

Enseñanza de la Pedagogía infantil y su referente en la era contemporánea

Teaching of children Pedagogy and its reference in the contemporary era

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RESUMEN

El presente trabajo expone algunos desafíos que implica para la pedagogía childil el uso de las nuevas tecnologías. Se determinan mediante el uso de los métodos de investigación siguientes: analítico e inductivo los retos que plantea el desarrollo de las nuevas tecnologías para la pedagogía childil del siglo XXI teniendo en cuenta su evolución histórica según sus principales etapas. Se demuestra la relación entre los retos que supone el desarrollo de las nuevas tecnologías y la pedagogía childil en la actualidad.

Palabras clave: Pedagogía childil; Nuevas tecnologías; Educación; Proceso de enseñanza

ABSTRACT

The present work exposes some challenges that the use of new technologies implies for children Pedagogy. The challenges posed by the development of new technologies for children's pedagogy of the 21st Century are determined by using the following research methods: analytical and inductive, taking into account its historical evolution according to its main stages. It is demonstrated the relationship between the challenges posed by the development of the New Technologies and children Pedagogy nowadays.

Key words: Children pedagogy; New technologies; Education; Teaching process

INTRODUCTION

The concern for the education development at an early age is due to many reasons, some of a technical nature and others of a socioeconomic nature, in the first group are those associated with the growth, learning and development of the human being in the first years of life, while in the second one can be find the improvement in the probabilities of success before entering primary school, the possibility of reinstatement of the working mother and of course, raise the cultural and living level of the groups to which the children belong.

Once there is consensus on the need to start the educational process at an early age, it is necessary to determine the appropriate pedagogical model. In this sense, it is necessary to have clarity in relation to the man who is pretended to form and the type of society it is aspired, that is the end, therefore, the means will be dependent on the real conditions and the potentialities of their executors, which is also known as the dimensions, they are: the psychological, anthropological and social.

In this field of pedagogical models for children under six years of age, several authors have stood out, among them, Juan Amos Comeniu, Juan Jacobo Rousseau and Juan Enrique Pestalozzi, who, despite their different conceptions, agreed on one element: the importance of Early childhood education in pursuit of subsequent learning and development of the child.

It is an absolute truth, without a doubt, that information and communication technologies have a strong impact on the educational process of children and that beyond the school, the means are present at all times, in fact, they exceed the information offered by school, so that the challenges are bigger.

DEVELOPMENT

Beginning of attention to early childhood education.

Establishing the conceptual basis of research is the starting point, in this sense, starts from the following premise: when it refers to early childhood in this study, is assume the criterion that is between the ages of zero and six years. In addition to the debates that may exist regarding the most appropriate terminology for the

phenomenon, for the purposes of this work, terms such as education at an early age and children pedagogy will be used under the same meaning.

The beginning of early childhood education attention is usually located in the middle of the preceding century and this was due to the events of that time: scientific discoveries, economic overhauls and redefinitions in the field of human rights (Simonstein, 2007).

The support of the aforementioned attention was the carelessness that existed at the governmental level around the subject, while the concern and financial resources were focused on later teaching, understood as such: primary, secondary, pre-university and university; since early childhood education was a matter, exclusively, of the family.

Towards the end of the last century, the role of educational attention to small children began its take off, many studies from the scientific point of view supported this hypothesis. Fields such as cognitive and developmental psychology, neuroscience, just to name a few, made important contributions to the subject.

Children included in this stage are subject to a relevant development from the point of view of functions at the brain level, which has a special connection with the learning process, so that as long as the child is stimulated and enriched, their environment from the educational point of view, it will acquire greater potentialities according to its development.

From the point of view of Right, the Universal Declaration of Human Rights (United Nations, 2018) constitutes the most recognized instrument in this area, was adopted on December 10, 1948 and marked a milestone in the reformulation of the new world order, it was also the immediate response to disasters that resulted from the Second World War. On the basis of the articles of this document, arguments such as equality between all human beings (including children), as well as the right of girls and boys to special care and assistance are supported, and education being part of it.

On children pedagogy dissimilar authors have written, some belonging to the past, such as Rousseau and others more contemporary, show of the unquestionable value of early childhood care in pursuit of future development. Actions such as the

realization in 1990 of the United Nations World Summit for Children and the signing of the World Declaration on the Survival, Protection and Development of Childhood, and the Plan of Action for Fulfilment, support the aforementioned.

Regarding to economic value, the analysis focuses on its long-term results, since it is not a luxury for governments to devote resources to education in this first stage, it is rather a necessary investment from the field of cultural values and the economy at the country level.

Role of early education agents in today's society

Among the educational agents, the management equipment of educational institutions, professors, family and society in general have a special role, all together they can contribute to quality learning in line with the requirements of the new millennium.

From the management, the agents must be sufficiently skilled in terms of achieving a distribution of tasks that meet the objectives set, likewise, the value of the support of other institutions that enrich the pedagogical task cannot be lost sight of. The achievement of consensus around pedagogical work in an institution is essential, since it guarantees that all the criteria have been put in function of obtaining the best possible option without losing sight of the use of ICTs, as well as, the child that is intended train, able to acquire knowledge and transform them according to their educational interests and needs, with skills for the identification and administration of information, autonomy, creativity and adaptability.

According to Jhon Dewey, American philosopher and pedagogue, the child at the beginning of its studies comes with a backpack full of skills, including communicating, expressing itself properly, building, so that it is the professor's job to guide and direct these children's concerns, for calling it somehow. According to his appreciation, crafts constitute forms of preparation for life and turn the child into productive beings from a social point of view (Dewey, 1988).

As for the professor's role, according with what Dewey reflects, is to guide the child, provide it with the tools that allow it to develop the skills it already has. So that one does not start from an initial knowledge but from a group of previous experiences that will always be useful in training, children have their own meanings

(Peralta, 2008. p.44). The skills that identify the professor in the 21st century are solid knowledge, pedagogical skills, theory-practice, cooperation and elaboration, mobility, quality, leadership, and constant improvement.

Likewise, professor must be able to recognize the impact that interpersonal communication has between students, since the process of knowledge among children themselves is more effective than when it is unidirectional, that is, from the professor to the student. In fact, there are authors who argue that this non-formal education comes to replace the absences or deficiencies of formal education, hence its great utility (Carbonell, 2015).

Family as an intervening agent plays a crucial role, not for pleasure, it is considered in several countries as the fundamental cell of society. The family has always been a source of learning, however, when the child begins to attend educational institutions certain tensions are generated around the roles of each one. A key idea in this regard is complementarity, so that the role of the family remains active in the educational process of the child.

The recognition of the family as an agent, from the cultural point of view, leads to the value of its study in terms of analyzing the specific ways in which it is registered in society, as well as the relationships that occur within it. The transmission of values, experiences and beliefs within the family is crucial at an early age (Ministry of National Education, 2018).

On the other hand, society does not cease to exert influence (Chaves, 2004), so that all actions taken at the social level must also be aimed at guaranteeing an adequate education at an early age, since as previously noted, children are exposed to more information outside of school than within it.

Seen so far, some ideas about the role of agents in the teaching process and the challenges presented to them in the current era can be limited:

- The governing bodies of schools must pay, without bureaucracy, to the improvement of the education system, the direction of the learning process is not the task of one, but of all the agents that make up the educational institutions.
- The transformations in the models, plans and curricula should be aimed at improving the acquisition of skills by students in the face of social demands, it

seeks to train autonomous children capable of managing their own knowledge, the role of professor is essential as it should offer the skills for the child to be inserted into the digital society and be independent, while still receiving guidance and support.

- The design of the learning process must start from the needs of the child taking into consideration, above all, what it already knows and its deficiencies.
- There is a shared responsibility around the educational process of children where school, family and society in general converge.

Children Pedagogy and ICTs

Authors has been assiting for some time to a change in the classical paradigms, of a traditional and industrial society we have moved towards a society characterized by creativity and innovation, especially in what refers to the technological field.

The terms society 1.0, 2.0 and 3.0 are recurrent in the current language and are standards that obey certain levels of technological development and creativity. In the case of society 3.0, the distinctive features are: vertiginous technological and social change, continuous globalization enriched by knowmad (innovative and creative individuals with the ability to work with all types of people and in any environment).

Educational systems, as part of social processes, cannot be excluded from these changes, so that the use of new technologies plays an essential role in the pedagogy of the 21st century.

Education at an early age must be in charge of preparing the child for a future labor market in constant change. Faced with this challenge, the primary goal of establishing the relevant links between the educational system and society is established based on the definition of work algorithms in line with the new temporal and spatial demands. So, the child in its early ages must be educated to be inserted into a digitalized society and dominated, ultimately, by new technologies.

Therefore, the following question is imposed: what are the precise tools to be inserted in this type of society? Certainly, a set of competencies and skills is required, since it is about the society of information and communication technologies, therefore, it requires creative, critical, competent human beings in

ICTs, entrepreneurs, autonomous and capable of easily adapt to many work environments. Let's see below some of the elements that should be taken into account depending on the education of the child at an early age.

Training at an early age should contribute to autonomy and flexibility, as the future has uncertainty and change as words of order. In this training process, the child's emotional development cannot be lost sight of, since the work is often focused on cognitive development, leaving everything else behind (de André, 2005).

Professors, on the other hand, must have the capacity to adapt. They must also offer children a wealth of tools that allow them to adapt to the new society, which requires learning, apprehension and unlearning as part of the learning process. It is the mission of professors to pay tribute to a creative model distinguished by innovation.

Another key element when addressing this issue is the fact of the access and use of ICTs, in a globalized world dominated by new technologies, including cell phones, laptops, tablets, etc., economic inequalities place an even greater challenge. Economic differences bring an inseparable package of gaps of all kinds: social, educational and technological. Thus, big inequalities are observed not only between more and less developed countries but also at the country level. The rhythm with which digitalization has progressed has not remained uniform for all countries, either due to the deficient management of the allocated resources, or due to the scarcity of resources, which has generated increasing levels of inequality.

It also constitutes an element to value education for the future. In this pedagogy-ICTs binomial there is a need to raise key concepts that go far beyond everyday life, as is the case with sustainable development. It is not enough to educate the child for the present, it is necessary to educate the child to guarantee the existence of a future.

The term development has been defined from many fields and in correspondence with different indicators, however, when accompanied by the sustainable adjective, the significance is enlarged and covers an important group of aspects. For Ugarte

(s/a) it is about building a context in which human beings are able to perform according to their possibilities, needs and interests.

In the same way, Caraballo Maqueira says that the crux of the matter is the satisfaction of the needs of the present humanity, needs that must take into account three aspects: that the opportunity is the same for all, that it can really be realized and in conditions of equality and that everything is done without danger to other species. (Caraballo, 2001)

In the Brundtland Report, this concept came to light for the first time, in a context that sought to define a strategy based on achieving sustainable development by 2002, based on the necessary international cooperation on environmental issues and the development of an action plan. (Caraballo, 2001. p.25)

Given this imperative, the need to inquire about children pedagogical models that allow this compatibility between development and environmental sustainability, elements that will ultimately ensure a planet with self-regeneration capacity is imposed, also requires an open dialogue to all and among all levels (of community, state, country, region) in favor of sustainable development and this sensitization process referred to in the Rio Declaration, must begin from childhood, so that early education plays a role essential.

From the economic point of view, an element that can be appreciated is precisely that the resources allocated to training at an early age are insufficient today. Changes are required at the world level (OECD, 2001), it is necessary the actions of governments in relation to the injection of capital in this area, as well as the increase of actions at the region level that allow the exchange of experiences.

On the other hand, in the pedagogical context to achieve the effectiveness of the learning process it is necessary to place emphasis on the pedagogical objectives and methodology, since technology constitutes an accompaniment, so that the selection of the appropriate tools in this sense takes place in a second moment.

Among the challenges of digitalization are the role of the management and leadership area, the performances of each of the actors or agents that are related to the educational process in terms of selection of the ICTs and their implementation. Regarding management and leadership, it is necessary to start

from the fact that social or collective intelligence is transcendental in the digitalization process, it requires areas in which the different agents of the educational process can contribute, can create.

In the process of introducing technologies at an early age, factors of many kinds must be taken into account, including respecting the objectives of the curricula, as well as identifying the appropriate methodology. The last step is the attention to the technologies applicable to the case in question, it is a process from and for pedagogy.

Another element to take into account is the objective of the curriculum, which cannot be the acquisition of knowledge since the last one is constantly updated, so that the goal must be to provide the child with the precise tools to develop in the society of the new millennium.

With regard to the processes of evaluation of learning when the use of ICTs mediates, it is necessary to start from the fact that the results must be measured based on the competences that have been developed in the child and not on the amount of content acquired.

As a summary, it can be said that the factors that must be addressed at the time of analyzing the insertion of children at an early age in the digital age are dissimilar, including the need for institutional leadership under the mantra of ICT management from and for pedagogy (never the other way around), the role of collective intelligence in pursuit of the best solutions, the role of emotional intelligence, the call to investment in the educational sector responsible for early ages, the evaluation of the educational processes in function of the competences to develop in the current era, as well as the close interrelation between depth and solidity in the contents, full knowledge of the educational competences and technological tools. Ensuring these factors are the main challenges for today's governments.

CONCLUSIONS

On the basis of the preceding analysis, the challenges of the use of ICTs for pedagogy are not few. It is necessary to act on the part of the governmental structures in unison of professors, directors of educational centers, the family and society in general, so as to guarantee the necessary resources for the

development of the educational process, as well as for the decrease of the educational, economic and social gaps that the era of digitalization implies. It also requires pedagogical models that incorporate technology, but always from and for the pedagogical and not vice versa. Finally, and no less important, starting from what the child knows and needs to be trained, autonomous, independent, capable of using ICTs, responsible and above all committed to the future of new generations.

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