



Contribución al aprendizaje psicopedagógico axiológico en el entorno de la educación superior.

Contribution to axiological psychopedagogical learning in the environment of higher education.

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RESUMEN

Contribuir a un aprendizaje desarrollador en la educación superior es una propuesta estratégica desde una perspectiva axiológica, que permite favorecer la capacidad organizativa en algunos escenarios, con el objetivo de transformar la capacidad organizativa de determinados sujetos para alcanzar un nivel de desarrollo adecuado a los valores y preceptos de nuestra sociedad.

Palabras claves: aprendizaje desarrollador, aprendizaje, psicopedagógico

ABSTRACT

Contribute to a developer learning in higher education is a strategic proposal from an axiological perspective that allows foster organizational capacity in some scenarios of higher education, with the aim of transforming the organizational capacity of certain individuals to achieve an adequate level of development the values and precepts of our society.

Keywords: developer learning, learning, psychopedagogical

INTRODUCTION

In the contemporary world, unmatched scientific-technical advances have been achieved; paradoxically there are events whose consequences are detrimental to the human condition. Among them, the tendency to increase misadjusted behaviors, these occupying an important place within the problems that must be faced. This reality that affects humanity exists and grows together with other evils such as drug addiction, prostitution, corruption, vagrancy, selfishness,

hedonistic consumerism and limiting human spirituality, among others, translating into an erosion of the moral values; influencing the training of the youngest, with a tendency to increase misadjusted behaviors.

In the 90s there were significant changes in the different economic and social spaces. The transformations that emerged responded to the decrease and little development of the awareness of equality, problems related to socialization, the formation and deterioration of values, lack of motivation to continue studies, school dropouts, passivity towards the performance of social and economic tasks ; generating signs of social imbalance such as the increase in alcoholism, violence, the reappearance and development of prostitution and with it even the increase of their participation in some inappropriate manifestations .

In Latin America, research on educational communication has had the imprint of these contemporary psychological currents, but they have not been limited to reproducing what has been done in other geographical areas. On the contrary, they have enriched theory and practice thanks to the originality of the contributions made by authors such as Freire (1979, 1980, 1985, 1998); Kaplún (1983, 1984, 1987, 1993); Casañas & Domínguez (1987); Rodríguez (1989); González (1989); González (1995); Fernández-Durán & Álvarez (1995); Prieto (1998); Ortiz (2001); Karam (2005); Ortiz & González (2012); among others.

The current context, the very technical scientific development of the world we live in and the introduction of new programs, demand a better selected man, prepared, trained in national and international events, professionally trained with issues related to the treatment to be dispensed with certain skills , knowledge of psychopedagogical, axiological and social methods, that is capable of educating, forming a new man, that young man with developing life projects , with behavioral changes of his personality with new habits, skills, with strong enhancement of values, attitudes, behaviors and norms of social coexistence that our society requires.

On the other hand, the authors Santisteban & Prado (2017),“(...) when referring to the significance of the information in the context of teacher training from the perspective of educational communication, are valuable”. Similarly, they allude to the indissoluble unity between meaning and personal meaning of information.

In turn, More points out that “(...) the communicative act is not understood as something static, nor as a linear process, but as a cooperative process of interpretation of intentions”. (Matos, 2009, p.1)

Coinciding that, “(...) in the direction of the classroom the development of learning depends on the strategies and teaching methods, which always guide communication activity. This activity is almost always prepared by the teacher, who encourages communication development within the framework of the teaching strategy or methods”. (Fuentes, Dalda & Moreira, 2018).

Due to the aforementioned, it is necessary to design a strategy, from an axiological perspective, to raise the level of development of the ability to organize life in young students, with the determination of empowering values in young people.

On a practical level, it is a strategy from axiological perspectives to help increase the development of the ability to organize life in young students, which also includes a program for the professional training of personnel in charge of educational treatment.

In the university classroom, it is a subject that does not have systematic studies that allow scientific arguments to be made about its psychological peculiarities. In this sense, in the analysis and review of the bibliographic references, it is significant that the main proposals developed in this field are made from the suggestive pedigree (Lozánov, 1878). Likewise, the followers of this theory constitute fundamental references of its application in the educational setting, related to the teaching of second languages and its link with accelerated learning (Almanza & Morales, 2010; Leal, 2014).

From the scientific point of view, it is about the proposal of a strategy, from an axiological perspective, to transform the ability to organize life in university students, and thereby achieve a high level of development of behavioral regulation in them, of a way that allows them to influence society in a positive way.

DEVELOPING

In psychology, there are currently various problems, among which the following stand out: the appearance of the personality category itself, in its beginnings it was associated with the study of psychic functions, as a necessary expression of the demands of clinical practice in psychoanalysis; the study of personality by the different branches of psychology. The separate study of certain aspects, which makes it difficult to have an overview of particularities and their application, the existence of different criteria within the same problem.

The study of the organization of present life has among its immediate antecedents the conceptions of Slavkaia (1985; 1987; 1989) who developed interesting ideas about this problem. In his conceptions he considers that according to the specific qualities of the individual, he structures and organizes his life, an aspect closely related to his self-realization, whose essential condition, according to his criteria, is the maturity of the personality, in this regard he writes "the program of all life: plans, objectives, conception of the world, etc., are created by the already mature personality and represent the discovery of the meaning of life". (Slavkaia , 1 984).

To organize life situations and events, it is required that the individual have clearly elaborated their plans, projects, objectives and have the idea of how to carry them out, for which they will mobilize their efforts and participation, eliminate everything that hinders their achievement. In short, the individual is required to have his life line defined in order to successfully organize his existence.

At the highest levels of organization, the personality determines itself on the basis of the course of its life; its line is more consistent and has a more rational structure to the extent that it establishes an objective and logical relationship between its past and its present. Therefore, the structure of the life line is determined by the singularity of individual life, by its futuristic projection, by development according to the experience already acquired.

The clear idea in the individual of his place in life, of the meaning of it, as well as of the fundamental aspirations, condition the structuring of a line of behavior capable of making these purposes viable, taking into account the resources available to that personality for achieve them, consequently resolving the conflicts that arise in that journey. Within the organization of life, the personality also structures its activism, which in itself constitutes self-regulation and the formation of the personality as the subject of its vital activity.

In their works Pérez and Arias (1993, 1994) "they managed to establish some elaborations on a regulatory system characteristic of the volitional conscious level, which they have called anticipation capacity. These ideas originate from the works of Lomov (1989), who has described this regulatory synthesis as "the capacity (in the broadest sense of the word) to act and make some and other decisions with a certain temporality, in relation to future events expected. According to these authors, the anticipation capacity as a regulatory subsystem is made up of three categories dialectically interrelated with each other: ideals, self-assessment and purposes".

Our systemic conception of personality requires us to study the ability to organize present life as its psychological unit. This very current category in psychology is based on the concept "Unit of analysis", developed by LS Vigotsky. (This conception does not analyze the unit as an isolated element added to the sum of elements, but as a qualitative synthesis that reflects the essential elements of the totality in which it is integrated).

According to these authors, the units of analysis of the psychic must meet a series of requirements:

- Not be diffuse, nor syncretic integrals built of elements, but a structurally and internally related formation.
- Preserve the opposite qualities of the whole.
- Units, which retain the qualities of the whole, must be capable of development and self-development.
- The units should not only reflect the internal unity of psychic processes, but also allow investigating the relationship of one or another function or process studied with the entire life of consciousness".
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Organizing life means displaying modes of behavior, making decisions and assuming such orientations that allow the realization of future life projects. For which the personality develops the capacity to organize the present life. It constitutes a regulatory synthesis (González & Mijjans, 1996), in whose configuration the future development pathways of the personality are potentially contained.

The aspects outlined constitute theoretical antecedents from which May (1994) "... has formulated the conception of the organization of life as a capacity of the subject. The author defines it as the psychological mechanism through which the personality assimilates the present, with a temporal perspective, structures its life, distributes its time, ensures the necessary conditions for the self-realization of its potentialities, selects the necessary influences of the environment to ensure the realization of his future life project ”.

Under his direction, diagnostic studies have been carried out on teachers (Senko, 1989), " the ability to organize present life has been compared in presumably healthy teachers and psychosomatic patients " .

Thus, four groups of levels of development of this category were formed: high level, low level and two types of intermediate levels. In these investigations carried out, the possibility of studying the ability to organize the present life was demonstrated, as a subsystem of psychic regulation.

So as Gonzalez (1990), "the development levels of organizational ability of the present life, concluding that there are levels including significant correlation".

They established a classification of the meaning of life taking into account its effectiveness in the development of personality and in regulating behavior. Considering the following:

- Functionally developed sense of life.
- Functionally underdeveloped sense of life.

The characterization of the ability to organize present life, according to Mayo () can be carried out according to the following parameters.

Level of development of the contents

This aspect refers to the orientations that are taken as a reference in the organization of life.

Level structuring of its components

Here the degree of integrity and harmony existing between the psychological formations that comprise it is considered.

Regulatory function

Includes self-regulatory potential, as well as external harmony (health, morality) and its adjustment with the social environment

These parameters can be taken to establish its typology and its level of development. It can be said that when the organizational capacity of present life presents a low level of development, it is characterized by its lack of integrity, its poor regulatory potential, which affects the dependence of the subject in relation to a set of internal factors and external (values, ideas, modes of behavior, other people, among others), which are not properly organized in relation to him, hinder the integral functioning of his personality.

On the contrary, if it is at a high level of development and the psychological formations that compose it present a high level of integration, the contents refer to values, ideas and orientations that coincide with the progressive tendencies of social development, all of which favors the regulation and organization of individual life at a conscious and active level.

In the first case, the way in which the organization of his life hinders his psychological functioning may not coincide; On the other hand, people with a high level of development are aware of the degree to which their psychological qualities allow them to achieve harmony with the environment, maintaining mental, physical, mental and moral health.

The ability to organize present life constitutes an endogenous factor that influences mental health, in it the personality carrier of feelings, convictions, interests, aspirations, ideals, qualities and psychic properties that are developed and perfected in interaction with the environment as an exogenous factor.

This regulatory synthesis also has its own development and self-development, since the concrete man participates in its elaboration at a level that can be more or less conscious in the different subjects. It is also valid to emphasize that the regulation subsystem that we study and its integrative formations are an expression of essential characteristics of the personality, such as the unity of the cognitive and the affective and its socio-historical character, as well as the style, and position in the life express the unity of the inducer and the executor, the predominance of this balance is different in each of them.

Essentially inductive in nature is the meaning of life, which also (constitutes the guiding element of this subsystem since, although it has a relative functional independence, like the other elements, it is contained in these others, being able to be repeated or multiplied as a whole or a part of that whole). Predominantly running is the position in life, and lifestyle reflects a greater degree of balance.

The separate analysis of these three psychological formations will allow us to gain clarity about our theoretical position, since we do the study starting from the function or quality that characterizes the ability to organize present life: its participation in the regulation of behavior.

The perception of the future life and its adaptation to the current potentialities, the elaboration of the ideal of the future life, as well as the structured purposes for its realization, depends on the most significant values and motives in the life of the subject (meaning of life) , of the general strategy of confronting conflicts and contradictions that arise in the realization of vital purposes (position in life) and of the way in which their integral behavior is organized in the performance of the role system, from the which mediates the relationships of his personality with the environment (lifestyle) that constitutes an indicator for the determination of the state of health at the individual level.

A future life projection can be frustrated without an adequate organization of the present life, if the subject is not capable of adopting the modes of behavior, decisions and orientations that ensure the harmony of his future projection with his present life situation.

“... The meaning of life itself is going to be the expression of the main motivations of the subject, of which they constitute Orientating Tendencies of Personality. From them, man gives a conscious response to the reason for his being; he sets himself essential objectives to achieve in his life... ”. (Álvarez, 1988)

The search for the Meaning of life appears in adolescence and is affirmed in youth, when the subject tries to find the central goals of his life. These may or may not be expressed in a system of clear ideas, well formulated, that the subject convinced of their importance and personal involvement feels committed to them.

In the organization of its life, the personality puts into operation psychological mechanisms that act as structural and functional components of this synthesis.

The organization of life is the result of the action of orienting tendencies of the personality (González, 1989) that regulate behavior according to certain contents that guide it in one direction or another. These contents can be made up of ideas and values of various kinds: ethical, aesthetic, political, ideological, among others. The motives through which they act have certain intensity on the selectivity of the personality's performance. This is the dynamic component of the organizational capacity of present life. The psychological formation that makes it concrete is the meaning of life.

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Functionally developed sense of life: It is characterized essentially by its high level of participation. Its mobilizing potential is strongly expressed in the concrete situation and

transcends the present activity, projecting itself towards the future. The subject raises well-defined objectives, with a present character and future dimension, raises specific motivations that express the present satisfaction of general personality needs: affection, self-esteem, self-realization.

Functionally underdeveloped sense of life : It is characterized because its mobilizing potential is expressed immediately with poor or no future projection, the objectives set are not based on strongly established or cognitively elaborated motivations, therefore they are unstable, so that the indicators reach a poor level of expression. Subjects at this level of development may have found the meaning of their life, but they do not have sufficient clarity about the ideas that express high regulatory potentials, which is evidenced in their poor preparation, little personal involvement and instability in their motivations, which sometimes they are contradictory.

The position in life : The contradictions of the child's ontogenetic development (Vigotsky), recently in Cuba, the internal contradictions in the personality that are at the base of the pathological and situational anxiety have been studied (Portero, 1996). Slavkaia (1992) "has an interesting conception of the role of contradictions in personality as the subject of the organization of his life. In this work its essential postulates are assumed".

When organizing life, there are also contradictions. In this process those essential to the social individual are projected and the specific ones of the concrete individual are presented, determined by the social situation in which they develop, even the alterations that may occur in this process are derived from the way of penetrating the social contradictions in the world internal of the individual.

The specificity of the individual as the subject of the activity lies in the particular way he develops to face or resolve contradictions.

With this, the personality acquires the responsibility of playing an active role, determined by its specific development situation, in terms of the organization and structuring of the cluster of its vital activities, as well as the treatment of its fundamental contradictions, which translates into the generalized behavior, which is expressed in carrying out such activities, which in last instance, are aimed at achieving the vital objectives and to the development of the individual.

In this sense, the life line reveals the conscious elaboration that the subject makes of his activity, as well as the organization, direction and structure of the same and in general, of the goals to be achieved during life.

The individual as the subject of their activity develops specific and unique ways of solving their contradictions, which can become indicators of their development as long as they lead to progress, or they can condition their reiteration and delay progress.

The personality faces different types of contradictions, which characterize the process and character of its activity, as it is generated by the non-coincidence of its individual possibilities with the development of society.

For this reason, a hierarchy closely linked to the development of the personality in their specific social circumstances is established between them, thus allowing their development possibilities to be expanded or limited.

Eliminating contradictions does not always imply harmony in the development of the personality; it may mean deepening them in the social reality in which the individual develops, an aspect that can lead the personality to its internal disintegration. The ability to resolve contradictions in a healthy way denotes a higher level of development reached and marks the change of the fundamental relationships of the personality.

The particular way in which the individual resolves his contradictions in the different stages and spheres of life will indicate the construction first and the complex participation later, of the line of life, since in it it is enriched by outlining itself in the face of some situations that lead to its improvement and the development in general of the personality, to which, by treating its conflicts and contradictions, it prints a specific orientation towards its fundamental relationships.

The organization of life requires a cognitive executor component, which provides the ways to carry out the axiological orientations of the inductive component and faces the various obstacles (internal and external, objective and subjective) that arise. This component refers to the personal style of solution of contradictions.

The position in life is the predominantly executor psychological formation, which integrates the personological mechanisms from which the subject in a typical and individual way faces the contradictions and places him in a determined vital situation.

Finally, the position can be one of passive subordination, when the subject is a victim of the contradiction, without any change or transformation in the conditions that originate it. He adapts, represses his motivations, ignores the contradiction. Here the subject lacks flexibility and integrity and is placed in a position of imbalance, he can become ill, his mental health may become unbalanced.

The strategy for solving contradictions. It refers to the operative integration of the subject's cognitive-emotional experience, for the solution of contradictions. It can be creative, when the subject develops the solution pathways; It is dominated by the analysis and assessment of the decisions that are made if they are properly grounded, thus contributing to personal growth and harmony.

The mission is determined by the introduction of actions in the educational treatment that encourages modifying the ability to organize the present life of young people and university students and in turn potentiate values in them for their adequate and future function in society.

The vision is constituted by the modification in the ability to organize the present life through its three integrative psychological formations (meaning of life, position of life and lifestyle), as well as an enhancement of values in university students, these They must reach a high level of development of their behavioral regulation, in addition to overcoming educational, cultural, labor,

social and personal deficiencies that will allow them to develop their role in social life in a positive way.

The proposed strategy is one more alternative to achieve a behavioral transformation in these young university students after introducing in a coherent and harmonious way the interventional actions to the educational treatment.

The knowledge of the young person about his own motivations, the way to polarize his contradictions and conflicts and the ways in which he relates with other students, with the family, with society and with himself, is something that must be perfected during his stay at the University Branch.

At the behavioral level, the quality of the actions of the individual is related to the nature of the position of life to take this to if same, to others and to the environment in general that surrounds him.

The position before life that defines the subject, allows him to consciously establish a personal lifestyle, which at the same time is enriching said position through the experiential contribution that he makes in his daily performance.

The typical way of coping with conflicts and contradictions that appear throughout individual development, both the style of coping with them that the personality develops, and the consequences that derive from it, will somehow shape the lifestyle, referring to a certain direction to achieve the goals, objectives, purposes and life projects of the subject.

It follows that the values are dynamic, which means that they can be transformed if required. Therefore, strategies should not focus only on the cognitive component that defines each value, but on the young person's personal assessment of it, its usefulness, its meaning, and its meaning for itself, in its practical relationship with the concrete historical context in which it is found. He is immersed, allowing him to orient himself with value to any contingency in his personal or social life. In other words, values play their role as guides and regulators par excellence of human action.

The educational strategy must be aimed at promoting values, fundamentally honesty, honesty, solidarity, humanism, sense of duty, dignity, responsibility, patriotism, justice and identity, their sense of belonging to the nation, family and social groups.

As part of this Strategy, a training program is conceived for staff from the psychological-social, pedagogical-axiological point of view that will not only provide knowledge, reflections, but also deepen the psychological particularities of young people and their own, thus achieving greater effectiveness of their intervention.

CONCLUSIONS

The personnel in charge of the educational work that is dispensed to university students does not have the optimal levels of axiological psychopedagogical performance proportional to the demands that the students demand in that order.

The strategy developed constitutes an effective procedure for the educational treatment of the university student, in raising the ability to organize their present life, since it contains harmonious and coherent actions from an axiological perspective that allow the behavioral and behavioral transformation of these young people for their present and future social action.

CONCLUSIONES

El personal a cargo de la labor educativa que se dispensa a los estudiantes universitarios no tiene los niveles óptimos de desempeño psicopedagógico axiológico proporcional a las demandas que los estudiantes demandan en ese orden. La estrategia desarrollada constituye un procedimiento efectivo para el tratamiento educativo del estudiante universitario, en elevar la capacidad de organizar su vida presente, ya que contiene acciones armónicas y coherentes desde una perspectiva axiológica que permiten la transformación conductual y conductual de estos jóvenes para su acción social presente y futura.

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