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Pedagogical Practice and Socialized Method

Abstract

Throughout history, civilizations have developed paradigms for the formation of the person. Education allows the explanation of the world, the teacher being an active participant in pedagogical practice that complements the situated learning of students through the use of methods that allow stimulating the assimilation and accommodation of knowledge. The objective of the study was to determine the relationship between pedagogical practice and the socialized method in higher education students. The characterization of the socialized method has three dimensions: (1) thought-language, (2) participatory critical activation and (3) argumentation-posture. The research approach was quantitative, basic type, non-experimental design; the instrument of the questionnaire was used that was validated by experts who judged the clarity, relevance, relevance and reliability according to Cronbach's Alpha with 0.972; the sample investigated was 80 students. The results show that 61.25% were at a regular level in participatory critical activation, while 26.25% were at a good level of thought-language and 12.50% were at an inadequate level of argumentation-posture. The relationship between pedagogical practice and the socialized method in higher education students is determined according to Spearman's rho statistic, being 0.782. at an inadequate level of argumentation-position. The relationship between pedagogical practice and the socialized method in higher education students is determined according to Spearman's rho statistic, being 0.782. at an inadequate level of argumentation-position. The relationship between pedagogical practice and the socialized method in higher education students is determined according to Spearman's rho statistic, being 0.782.

Keywords: Pedagogical Practice, Socialized Method, Thought and Language, Participatory Critical Activation, Argumentation-posture.

Introduction

In the course of time, man has made possible the development of science through reasoning and the use of different technologies; therefore, it becomes the extension of social relations generated by social conscience in the interaction of the trilogy society, person and context (Durkheim, 1968 cited by Samaja, 2004).

There is no civilization that has not produced paradigms oriented to the sciences of education, whose central object is the study of man as a concrete unit; The theory of education is oriented to scientific development from the complexity of the contents, methods, principles, laws, postulates of human education (Rojas and De la Cruz, 1995). Likewise, the Education 2030

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agenda mentioned the importance of realizing education as a human right, as a means of generating peace, it also encourages the formation of skills, knowledge and values that enhance the dignity of being a person, have a life plan and share social responsibilities; These aspirations have not yet been remedied in the educational framework; Currently, there are more than 262 million infants and adolescents who are not cared for at the various levels of schooling; On the other hand, students of six to ten children who attend school have not managed to achieve basic skills in literacy and mathematics, this situation is aggravated when it is reported that 750 million older adults are in illiteracy states. These situations described exacerbate the situation of people in the fight against poverty and marginalization. While the objective N ° 4 of Sustainable Development promotes guaranteeing an inclusive, equitable and quality education, these guidelines have not yet been embodied in the different regimes of the different states, there continues to be discrimination, equal opportunities of universal access to education and solidarity with active social listening (UNESCO-IESALC, 2021). This situation brings as a correlate the pedagogical practice of teachers, students as social actors in the teaching-learning process, whose pedagogical activities from the teachers' perspective focus on the act of teaching, communicating, socializing, reflecting, evaluating, identifying the maturation and development of the learning agent, conflict resolution, leadership and teamwork mediated by flexible technology.

At the national level, pedagogical practice does not receive feedback from an active and reflective perspective raised by the teacher himself from his praxis due to inefficient and researched preparation in this regard, weakening continuous improvement in teaching-learning processes, lack of contribution to research production that feeds and recreates its effectiveness in the socialization of learning, in the use of the socialized method that encourages students to articulate thought and language, currently so lacking due to the abusive use of digital tools; Along the same lines, the lack of a participatory critical activation on the part of the student regarding their pedagogical preparation from didactics, planning, organization, execution and evaluation aligned to practice and research, and this defines their argumentation and position in the face of knowledge, reality and culture as essential elements in initial teacher training; These dimensions indicated are not located in the new current 2019-2020 curricular designs, which are often thought of in theories that do not adjust to the real conditions and needs of higher education students. Systematizing the teaching

monitoring files it is evident that (Sánchez, 2021, January 12), in the technical-administrative aspect, the untimely delivery of the technical-pedagogical instruments such as the syllabus, learning guide, attendance record, qualification of academic products, reflection of their daily teaching practice,

The defense focuses on enabling and reinventing teaching work in times of a pandemic that persists in a tenuous way and that mobilizes the changes and roles of educational actors; From the pedagogical perspective, the relationship between the tutor and the mentor with Greek origins of education is indicated, whose caregiver-slave work shows the influence of the caregiver on the mentor's childhood customs; This awareness of the historical act allows us to understand the importance of caring for the child. Therefore, education is a process that involves the stages of human development, it is also a social, complex and dialectical fact. From the practical perspective, educational action raises the development of human praxis oriented to the intervention of man in his reality starting from his work, backed by the theory that motivates the wisdom of respect for life, values, ethics, concepts so little experienced in reality, sustained in the search for truth and freedom. From the methodological perspective, it seeks to contribute to knowledge by recreating the literature and activating the critical analysis of the different sources of information assumed in times of globalization that brings us closer and at the same time distances us. From the epistemological point of view, education is reaffirmed as a historical-socio-cultural fact insofar as it is related to the origin and development of man. From the process of hominization, considering its space-time, the language-symbols, which brings the symbolic universe closer together through communication: language, myth, religion; in the realm of thought, man as a rational animal is still valid in its value (Rojas and De la Cruz, 1995; Peñaloza, 2010 cited by Sánchez, 2018 and Sartori, 1997). The objective was to determine the relationship between pedagogical practice and the socialized method; The hypothesis was the pedagogical practice is directly related to the socialized method in higher education students.

Fardoun et al. (2020) inquired about the role of 102 teachers of different levels in Ibero-America mediated by platforms in the teaching-learning process, whose results report inexperience in educational models in 27.45%; the inconsistency between the evaluation criteria and indicators in 23%; lack of use of technological platforms in 20%; scarcity in the use of technological tools in 19%; difficulties in the use of technology in 40%; lack of accompaniment to the teacher in 9%; lack of relevant materials in 1%; blog use by 24%;

portfolios at 40%; forums in 24%; collaborative work in 19%; videos recorded by students in 5%; reaching the conclusion that there is a good interaction, excellent 20% and regular 29%.

Since the conception of Huberman (1999) cited by Rubio et al. (2021), the pedagogical practice is a reflective, intentional, interactive educational process according to the institutional educational model whose purpose is to make the performances and results effective, likewise, to promote the competences, professional profiles of the person with social responsibility. In the same guideline, Tradif (2004) cited by Castro, Duran and Pulido (2021), stated that the knowledge of teachers is social, because it arises from the context in which education is imparted and allows the process of education to be assumed in its own way education, teaching, learning through dialogue and reflection; therefore, the teacher's knowledge transits, transcends and is transformed into words, writings, using symbols that allow you to communicate with the student to meet him in the discovery of the world. The teaching-learning dimension gathers the foundation of Freire's argument (1969), in which awareness in education allows liberation, the truth that inserts people into a historical process in real situations. An education that dehumanizes is not education; In the dialectical process, humanization and dehumanization is established in an authentic, real, concrete, objective context that enables human beings to be inconclusive and aware of their inclusion. The teacher is no stranger to this situation; Therefore, it tests pedagogical praxis from reflection and action with students in the world to transform it and, in this way, the relationships between teacher-student are analyzed that, Despite the time, the submission of the latter is still visible at any educational level. The teaching discourse full of sound content that turns the student into a passive, memorial, repetitive agent devoid of thinking, believing that reality is static, sectorized, oblivious to existential experience, does not change the educational factum, the students remain the deposits of knowledge, contrary to the socialization of knowledge. This way of imparting education is seen as filing cabinet models for both the teacher and the student and does not allow to transform reality, enhance creativity, reach the truth; however, it is necessary to reconcile the educator and the student, rescuing the subject of learning as the active agent, creator and builder of their abilities, capacities, skills and critical activity.

In the development of evaluative theory in virtual settings, existential positions are assumed that prioritize self-realization, self-awareness of the person as the ultimate goal of education; you learn by communicating feelings; It is taught by questioning the person until reaching an own

answer without forgetting the needs and interests of the learners; the contribution of the cognitivist current facilitates rebuilding life, modifying thought patterns, changing behaviors, promoting situated learning (García-García, 2012). Then the evaluative attitude causes the presentation of practical applications, conceptions, beliefs that condition the evaluative act, leaving evidence of academic work. The teaching action allows to verify the evaluation of the students with critical discernment of the knowledge in a personal and group way, this evaluation must be pertinent, consistent with the content, capacities, skills, competences, providing equitable activities that allow evidence of what has been learned (Murillo and Hidalgo, 2018). For Hidalgo (2021), the formative evaluation in the assimilation and accommodation of knowledge serves as an anchor in the application of new knowledge, identifying the level of achievements achieved by students, the teacher can readjust, reorient the curricular advances from the pedagogical praxis in a sociocultural context; therefore, the evaluative action of the teacher towards his students falls on his conception and on the pedagogical model. Consistent with the content, capacities, skills, competencies, providing equitable activities that allow evidence of what has been learned (Murillo and Hidalgo, 2018). For Hidalgo (2021), the formative evaluation in the assimilation and accommodation of knowledge serves as an anchor in the application of new knowledge, identifying the level of achievements achieved by students, the teacher can readjust, reorient the curricular advances from the pedagogical praxis in a sociocultural context; therefore, the evaluative action of the teacher towards his students falls on his conception and on the pedagogical model. consistent with the content, capacities, skills, competencies, providing equitable activities that allow evidence of what has been learned (Murillo and Hidalgo, 2018). For Hidalgo (2021), the formative evaluation in the assimilation and accommodation of knowledge serves as an anchor in the application of new knowledge, identifying the level of achievements achieved by students, the teacher can readjust, reorient the curricular advances from the pedagogical praxis in a sociocultural context; therefore, the evaluative action of the teacher towards his students falls on his conception and on the pedagogical model. The formative evaluation in the assimilation and accommodation of the knowledge serves as an anchor in the application of the new knowledge, identifying the level of the achievements reached by the students, the teacher can readjust, reorient the curricular advances from the pedagogical praxis in a sociocultural context; therefore, the evaluative action of the teacher towards his

students falls on his conception and on the pedagogical model. The formative evaluation in the assimilation and accommodation of the knowledge serves as an anchor in the application of the new knowledge, identifying the level of the achievements reached by the students, the teacher can readjust, reorient the curricular advances from the pedagogical praxis in a sociocultural context; therefore, the evaluative action of the teacher towards his students falls on his conception and on the pedagogical model.

Vygotsky's sociocultural theory discovers the active capacity of students and teachers in an environment of reciprocity, intervention and communication, the teacher being the guide, counselor, mediator, mentor, this situation promotes the use of symbols and signs of culture, contributing to the thought and materializing the language, the participatory critical activation and, therefore, the argumentative development assuming a position in front of the reality. At present, the teacher becomes the virtual tutor who assumes the academic function: linked to his professional skill in the management and mastery of the knowledge of the areas under his charge, the diagnosis and the reflective practice of a formative evaluation in, with and for students. In addition to socializing the theories, clarifying and explaining. The technical function: evaluation (digital evaluation resources, multimodal feedback: video-audio-text). The organizational function: establishes the network activities guaranteeing the quality of the information. The social function: implements communication between the tutor and the students, causing the autonomy of learning, discipline, perseverance and responsibility and the guiding function: allows the follow-up, monitoring and accompaniment of the students (Yot and Marcelo, 2013; Gamboa, 2013).

The pedagogical didactics, in the development of the different methods in the cultures of China, Japan, India, Egypt, Babylon, Persia and Greece of the ancient world, has a substantial similarity at the theocratic, political, organizational and warlike levels; in China, the state is the benefactor of families; Taoism promotes the quiet life according to Laotsé's perspective. Another universal principle raised by Confucius was the moral, ethical-educational aspect of the person centered on the exercise of virtue; the teaching was dogmatic and rote with an emphasis on exams. In India, education was by caste: Brahmins, serfs and slaves, the latter had no access to education, privilege was centered on the teacher who instructs children, learning is limited to reading and writing, the study programs oriented to literature and the sacred, made use of the laws of the Manu that order the use of the rod as a last disciplinary

resource. The literature used was the Vedas, the Brahmins and the Upanishidas, very dogmatic, rote, an education that does not consider women and outcasts. In the Greek world, intellectual freedom awakens, the primacy of reason, the creative and critical ability of man, the teacher identified in philosophical activity, the pedagogy of personality appears, aspirations to achieve balance, harmony, the fair, from a holistic formation of the human being betting on the ideal of living happily and beautifully (Kalosagathia). From the Ionian school, the concern arises to know the essence of nature allowing you to activate amazement, the essence of things, originating an explanation based on principles, on abstract generalizations until reaching the generation of a theory of education, of teaching; likewise, the sophists contributed to the rationalization and systematization of culture; the possibility of the educability of the citizen; approaches to pedagogical ideals and proclaimed the need for the teaching profession. In the scenario of the Socratic school, the reflections of Socrates, Plato and Aristotle arise that, although it is true they inherited the integral conception of the formation of man from the Sophists, replacing the expository method with the interrogative method, thus gestating the pleasant, delightful teaching. The method was divided into two moments: irony and maieutics. The irony had a motivating character through a set of questions that served for debate and awakening interest in its knowledge, at the same time that in Mayeutics the questions continue to lead the interlocutor to the possession of the truth. In the course of time this practice varies with the dialectical, intuitive method, proposed by Plato; on the other hand, Aristotle will discover the deductive method. Seneca's gaze is traced to active education; in medieval universities, teaching methods are collected in lessons, repetitions, and deputations; Rotterdam is located in German humanism promoting an early and liberal education in children. Montaigne raises the realistic and naturalistic method of education, infants must be like bees, creators, suck nectar and produce honey. Comenius suggested the method of observation, exercise of what was learned and application of what was learned. Rousseau sponsors an active education oriented towards self-education, using the intuitive method. Kant mentions that man is the result of the education received, from this intention, education hides the secret of human perfection. Pestalozzi asserts the importance of the method oriented to an intuitive experience. Dewey and Kilpatrick argue the project method; Finally, Decroly points the intuitive way through observation, association, and expression. From this intention, education hides the secret of human perfection. Pestalozzi asserts the importance of the method oriented to an intuitive

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The socialized method is a path that allows students to awaken interest, using techniques, procedures, appropriate means on a personal and collective level, linking experiences with scientific knowledge in a loop, from the simple to the complex. It is used considering the criteria of personal research, self-learning and communication (Sánchez et al. 2020). Personal research includes self-directed study based on content related to readings, presentations, websites, infographics, videos, simulators, among others. According to Vygotsky (1934), this method of analysis of interpretive units is related to the analogy of water made up of hydrogen and oxygen that have different properties; but that together they are constitutive elements of water. The same way, thought and language is a unit of analysis that has meaning and is structured in the word and its meaning is expressed through linguistic thinking. A second self-learning process allows interaction in live sessions, in on-demand consultancies (asynchronous), in Web Conference (synchronous) and the accompaniment of the student using remote interaction tools, in addition to enabling the learning activities planned by the work teacher assisted, of collaborative work; In this way, complex thinking activities allow the generation of language using meaningful words that activate the critical participation of the student; This situation is correlated with the principles of active learning that consist of assuming commitments, self-regulation of learning, development of intrinsic motivation, learning based on the application of the socialized method. Finally, the implementation of the argumentation - position from the proposition of hypotheses supported by rational criteria allows to have logical consistency with the reality and the position of the student.

Methodology

The paradigm was positivist, quantitative approach, basic type, correlational descriptive design, hypothetical deductive method; The survey technique was used and, as an instrument, the questionnaire which was validated through the technique of expert judgments, the reliability of the instrument being a questionnaire that measures the pedagogical practice variable 0.972 and for the socialized method questionnaire 0.979 of According to the

level of George and Mallery (2003), both instruments are highly reliable; The Google Forms questionnaire was applied to 80 students from the different Education careers who are in initial teacher training. For the organization and analysis of data, SPSS version 22 was used, using descriptive and inferential statistics; the principle of non-maleficence and the credits to the authors are respected.

Results

Table 1.

Pedagogical practice and socialized method

Contingency table Pedagogical practice * Socialized method					
Pedagogical Practice		Socialized method			
		Low	Half	High	Total
Inadequate	Count	5	5	0	10
	% of the total	6.25%	6.25%	0.0%	12.50%
Regular	Count	0	39	10	49
	% of the total	0.0%	48.75%	12.50%	61.25%
Well	Count	0	0	twenty-one	twenty-one
	% of the total	0.0%	0.0%	26.25%	26.25%
Total		5	44	31	80
		6.25%	55.0%	38.75%	100.0%

In table 1, it can be seen that 49 surveyed students mentioned that pedagogical practice is at a regular level which is equivalent to 61.25%. Likewise, 21 students determined in 26.25% that the pedagogical practice is located at a good level and 10 students responded, in 12.50%, that the pedagogical practice is located at an inappropriate level. In relation to the socialized method variable, it is collected that 39 students surveyed, equivalent to 48.75%, determined that the application of the socialized method has a medium level. On the other hand, 21 participants indicated, in 26.25%, that the application of the socialized method is located at a high level, and 5 students indicated, in 6.25%, that the application of the socialized method is located at a low level.

Table 2.

Pedagogical practice and thought and language

Contingency table Pedagogical practice * Thought and language					
Pedagogical practice		Thought and language			
		Low	Half	High	Total
Inadequate	Count	5	0	0	5
	% of the total	6.25%	0.0%	0.0%	6.25%
Regular	Count	5	39	0	44
	% of the total	6.25%	48.75%	0.0%	55.0%
Well	Count	0	13	18	31
	% of the total	0.0%	16.25%	22.50%	38.75%
Total		10	52	18	80
		12.50%	65.0%	22.50%	100.0%

In table 2, it can be seen that 44 students surveyed together mentioned that pedagogical practice is at a regular level, equivalent to 55.0%. Likewise, 31 students determined, in 38.75%, that the pedagogical practice is located at a good level and 5 students responded, in 6.25%, that the pedagogical practice is located at an inappropriate level. In relation to the variable socialized method in the thought and language dimension, it is collected that 52 students surveyed, equivalent to 65.0%, determined that they possess a medium level. On the other hand, 18 participants indicated, in 22.50%, that the application of the socialized method from the thought and language dimension is located at a high level, and 10 students indicated, in 12.50%.

Table 3.

Pedagogical practice and critical and participatory activation

Contingency table Pedagogical practice * Critical and participatory activation					
Pedagogical practice		Critical and participatory activation			
		Low	Half	High	Total
Inadequate	Count	5	0	0	5
	% of the total	6.25%	0.0%	0.0%	6.25%
Regular	Count	10	3.4	0	44
	% of the total	12.50%	42.50%	0.0%	55.0%
Well	Count	0	13	18	31
	% of the total	0.0%	16.25%	22.50%	38.75%
Total		fifteen	47	18	80
		18.75%	58.75%	22.50%	100.0%

In table 3, it can be seen that 44 students surveyed together mentioned that pedagogical practice is at a regular level, equivalent to 55.0%. Likewise, 31 students determined, in 38.75%, that the pedagogical practice is located at a good level and 5 students responded, in 6.25%, that the pedagogical practice is located at an inappropriate level. Regarding the socialized method variable, it is collected that 47 surveyed students, equivalent to 58.75%, determined that the application of the socialized method from the critical and participatory activation dimension is positioned at a medium level. On the other hand, 18 participants indicated, in 22.50%, that the application of the socialized method from the critical and participatory activation dimension is located at a high level and 15 students indicated, in 18.75%.

Table 4.

Pedagogical practice and argumentation-position

Contingency table Pedagogical practice * Argumentation - position					
Pedagogical practice		Argumentation position			
		Low	Half	High	Total
Inadequate	Count	5	0	0	5
	% of the total	6.25%	0.0%	0.0%	6.25%
Regular	Count	8	36	0	44
	% of the total	10.0%	45.0%	0.0%	55.0%
Well	Count	0	10	twenty-one	31
	% of the total	0.0%	12.50%	26.25%	38.75%
Total		13	46	twenty-one	80
		16.25%	57.5%	26.25%	100.0%

In table 4, it can be seen that 44 students surveyed together mentioned that pedagogical practice is at a regular level, equivalent to 55.0%. Likewise, 31 students determined, in 38.75%, that the pedagogical practice is located at a good level and 5 students responded, in 6.25%, that the pedagogical practice is located at an inappropriate level. In relation to the socialized method variable from the argumentation-posture dimension, it is collected that 46 students surveyed, equivalent to 57.50%, determined that the application of the socialized method from the argumentation-posture dimension has a medium level. On the other hand, 21 participants indicated, in 26.25%, that the application of the socialized method from the argumentation-posture dimension is located at a high level and 13 students indicated, in 16.25%.

Table 5.

Correlation coefficient between pedagogical practice and socialized method

Spearman's rho	Correlations		Pedagogical practice	Socialized method
	Correlation coefficient		1,000	.782 **
	Pedagogical practice	Sig. (Bilateral)	.	.000
		N	80	80
	Correlation coefficient		.782 **	1,000
	Socialized method	Sig. (Bilateral)	.000	.
N		80	80	

** . The correlation is significant at the 0.01 level (bilateral).

In Table 5, Spearman's rho correlation coefficient is equal to 0.78; Therefore, it is determined: there is a significant correlation at the level of 0.01, with 99.99% (0.99) being two-tailed. The variable: pedagogical practice on the variable: socialized method. Likewise, the level of significance (sig = 0.000) is less than p value 0.05; therefore, the null hypothesis (H0) is rejected and the alternate hypothesis (Ha) is accepted. In conclusion, there is a direct relationship between pedagogical practice and socialized method in higher education students.

Discussion

The results obtained show that 49 students mentioned that pedagogical practice is at a regular level equivalent to 61.25%. Likewise, 21 students determined, in 26.25%, that the pedagogical practice is located at a good level and 10 students responded, in 12.50%, that the pedagogical practice is located at an inappropriate level; against this, the authors Fardoun et al. (2020); Huberman (1999) cited by Rubio et al. (2021); Hidalgo (2021); Tradif (2004) cited by Castro et al. (2021) indicate that pedagogical practice presents disadvantages in terms of educational models in 27.45%, evaluation techniques and instruments that do not lead to formative and feedback evaluation in 23%, lack of digital skills in the use of flexible platforms by 20%, limitations in the use of technological tools, 40% and the lack of teacher monitoring in 9%; The little possibility of reflection, dialogue of their pedagogical practice of the teachers, results in not achieving the profile of the students. Another contribution made by Freire (1969) mentions education as a means of transformation in society, enabling students to be creative, innovative, possessing abilities and skills to develop their critical activity. In the same guideline, García and García (2012) highlight the contribution of the cognitive current in the modification of behaviors. The results obtained in the socialized method variable were the following: 39 students surveyed answered that the level was medium in 48.75%, in addition to 52 students surveyed, equivalent to 65.0%, they determined that the socialized method from the thought and language dimension was medium level; Also, 47 surveyed students, equivalent to 58.75%, determined that the application of the socialized method from the critical and participatory activation dimension is positioned at a medium level and, finally, from the argumentation-posture dimension, it is collected that 46 surveyed students, equivalent to 57.5%, they determined that the application of the socialized method from the argumentation-posture dimension is positioned at a medium level. From the perspective of Vygotsky (1934), thought and language, critical-participatory activation and argumentation-position, as dimensions of the socialized method, are mediated by culture and the socialization processes of the subject with the social environment.

Conclusion

The direct relationship between pedagogical practice and the socialized method is determined according to Spearman's rho correlation coefficient 0.782, being significant in higher education students; Therefore, the greater the pedagogical practice, the greater the use of the

socialized method, which affects the teacher's assessment of their own pedagogical practice, in addition to generating a reflective and participatory practice of the students, leaving this situation pending to be investigated in future research.

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