Enfoque socio-pedagógico de la representación social en la educación
Socio-pedagogical approach to social representation in education

Roberto Hernández-Zayas
Universidad de Oriente. Santiago de Cuba, Cuba.
ORCID: https://orcid.org/0000-0002-2207-935X
Correo(s) electrónico(s):
rzayas@uo.edu.cu

Resumen: En la práctica formativa universitaria se presenta la necesidad en los docentes en formación de establecerse una adecuada representación del fenómeno educativo ante los problemas de una sociedad dinámica y cambiante. Mediante el ejercicio de la crítica se analiza la problemática, con el objetivo de reflexionar, desde un enfoque socio-pedagógico, acerca de la necesidad de mejorar la representación que del fenómeno social educación, poseen los docentes en formación. Para la realización del trabajo se utilizaron métodos teóricos: análisis-síntesis, inducción-deducción y hermenéutico dialéctico. Se obtienen como resultados las reflexiones teóricas al respecto del aludido proceso de representación educativa.

Palabras claves: Enfoque sociopedagógico; Práctica formativa universitaria; Reflexiones teóricas; representación educativa.

Abstract: For the university formative practice is it necessary for the formation of professors to establish an adequate representation of the educative phenomenon taking into account the problems of a dynamic and changing society. By means of the critic work there should be analyzed all the problems, with a deliberated objective, given since a socio pedagogic focus, about the necessity of improving the representation that the professors in formation have about the social phenomenon: education. For developing this work there were used theorist methods such as: analysis and synthesis, induction and deduction, and the dialectic hermeneutic method. It is obtained as a result of the theory deliberations about the treated process of educative representation.

Keywords: Focus sociopedagógico; Formative university practice; Theoretic reflections; Educational performance.

Introduction

At present, Cuba makes its education pertinent by sustaining its principles based on a rich pedagogical tradition, accumulating a historical and socio-cultural heritage that is latent in social development. Cuban pedagogy faces new challenges imposed by the new millennium in its multifunctionality, which refers to interdisciplinarity, which leads to the new conception of the pedagogue in initial training, since they have to face with professionalism in the formation of the new man as demanded by this millennium and society in general.

The current teaching and learning goes to the rescue and revitalization of traditions and modes of action based on knowledge that are put into practice and some of them a little forgotten, although others are socialized by technological development, since the process of globalization that is currently taking place brings with it profound and accelerated changes. It is up to this generation of professionals to think systematically in terms of the formation of the integrality demanded by man.

Assimilating culture as the set of material and spiritual values created by humanity in the process of social-historical practice allows education in one of its fundamental requirements that the subjects manage to develop their capabilities to the fullest in society. It calls for the interpretation of the past and its validity for the present, while expressing a creative reinterpretation in a socio-communicative environment that goes from orality to social practices that inhabit a defined and contextualized space. The training of professionals has been addressed by researchers such as: Pérez and Yera (2014); Basto and Basto (2018).

It is pertinent to develop new perspectives regarding the representative processes of thinking about the chosen profession in order to be able to educate effectively, which would translate into a better professional performance.

In this sense, Blanco A. (2003) defines: "In a broad sense, we can understand education as the set of reciprocal influences that are established between the individual and society, in order to achieve full insertion in it, that is, the socialization of the subject [...]. Education refers both to the assimilation and reproduction of essential human contents, as well as to the whole social practice as a whole, from a class position and in a concrete historical framework". These ideas constitute the main reference that precedes this article.

The educational sciences are called to create a structure where tools converge for the knowledge and assimilation of this and then take them to the classrooms and socialize them, establishing the construction of a knowledge that does not lose its ethical and historical values that are not all perceptible in the pedagogical processes in the cultural identity of the Cuban culture (Addine, 1998).

Defining a praxis capable of sustaining and giving answers to the most elementary norms of values such as conscience, humility, coexistence, respect and the rescue of

these values for society itself, would be an unquestionable way of achieving and preserving it, and that is where the work of the teacher in his socio-educational functions begins. Education should be focused on the most advanced studies on these issues that encompass a whole field of action and human procedure, determined by the sense, mind, conscience and therefore the spirit and the universality of it, as well as the knowledge and skills it encompasses.

In order to deal with this significant topic, the value of representation as a process that occurs in the socio-cultural process in the ontogenetic and phylogenetic development of conscious social subjects was taken into account in an objective way.

In order to accomplish this task, theoretical methods such as analysis-synthesis, induction-deduction and dialectical hermeneutics were used; the treatment of representation has not had an exhaustive analysis in the last decades in the pedagogical field, and especially in the training of education professionals, so it has been necessary to resort to information and data from those authors and researchers who have elucidated it from other perspectives.

The theoretical analysis allows us to notice the scientific problem related to the need for the teacher in training to establish an adequate representation of the educational phenomenon in the face of the various problems of a dynamic and changing society.

It is necessary to have a representation based on the principles that are required at the present time, by delving into the true logic of operation (Hernández and Sancho, 2006). Representation here must be structured by models that express collective realities, through educational and experiential, family expectations, which can be included in the curriculum and implemented in the management of education (Torres, 2003).

In this sense, the objective of this paper is to reflect, from a socio-pedagogical approach, on the need to improve the representation of the social phenomenon of education held by teachers in training.

Development

Social representation is defined by its content (information, images, opinions, attitudes, ways of thinking and acting, etc.) according to Moscovici (1993). "This

content is related to an end, that of structuring itself on the basis of knowledge, which in turn is related to the social actors, in this case teachers in training. Social representation is not a duplicate of the real or the ideal, nor the subjective part of the object, nor the objective part of the subject, but it is the relationship of man with things and other men".

Seen in this way, social representations can constitute modalities of practical thinking oriented towards communication, comprehension and mastery of the social, material and ideal environment. As such, they present specific characteristics at the level of organization of contents, mental operations and the logic that these processes establish.

The social characterization of the contents or of the processes of social representation must be referred to the conditions and contexts where they occur, objectively or subjectively, represented in communications, through a colloquial language that circulate and are articulated according to the interaction with other subjects and their environment.

The teacher in training must be able to achieve a social representation of education, according to the above definition, placing him/herself in function of the institutional norms derived from his/her ideological and classist position. In this respect, Torres (2003) agrees that it is necessary not only to review curricular contents, as is the case worldwide, but also to understand that basically the deterioration of the quality of learning depends on education.

Therefore, the criterion is that the representation of an object, person, event, idea, has first the character of an image and then the property of being able to interchange the sensible, the possible and the ideal, the perception and the concept. The way to represent the object is through the creation of an image of it, which should achieve a substantial change in the assimilation of the contents of education, in the opinion of Blanco, A. (2003) culture.

Hernández and Sancho, (2006). They consider that representation has a symbolic and signifying character, thus recognizing that it is not a mere reproduction of the absent object, but a construction, where something creative is contributed, which has a

constructive, autonomous and useful character for the development of the intelligent subject.

Hence, we agree with James, J. (1999) that representation is multiple when it has a creative and autonomous character, since it exists in all the processes of cognitive and symbolic elaboration, determined to guide behaviors, sustained in communication, which becomes relevant for the practical and affective life of groups or communities as the way in which the behavior among its members can be defined, which allows maintaining personal identity.

For some social researchers (Blanco, A. 2003) the interdependence between ideology and social representations act indistinctly, since they indicate that ideology serves to legitimize the beliefs or behavior of a social group while representations serve to give meaning to and understand reality.

According to the above, the knowledge of the pedagogical sciences, in the sense that it is linked to "subjective" premises in that it deals only with those elements of reality that show some relationship, however indirect, with processes to which it attributes significance (Bourdieu and Passeron, 1998).

The University has to promote the representation of realities from an integrating socio-pedagogical approach that teaches to understand the objective and subjective reality in which the teacher in training is immersed, starting from his professional specificity; this will allow him to understand, on the one hand, the connection and cultural significance of his individual manifestations and on the other hand, his professional social configuration.

In this sense, in order to represent the social phenomenon of education, the University must take into account to whom the education is directed, the contents with which the future teacher must be prepared, the logic with which the curricula of the different specialties must work, based on the improvement of learning that the new training model proposes.

The well-prepared teacher in training, by adequately representing the social phenomenon of education, will be able to face the various professional problems that arise in the academy and then, in the exercise of his profession with the students he

serves. Therefore, it is essential that curricular changes are in correspondence with the needs of pedagogical practice, as well as the representations of the teacher in training and the basic assumptions that support it in the various conditions conducive to a comprehensive development that responds to the demands of the society that is being built.

The educational community, as considered by Chávez, J. (2007), acts as a scenario where the development of effective educational policies that allow to successfully face changes is, to a great extent, related to the pedagogical proposals that satisfy social expectations.

In order to successfully direct the pedagogical process, it is necessary to train teachers who in their practices anticipate the demands of scientific and technological changes, who constantly renew themselves in educational strategies that are useful to learners, and make possible through the change of transition-accumulation of knowledge how a healthy experiential practice where the processes themselves generate a solution without creating crises that may reveal deterioration in the quality of education as a social phenomenon, on the contrary, it is necessary to fight for good practices to be manifested in the social life of learners.

To this end, it is considered necessary to train competent teachers, capable and open to new knowledge and skills, willing to learn and teach with the ability to develop solutions, interested in scientific innovation, with methods that generate development and continuity in education.

The criteria examined so far around the social representation have a great importance in the understanding of educational guidance for the attention to diversity, for the professional and personal exercise of education and to enhance its guiding function. However, their treatment in teacher training must be systematic, which indicates the need for their application from the initial training of these professionals.

Attention to diversity in initial training corresponds to the systematic search for harmony between diversity and opportunity, based on the knowledge and personal characteristics of future teachers and the possibility of receiving a quality education

that prepares them in their modes of action for the exercise of the profession with quality and for life.

In this sense, the recurrent use of the social representation favors that the educational guidance is directed to create the conditions for the coherent and integral development of the teachers in training of the different pedagogical careers, being the individualized concretion of the training process with a preventive purpose and of high social relevance.

The disciplines included in the different specialties, due to their theoretical, practical and integrating character, favor through the systematization of knowledge, the development of skills and values, essential to guide the different educational agents to the multiple representation of the social phenomenon of education.

The disciplines have to emphasize, through their integrating character, the education-society duality. In correspondence with the organizational forms of teaching and especially of education, spaces of socialization open to the favorable exchange of representative ideas on education as a social phenomenon developed by teachers in training must be created during teacher training.

During the educator's training, the transformation of knowledge, know-how and know-how to be of the students in relation to the chosen profession and its humanistic essence, its essential character to guarantee the optimum development of the students, as the basis for the future development of man, are taken into account. Chávez, J (2007); as well as, the development of skills, attitudes and values essential for the performance of the pedagogical profession as a reaffirmation of vocational interests.

That is why education in Cuba is based on principles that are supported by the historical-pedagogical tradition that it assumes as part of the processes that occur in the updating of the Cuban economic model, which allows the formation of professionals; from the academic, research, sociocultural and labor components (Blanco, 2005).

Cuban education today faces great challenges as consequences imposed by the contradictory world of today in multiple aspects in which the representation of education in its economic-social, scientific-technological, ecological, socio-political

and ideological-cultural dimensions, participate and are effective in a general way in men and women.

More and more social researchers are approaching the problem of the multiple representation of the social phenomenon of education. In the specific case of teacher training, the University as a leading institution of culture and science must take up the challenge of improving its approach to professional development.

The socio-educational aspect occupies a central place in the pedagogy of higher education. Hence, it is useful to train teachers who adequately represent their educational profession, but who broaden their vision towards a philosophical and sociological connotation of the educational phenomenon that allows them to project their profession towards the solution of increasingly complex social problems.

Conclusions

Teacher training in Cuban universities is in need of a socio-pedagogical approach that places it at a high level of social relevance. Teachers in training reach a better representation of the social phenomenon of education when their training is focused on the creative development of multiple representations of this complex socio-educational process, with which they find not only the professional mission, but also the social transcendence of the teacher.

Bibliographic references

Addine, F. (1998). *Didáctica y optimización del proceso enseñanza-aprendizaje*. Pueblo y Educación.

Basto, R. M., & Basto, M. A. (2018). Tendencias históricas del proceso de formación continua de la orientación profesional en la educación preuniversitaria. *Revista Maestro y Sociedad*, (Número Especial I Simposio Internacional de Ciencias Pedagógicas), p.27-41. https://revistas.uo.edu.cu/index.php/MyS/article/view/3375/2993

Blanco, A. (2005). *Introducción a la Sociología de la Educación*. Pueblo y Educación.

Bourdieu, P., & Passeron, J. C. (1998). *La reproducción. Elementos para una teoría del sistema de enseñanza*. México: Fontamara.

Chávez, J. (2007). *¿Qué vamos a entender por un resultado científico?* Conferencia dictada al consejo científico del IPLAC. Instituto Central de Ciencias Pedagógicas. Cuba

Hernández, F., & Sancho, J. M. (2006). *Para enseñar no basta con saber la asignatura*. Barcelona: Ediciones Paidós

James, J. (1999). Sistemas mágico-religiosos cubanos: principios rectores. Venezuela. Ediciones UNESCO.

Moscovici, S. (1993). *Psicología social II. Pensamiento y vida social. Psicología social y problemas sociales*. Barcelona: Ediciones Paidós.

Pérez, M. C., & Yera, N. (2014). Implementación del prontuario en la formación del profesional. *Maestro y Sociedad*, 11(1), p.18-24.e https://revistas.uo.edu.cu/index.php/MyS/article/view/1636/1612

Torres, R. M. (2003). *¿Qué y cómo es necesario aprender? Necesidades básicas de aprendizaje y contenidos curriculares*. Santiago de Chile: UNESCO, IDCR.