Critical Reflection of Pedagogical Practice in the Socialized Method


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Abstract

Science is the expression of social consciousness that is observed in the collective relations of systems where organic solidarity predominates and is characterized by the division of labor, the link between the citizen and the State (Durkheim, 1968 cited by Samaja, 2004); pedagogical practice is not alien to this reality insofar as teachers interact with their students using teaching strategies that promote active learning. One of the central vertebrae in educational models is the method associated with the teaching-learning process, in addition to the accelerated mediation in the acquisition and use of information and communication technologies in face-to-face and non-face-to-face education (Crook, 1999 cited by Nó and Ortega, 1999). The objective was to analyze and evaluate the different positions that teachers present in their pedagogical practice when they apply the socialized method; The research approach was qualitative, the methodologies of grounded and phenomenological theory were used (Husserl, 2008 cited by Sánchez, 2019). The assessment lies in providing the validity of the results at a descriptive and interpretive level of the methods used and reliable sources. 35 studies were evaluated that were filtered from titles and abstracts, total analysis and inclusion criteria organized from the forest plot. It is concluded that there is little critical reflection of the teaching praxis articulated to the socialized method in the different educational levels in the last five years. The research approach was qualitative, the methodologies of grounded and phenomenological theory were used (Husserl, 2008 cited by Sánchez, 2019). The assessment lies in providing the validity of the results at a descriptive and interpretive level of the methods used and reliable sources. 35 studies were evaluated that were filtered from titles and abstracts, total analysis and inclusion criteria organized from the forest plot. It is concluded that there is little critical reflection of the teaching praxis articulated to the socialized method in the different educational levels in the last five years. The research approach was qualitative, the methodologies of grounded and phenomenological theory were used (Husserl, 2008 cited by Sánchez, 2019). The assessment lies in providing the validity of the results at a descriptive and interpretive level of the methods used and reliable sources. 35 studies were evaluated that were filtered from titles and abstracts, total analysis and inclusion criteria organized from the forest plot. It is concluded that there is little critical reflection of the teaching praxis articulated to the socialized method in the different
Introduction

Science is the expression of social consciousness that is observed in the social relations of systems where organic solidarity predominates and is characterized by the division of labor, the link between the citizen and the State (Durkheim, 1968 cited by Samaja, 2004). Throughout history, all civilizations have developed paradigms to follow in the formation of the person, in the perception and explanation of the world. In these circumstances, the science of education arises from the process of hominization, due to the development of the capacities and characteristics of the human being to become a more human being, taking into account the context and their needs for work, food, motivation, use of language-symbols, personal autonomy, development, responsibility, ethics and morals (Peñaloza).

There is an infinite interest in learning in the Education 2030 Agenda and in Goal N ° 4 of Sustainable Development that is committed to an equitable, fair, solidary, inclusive education for all citizens through the development of permanent and quality learning articulated to the world of work, personal, civic and social life. These aspects mentioned have repercussions on the achievement of learning, on the results of educational quality, on the professional profile of the students; Likewise, there is evidence of an interest on the part of teachers in complying with the curricular development, in preparing educational means and materials, in carrying out assessment instruments and qualification of learning, in the use of techniques, instruments, strategies, methods, procedures.

Indeed, in pedagogical practice, the educational binomial is produced in which teachers have an essential function and their performance is fundamental in the teaching-learning process; its preparation and updating consummate the achievement of an education oriented to excellence. In the realization of the learning activity, information obtained through teacher monitoring is collected through the evaluation form applied to teachers in a public institution of higher education, reporting in the analysis of the results, the most recurrent weaknesses such as the management of strategies, techniques, procedures, methods, use of digital tools, content planning and dosing, selection and search of information, elaboration of instruments with pertinent criteria, preparation of both printed and digitized teaching resources, feedback and research productivity. From what has been evidenced, part of the concern to systematize the critical reflection of the pedagogical practice linked to the development of the application of the socialized method that guarantees the achievement of competencies in students as asserted by Robert et al. (2020) on the characteristics of teaching in higher education, in the appropriation of scientific and technological information, in addition to the formation of behavior. Part of the concern is to systematize the critical reflection of pedagogical practice linked to the development of the application of the socialized method that guarantees the achievement of competencies in students, as stated by Robert et al. (2020) on the characteristics of teaching in higher education, in the appropriation of scientific and technological information, in addition to the formation of behavior.

Analysis and evaluation, from a theoretical perspective, in pedagogical praxis, are justified, according to Lafourcade (1972), cited by Sánchez and Cuellar (2018), as a didactic stage of the educational process whose purpose is to collect objective information assuming a judgment of value to make decisions in a systematic way in the achievement of competencies. It is crucial to consider the evaluation according to its purpose: diagnosis,

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Keywords: Pedagogical Practice, Socialized Method, Active Learning, Social Relations, Didactics.
process and output, consolidated in a formative evaluation in the different roles that the teacher assumes when examining their pedagogical practice focused on learning through competency curricula, allowing to examine, observe and evaluate the consolidation of learning within the framework of pedagogical and didactic models that is reflected in teaching activity.

On the other hand, Hidalgo (2021) mentioned that the formative evaluation consists of examining the assimilation-accommodation of the contents and the acquisition of competences to reorient learning in educational training compared to a traditional learning that confuses the student in achieving only one qualification summative. Given this, there is an urgent need to opt for a redesign of the teaching-learning process from the critical reflection of the pedagogical practice that, weakly, the university teacher is able to apply in their professional performance. Among the benefits offered by the formative evaluation, it is the collection of the achievements achieved by the students in order to readjust, reorient the curricular advances from the didactic act in a sociocultural context. Herein lies the importance of the role of the teacher when applying the assessment of the conception of their students, the pedagogical model, attitude, techniques, instruments emphasizing the integral, holistic training process and sharing the learning goals in a consensus of learning to learn under conditions real in the face of everyday life. In addition, it allows you to evaluate, reflect and readjust methods, strategies, techniques, procedures with the aim of strengthening learning. Another fundamental factor is the articulation of the different courses in the development of the integrating projects. The feedback consists of identifying the gaps between the real situation and the reference of the parameter that is used to reduce the cracks. So the feedback approach can be done at any time: start, process or output; previously, the conditions of the learning subject must be taken into account (Ramaprasad, 1983). Likewise, feedback guides the performance of students and favors a better assimilation and accommodation of knowledge, the teacher's job is to promote spaces for reflection on what has been learned, becoming aware that self-evaluation allows to embody the curricula proposed at various levels (González and Gambetta, 2020). Therefore, the student becomes the center of pedagogical practice and the teacher is the provider of the feedback that impacts the academic activities of the students and the acceptance of the students allows improving professional practice contributing to a culture of academic feedback. (Ramani et al., 2018). Previously, the conditions of the learning subject must be taken into account (Ramaprasad, 1983). Likewise, feedback guides the performance of students and favors a better assimilation and accommodation of knowledge, the teacher's job is to promote spaces for reflection on what has been learned, becoming aware that self-evaluation allows to embody the curricula proposed at various levels (González and Gambetta, 2020). Therefore, the student becomes the center of pedagogical practice and the teacher is the provider of the feedback that impacts the academic activities of the students and the acceptance of the students allows improving professional practice contributing to a culture of academic feedback. (Ramani et al., 2018). The teacher’s job is to promote spaces for reflection on what has been learned, becoming aware that self-evaluation allows to embody the
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The teaching-learning category is based on the theoretical argumentation of Freire (1970), cited by Pinto (2017), from an epistemological view of the pedagogical process, the curriculum and its relationship with didactics, the theory of critical transformative and liberating learning of students in training and critical evaluation of learning. Rousseau's theory is reflected in the argument that the person, as a practical agent, has a dignity (Granja and Charpenel, 2014). For Makarenko, it presents an educational vision that starts from the student with respect to the rule and responsibility, the duty of the family to accompany the child and extends to the school that forms the behavior of the student, this formative sequence reaches the various educational levels (Look, 2019). From the practical point of view, it allows to identify, analyze and reflect on the importance of approaches to evaluation, feedback, achievement of learning from the virtual modality at different levels and stages of education to improve pedagogical practice and promote an evaluative culture that is born from different perceptions and educational actions in the context of the educational act. On the other hand, the indications of the didactic sequence in pedagogical practice allow the development of students' skills in problem solving using criteria according to the context where it is applied (Guevara and Veytia, 2021; Tejada et al., 2019; Jiménez and Sánchez, 2019 and Bolívar, 2019).

Another study carried out by Martínez (2020), cited by Picón et al. (2020), states that educational action is at the time of transition to digitization in a globalized way, observing that connectivity is necessary, in addition to the implementation of different digital media and / or tools for their use and, on the other hand On the other hand, there is a need for students and teachers to be empowered in the use of ICT. The reflective activity of teachers requires instruments such as the field diary recording the values and weaknesses found in the didactic process, in interaction, in the development of students' autonomy and the strengthening of self-learning.

On the other hand, when students make decisions in the teaching-learning process, they commit to their learning, self-evaluate and evaluate their peers while the teacher mediates learning, proposing evaluation as a permanent, comprehensive and feedback activity that should be applied in all educational settings in an articulated way. The subcategories that teachers must internalize are the following process didactic tools: dialogic, discursive and reflective aspect between teachers and students. Regulatory tools: planning of pedagogical activities from the simple to the complex at the individual and group level, evaluation, development of abilities, skills, abilities, competencies that are based on reflection and context. Within the continuous improvement application tools, there are modular activities, systematized, progressive, valid and reliable teaching units that approximate an objective evaluation. The feedback tools allow the consolidation of the search for the truth; while innovative tools are linked to the understanding of evaluation as learning, developing investigative, imaginative, inventive skills (Hidalgo, 2021).

The teacher tutor must be familiar with the use of evaluation techniques and instruments in a virtual education in the teaching-learning
process in new settings in times of uncertainty; A study carried out in Ibero-America to 102 teachers of basic education, secondary, higher education, reports the ignorance of pedagogical models 27.45%, the subject of the evaluation of students 22.55%, the lack of technological platforms 19.60%, added to the lack of technological resources 18.63%, problems with technology approximately 40%, not complying with the monitoring and evaluation of teachers 8, 82% and lack of relevant materials 0.98%. Regarding the strategies and activities applied blog 24.41%, portfolios 40.01%, forums 23.53%, collaborative work 18.63%, videos recorded by 4.9% students. Finally, it is indicated that the interaction was good in 50.98%, excellent 19.60% and regular 29.41% (Fardoun et al., 2020).

There are different theories of the teaching-learning process with an emphasis on learning and virtual environments; In the literature, constructivism will be taken into account as a pedagogical current that allows to have as the center of learning the student who participates in his own construction of knowledge, valuing the promotion and estimation of meaningful learning from Ausubel's perspective. Furthermore, Piaget argues that the subject of learning is related to the surrounding environment, making it possible to generate biological conditions through the cognitive processes of assimilation, accommodation and rebalancing; in this context, the individual learns (Papalia et al., 2007). What's more.

The sociocultural theory proposed by Vygotsky shows the active capacity of the students with the teachers in an environment of exchange, cooperation, written and oral communication, with the teacher being the guide, guide, mediator; This implies assuming the symbols and signs of a culture that contributes to the development of thought and materializes through language. This detailed action is not alien to the development of the socialized method. On the other hand, it mentions the importance of promoting the zone of proximal development (ZPD), applying strategies, active methods, procedures that allow for better learning, and finally, interaction with their peers.

Among the characteristics, the incorporation of new mental schemes to the existing ones is mentioned, the importance of the protagonist role of the students, while the teaching tutor plans his intervention identifying the gaps in the management of knowledge according to the needs of the student. This situation has implications for virtual education from the planning of the various information formats, various activities that allow structuring in the mental anchors linking previous knowledge and experiences, the use of web resources, visual organizers or recurrent designs for adaptive learning.

Mastery of scientific content by teachers is not enough to promote the development of learning; situated learning is a methodology that allows students to respond to the demands of new ways of accessing information with the use of analog devices (Hervia and Fuego, 2018). That is, there is an urgent need to articulate individual and collective learning with the orientation of producing knowledge in new contexts in communities of practice and cognition located where students are the active subjects in problem solving. The socialized method, from this perspective, induces to know the zone of proximal development proposed by Vygotsky; in addition, situated learning is the construction process whose main axis is the subjects' own knowledge in the situation "in" and "through" the interaction with other ways of relating to knowledge, the environment, the learning context, and apply it to new complex situations. The implications for virtual education, using problem solving as a methodology in real contexts, value the theories and apply them to cooperative work mediated by ICT. There is little application of the socialized method in the review of the scientific literature; but it is necessary to point out that, in the review of them, other names are connoted such as case study method, cooperative learning, learning through project development, debate, round table, colloquium and the expository method.

Method

The research focus was qualitative; the methodologies were grounded and phenomenological theory (Husserl, 2008, cited by Sánchez, 2019). For the structuring of the analysis matrix, selection criteria, information retrieval and evaluation of the quality of the information were carried out, in addition to the bibliographic and documentary review on the perceptions of the pedagogical practice of the teachers using the socialized method and its different variants that coincide in the activation of the learning of the students of the higher education level. Next, the analysis matrix of the evaluations of the articles related to the research topics is presented.
<table>
<thead>
<tr>
<th>Criteria evaluated</th>
<th>Systematization of sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of the method</strong></td>
<td><strong>Theoretical perspective</strong></td>
</tr>
<tr>
<td>Study of cases</td>
<td>Social phenomenon</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>Replica of the structuring of the world in his thought</td>
</tr>
<tr>
<td>Learning by preparing and presenting projects</td>
<td>Systemic approach</td>
</tr>
<tr>
<td>Metacognitive pedagogical practice</td>
<td>Provides pedagogical, metacognitive and reading connection</td>
</tr>
<tr>
<td>Systematic research path</td>
<td>Learning focused on problem solving knowledge</td>
</tr>
<tr>
<td>Indication of didactic sequences in pedagogical practice</td>
<td>Development by student competence</td>
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<td>Field diary</td>
<td>Assessment of pedagogical practice</td>
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**Systematization through the forest diagram**

Discussion

The critical reflection of the pedagogical practice dazzles from the theoretical base centered on meditating, reflecting and giving feedback from the teachers themselves from the socialization of learning in the didactic teaching-learning process; assuming the metacognitive aspects in a systematic way, in addition to the understanding and analysis of their educational act in situ in time and space; its interpretation allows retrospective observation of their teaching work. Another aspect is learning as a factor of pedagogical activity in the development of capacities, abilities, skills and competences. To achieve this, didactic strategies with technological support are used, active methods that allow participation that mobilizes the subjects of learning, in addition to their self-learning, reflection and search for information. These actions described would cease to have value if formative evaluation is not applied based on reflection and criticism of what is known and what remains to be known; this evaluation is permanent. Faced with this first argument, Gómez et al. (2016) assumed the postulate of Chirinos, Padrón, Castro, Caldera and García in the urgency of deliberating the pedagogical practice from the formative process, the domain of their area, the didactics and their efficient performance (Pájaro and Zwierewicz, 2021).

For Asiú et al. (2021), evaluation is a central aspect in pedagogical practice, the coincidence of which allows the articulation of the different methodologies located in the development of the teaching-learning process, such as the socialized method that activates individual and group participation, promoting critical and argumentative analysis. Regarding knowledge, the expository method, despite being a traditional method, is still in force in higher education as a trend of mass education; The case study method presents a real situation through which the students analyze the possible solutions of the case to assume decision-making, promote the identification and definition of problems; analyze, understand and interpret data, critical thinking in complex situations and recognizing and making decisions, its characteristics being realism, uncertainty and risk. While cooperative learning allows the individual and collective participation of each of the participants in the achievement of common objectives, it encourages cooperativism, interaction, responsibility, autonomy and self-learning. Finally, project-based learning allows problem solving (Matzumura et. Al., 2019).

For Martínez (2020), cited by Picón et al. (2020), the mediation of information and communication technology is essential in pedagogical practice and is consistent with the practices that promote the development of student competencies in the search for problem solving based on foundations; but under a social and educational perspective (Bolívar, 2019).
Therefore, if the trainer has a reflective view of the practice, then the importance and attitude of dynamic orientation towards the class is focused (Jiménez-Espinosa et al., 2019).

Hidalgo (2021) mentions that it is knowledgeable to have strategies that allow constant feedback and consolidation of the knowledge of the truth and that innovative tools allow developing investigative, imaginative, inventive skills and this is correlated with the pedagogical practice of metacognition because it allows developing the reading part in an integrative, retrospective way for the strengthening and evolution of oneself (Roque et al., 2018).

Regarding Vygotsky’s sociocultural approach, he visualizes that obtaining this active capacity of the educational binomial is forged on the basis of cooperation and communication, which agrees with what Arzaluz (2005) mentions, concerning case studies that with strategies of analysis and hypothetical cases allows us to confront the social phenomenon. In addition, the Post-Hague Roundtable (2014) says that the debates, roundtables or colloquia open the analysis and invite consensus to argue our positions, perceptions and conceptions and other indications of analysis that is forged in the educational environment.

Finally, situated learning, for Gisbert and Estève (2011) cited by Hervia and Fueyo (2018), is a means that makes it easier for the student to resolve the demands and trends that constantly flow in cyberspace with the use of analog equipment in the face of what has been described. agrees with what is stipulated regarding the systematic research route that allows a compilation of databases that meet quality guidelines using the strategies and technological support means for solving problems as well as the exhaustive analysis of knowledge and research (Lund et. al., 2018).

**Conclusion**

The pedagogical practice is essential because it allows the student to enter and become familiar in situ with what will ultimately be their campus of action; However, the role of the teacher is fundamental in view of the fact that, with their expertise, they will accompany and strengthen the resources, means and materials used by the practitioner in real space. The socialized method allows the teacher, in the educational act, to efficiently carry out the development of teaching-learning, it also agrees to strengthen critical capacity in a cooperative or casuistic way or by projecting itself through strategies and techniques that increase the student’s training higher education.

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