes and even behaviors that generate the achievement of learning towards the solution of problems present in the context, and that, when linked to the perspective of the socio-formative approach, promotes change towards the knowledge society. that the use of socio-formative didactic strategies in a structured way significantly influences the strengthening of social skills of higher level students. (Guevara et al., 2020, p. 1).

To contextualize university higher education under a framework of progressive transformation over time that responds to the expectations of the environment, is to understand that it is involved in training for life, positioning the human being as an agent of change with the capacity to transform his reality in a positive way. In total agreement, it is proposed a vision of higher education with an integral, humanistic conception, framed in a human development approach that, as a social factor, is transformative of life and reality. (p. 57) United Nations Education Organization (UNESCO) and the International Institute for Higher Education in Latin America and the Caribbean (IESALC, 2018)

With certainty, it can be specified that education under a comprehensive conception includes the so-called social skills, being aware that the current training process presents an important gap on the road to comprehensive education. For this reason, the need for a new context was highlighted as a challenge for higher education, where student diversity, advances in information and communication technologies (ICTs), the use of social networks as an element that influences the lives of young people and adults, the transformation of professional performance, the way in which employment is structured and the importance of generating lifelong learning (p. 58). UNESCO-IESALC, 2018,

In this sense, preparation with new competencies, with new knowledge and well-founded ideals was emphasized, emphasizing that higher education must take on the challenge of competency-based training, which requires a continuous adaptation of curricula according to current and future needs of society, being necessary to correctly articulate the problems of society with those of the world of work (p. 50). Emphasis is placed on a university education that responds to the requirements of the context, which generates greater employability of university graduates, who must demonstrate labor competitiveness with an excellent management of social skills. UNESCO-IESALC, 2018, (Torrejón, 2023, p.2)

In this regard, in the final report of the Tuning Project, competencies have been defined as a dynamic combination of knowledge, understanding, capacities and skills, which are formed in the units of the courses and evaluated in the various stages (, p. 37). , in its report, conceptualizes competencies as constructs, which provide a response to a historical moment and a temporal space. (p. 16) Beneitone et al., 2007 Delors (1996)

It establishes the four pillars of education (learning to know, learning to do, learning to be, learning to live together and learning to live with others) that have been considered as a core part of the competencies. On the other hand, he considers that competencies are acquired through training, and also allow the subject to adapt to the accelerated changes of the environment. (p. 13) (Torrejón, 2023, p.2) Perrenoud (2012)

In short, the development of competencies is highlighted as a fundamental aspect of university education that contemplates the challenges of life, executing actions that require skills to mobilize resources of the human being such as knowledge, skills, values and attitudes. The educational context is considered as a strategic scenario, because it mixes the cognitive, procedural and attitudinal within a space of socialization and interaction, which reveals the emotional aspect (social dimension of the competencies) linked to acting. (Torrejón, 2023, p.3)

Under these considerations, socio-education as a didactic, educational, curricular and evaluative approach to human and social development, explained from the perspective of , is aimed at building a knowledge society and achieving sustainable human development (p. 1). , argued that the socio-formative approach is the framework for both reflection and educational action to forge vital pedagogical conditions that facilitate the formation of integral, integral and competent people, articulating education with social, community, economic, political,

religious, sports, environmental and artistic processes; where people live and implement meaningful training activities. (pp. 14-16) López and Tobón (2018) Tobón et al. (2015)

The Inter-American Development Bank (IDB) report, carried out by , emphasizes the relevance of the development of cognitive skills together with the development of socio-emotional skills of students, in infancy, childhood and youth, to achieve both personal and professional success in the twenty-first century. Socio-emotional skills were marked as essential and became more relevant during COVID-19, as they are crucial to face periods of uncertainty and mitigate negative changes. (pp. 5-6) Arias Ortiz et al. (2020)

The vision towards 2030, of a transformative, comprehensive, ambitious and demanding education, framed in Sustainable Development Goal 4, on guaranteeing an education that complies with being inclusive, equitable, of quality, in addition to promoting the learning opportunity for all (UNESCO, 2016, p.7), points to a quality education that guarantees the development of basic skills, perfecting analytical and problem-solving skills, among other high-level cognitive, interpersonal and social skills to achieve healthy lives fully, making the right decisions in the face of challenges.

Feijoo-González and Gutiérrez (2020) , configured socio-emotional skills as an innate or developed capacity in the course of the individual's life, which establishes interaction with others in a more suitable way. (pp. 202-203), argued that the deficit of socio-emotional skills has an impact on behavioral problems, which violates the interpersonal, psychological, academic performance and even generates the so-called disruptive behaviors. (p. 12), stated that the approach to social skills involves characteristics of the countries, in addition to considering the communication systems framed in culture. (pp. 204-205) Gutiérrez and Expósito (2016) Durán et al. (2015)

Therefore, the level of professional performance will depend a lot on the development of social skills that the person has achieved. In this regard, they indicated that efficient professional performance merits the development of a set of specific competencies, including social skills, which require individual characteristics and context for their development. (pp. 2,10) To achieve the management of socio-emotional skills under the socio-emotional training approach, it contributes to comprehensive training, elucidating the irrelevance of dissociating academic training from socio-emotional training, which have to be directed in the same direction. (pp. 1-3) With this, the author highlights the comprehensive approach to education. Salazar-Botello et al. (2020) Vásquez et al. (2018)

In Peru, the reality regarding the development of social skills in the university environment is still a pending issue that has not been addressed with the importance it deserves. University education is still focused on knowing and knowing how to do, with a partial and reduced development of knowing how to be, knowing how to live together and knowing how to transform, despite considering integral training. This palpable panorama that surrounds university students does not allow them to achieve training on a truly integral level that considers human multidimensionality, the strengthening of different skills and/or potentials as a whole, and that gives the individual the tools to develop satisfactorily and fully in the different areas of their lives.

Socio-Formative Theoretical Model, Phases And Didactic Sequence Of A Program Of Socio-Formative Didactic Strategies To Strengthen Social Skills

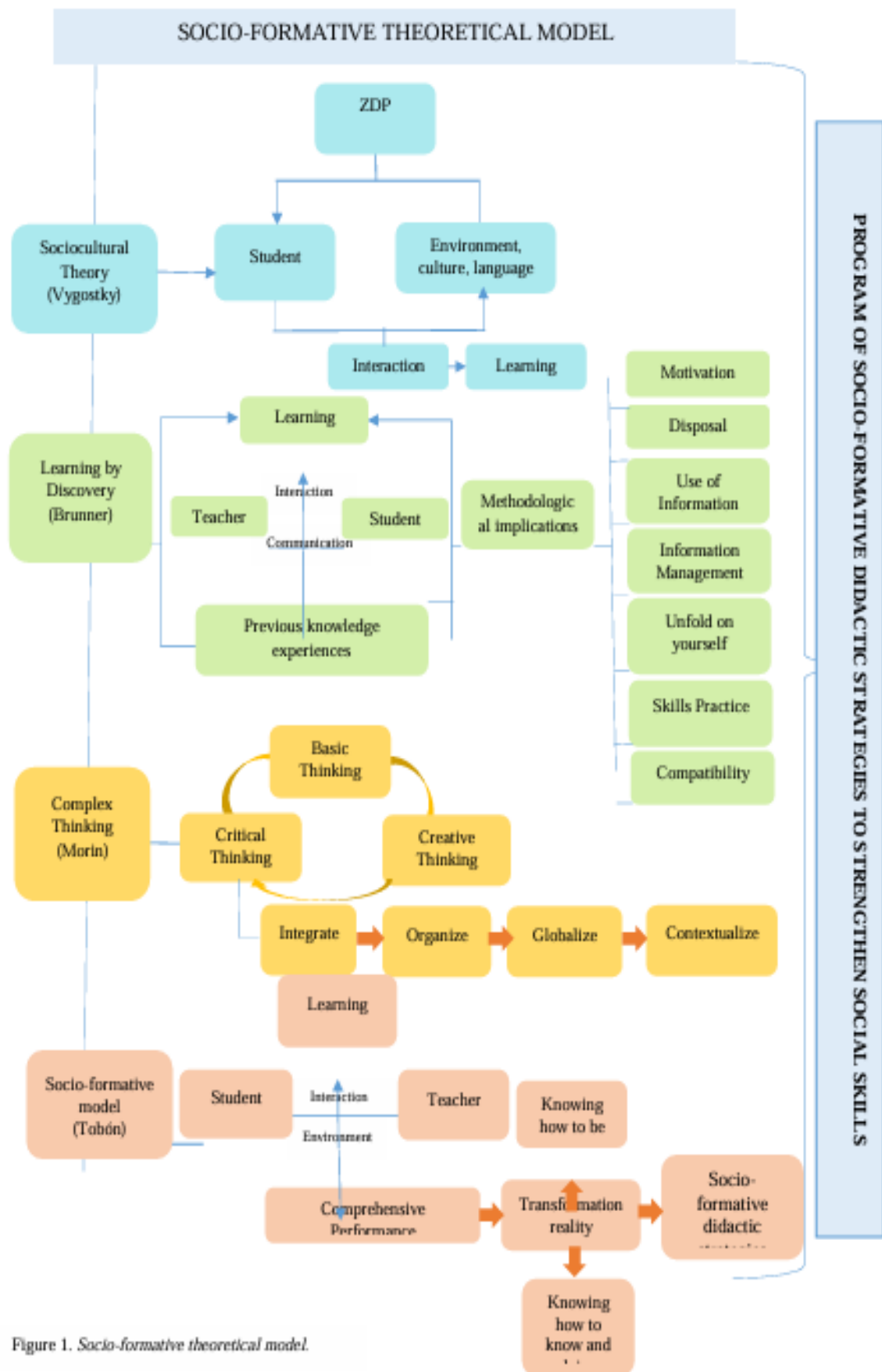


Figure 1. Socio-formative theoretical model.

CONCLUSIONS

1. The implementation of socio-formative didactic strategies in university education contributes significantly to the strengthening of students' social skills and socio-emotional competencies, which is crucial for their comprehensive development and personal and professional success.
2. The socio-formative approach, based on theories such as Vygotsky's sociocultural, Bruner's learning by discovery and Morin's complex thinking, proves to be an adequate conceptual framework to face the challenges of contemporary education, particularly in contexts of uncertainty such as the COVID-19 pandemic.
3. Comprehensive education, which combines cognitive, procedural, and attitudinal aspects, is essential to prepare university students for professional life and for their adaptation to a changing environment, promoting employability and effective performance.
4. Social and socio-emotional skills, such as self-regulation, empathy and decision-making, are key components to face the challenges of the twenty-first century and should be considered as a fundamental part of the university curriculum.
5. Socio-training, by linking education with social, cultural and technological processes, allows contextualised teaching that fosters pedagogical innovation, sustainable learning and the creation of a society based on knowledge and values.
6. In the Peruvian context, a significant gap persists in the comprehensive education of university students, which highlights the need to adopt more inclusive, equitable educational approaches aligned with the sustainable development goals, particularly in the promotion of socio-emotional skills.
7. Higher education institutions must take on the challenge of transforming their pedagogical practices, adapting their curricula to the current and future needs of society, integrating social and emotional competencies at all levels of academic training.

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