

Towards educability mediated by the PARCE model as a social-emotional strategy

Hacia la educación mediada por el modelo PARCE como estrategia socioemocional

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Abstract

This article comes from the research entitled: Educability mediated by the PARCE model as a social-emotional strategy in the classrooms of local public educational institutions. Its main objective was this: to identify the impact of teachability and educability generated by this pedagogical proposal, and how its effect is evidenced in the local school system of the department of Quindío, Colombia. To achieve this, it is necessary to delve deeper into the problems presented by practicum teachers in the public institutions of the area under study, within the framework of teachability, which allows proposing other didactic perspectives in pedagogical activities, as an input to promote learner's emotional development and social skills. To this end, it is necessary to identify the problematic situations in classrooms that directly or indirectly affect school performance and environment in educational institutions. Also, it is necessary to know teachers, students, parents and principals' perception, regarding the school environment they belong to, to evidence the different forms of interaction and conflict resolution among students, to observe and analyze teaching practices and their pedagogical orientations in the classroom, focused on their students' development of social and emotional skills. And finally, to implement the "PARCE" model (Participation, Acceptance, Recognition and Emotional Construction), to improve the school environment and develop students' emotional and social skills.

Keywords: Teachability; Educability; Emotional intelligence; Social skills; Pedagogical practices.

Resumen

Este artículo proviene de la investigación titulada: Educabilidad mediada por el modelo PARCE como una estrategia socioemocional en las aulas de las instituciones educativas públicas locales. Su objetivo principal era este: identificar el impacto de la capacidad de enseñanza y educación generada por esta propuesta pedagógica, y cómo se evidencia su efecto en el sistema escolar local del departamento de Quindío, Colombia. Para lograr esto, es necesario profundizar en los problemas presentados por los profesores de práctica en las instituciones públicas del área de estudio, en el marco de la capacidad de enseñanza, lo que permite proponer otras perspectivas didácticas en las actividades pedagógicas, como un aporte para promover la emoción emocional del alumno. desarrollo y habilidades sociales. Para este fin, es necesario identificar las situaciones problemáticas en las aulas que afectan directa o indirectamente el desempeño escolar y el entorno en las instituciones educativas. Además, es necesario conocer la percepción de maestros, estudiantes, padres y directores, con respecto al entorno escolar al que pertenecen, para evidenciar las diferentes formas de interacción y resolución de conflictos entre los estudiantes, para observar y analizar las prácticas de enseñanza y sus orientaciones pedagógicas en el aula, enfocada en el desarrollo de habilidades sociales y emocionales de sus alumnos. Y finalmente, para implementar el modelo "PARCE" (Participación, Aceptación, Reconocimiento y Construcción Emocional), para mejorar el ambiente escolar y desarrollar las habilidades emocionales y sociales de los estudiantes.

Palabras clave: Capacidad de enseñanza; Educabilidad; Inteligencia emocional; Habilidades sociales; Prácticas pedagógicas.

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Introduction

This text presents a constant concern expressed by teachers of the 54 local public educational institutions of the department of Quindío, as well as the teaching practicums of the degree of the local public university. Both teachers and practitioners face daily situations of aggression, violence and intolerance among their students.

These dynamics and ways of relating to each other generate intimidating, chaotic and constantly undisciplined learning environments, negatively affecting class instructional time and, consequently, students' learning process.

The educational institutions teachers and the bachelor's degrees students state not having enough training, nor the necessary tools to face this type of difficulties and forms of interaction of the current generations, which has negative repercussion in the school environment, in the classroom management, and consequently, in our teachers' daily work reason: to help the formation of human beings.

Therefore, it is necessary to rethink our teachers' role, so that they do not continue to be pigeonholed in teaching only concepts and preparing their students for the various standardized tests imposed by the Colombian school system, and by which they are measured in their daily work. Consequently, the teachers' role is contributing to the formation of integral people, who are functional in a society and who contribute and positively affect impact the way to build a better world.

In view of this concern, the need arises to know from the classrooms the real causes of this violence and aggressiveness problem in the school environment and the way it is handled. To this end, the following research proposal is presented: Educability mediated by the PARCE model as a social-emotional strategy in the classrooms of local public institutions, which aims at determining the true meaning of teachability and educability.

This research proposal is framed in a real context of diverse local public institutions, that provide the necessary elements of carrying out this study, seeking to contribute to the teaching work, proposes innovative strategies that help to some extent to face and reflect on the role of teacher. ; Finally, rethink the ideal of true education: to form positive and sensitive individuals to face the challenges of this word.

Also, it is necessary to clarify that the objective of this research is not to judge, criticize or evaluate the teaching work; on the contrary, it seeks to identify the causes of this problem, and as far as possible, to propose solutions or strategies that help teachers and future graduates to deal with these situations of constant interference in the educational process.

Theoretical Position

Education in Colombia and OECD

The statistics managed by the Organization for Economic Cooperation and Development (OECD) about education allow countries to compare their students' educational level against OECD's average. Now that Colombia has joined this organization, we will be able to know its level compared to the other member nations and their experiences in this matter. Thus, to determine the public policies to improve the competences of its young people.

Colombia's latest benchmark for comparison in education with OECD countries was the 2015 PISA (International Programme for Student Assessment). The country ranked below OECD average in mathematics, science and reading, so this will be one of the issues the country will have to work on the most to be at the level of the organization members. Zuluaga, (2018).

The education recommended by OECD considers that quality education requires training in competencies in three axis:

The first axis is the use of tools for interactivity because of the need to be updated with technologies to adapt them to one's own requirements and to hold active dialogue with the world.

The second axis is the interaction in heterogeneous groups because of the need to relate to diversity in plural societies, the importance of empathy, and of 'social capital': competencies to relate to others, to cooperate and to work in teams.

Finally, conflict management and resolution, acting autonomously because it is necessary to develop one's own identity and set goals in a complex world. As it is necessary to exercise rights and assume responsibilities, understand one's own environment and functioning, competencies are required to act in broad fields of social and cultural life, to form and conduct life plans in personal projects to defend and secure personal rights, limits and needs.

Educability Perspectives

Educability is defined by Paciano Feroso (1985) as possibility and human category. A possibility because it signifies the educational process viability and the affirmation that education is feasible; a human category, for it is man's quality to be sociable, historical, perfectible and educable. Among all human categories, educability has a privileged place, being even for many, the most essential of them all. Educability is the primary condition of the educational process.

Teachability, according to Feroso, supposes speaking of communicability. It becomes the way of access to diverse knowledge. In other words, there must be a balance in the linguistic manifestations, both philosophical and scientific of the one who teaches, regarding the learner's preparation, the receiver. In the same way, the communication means, which in the case of knowledge are didactic methods and techniques, may be inadequate. These aspects may limit the object and content of knowledge, but they must not restrict the gesture, the expression, the word with meaning and logics of learners (Feroso, 1985).

The concept of educability acquires special relevance from this perspective. It aims to identify the set of resources, aptitudes or predispositions that make it possible for a child or adolescent to successfully attend school, while at the same time invites to analyze the social conditions that enable all children and adolescents to access these resources.

Teachability

Teachability, according to Feroso (1985), speaks of communicability. It becomes the way of access to diverse knowledge because if teachability does not develop elaborated codes (symbols, formal sociolinguistic structures), it can be distorted of its purpose, possibly because when transmitting orally different factors, the social group, the academic formation and even the same personal language and others, influence. In other words, there must be a balance in the linguistic manifestations, both philosophical and scientific, of the one who teaches regarding the preparation of the learner, the receiver.

In the same way, the means of communication, which in the case of knowledge are didactic methods and techniques, may be inadequate. These aspects may limit the object and content of knowledge, but they must not restrict the gesture, the expression, the word with meaning and logic of those who learn (Feroso, 1985. pg. 365).

In a broader sense, education in man can be understood as the process in which specialized competencies are generated, developed, transformed, elaborated and constructed, which allow him to interact with knowledge in a given context.

Educability can be understood as a social construction that transcends the subject and his family, and that accounts for the basic cognitive development occurring in the first years of life, linked to adequate affective stimulation, good nutrition and health, and primary socialization through which children acquire the rudiments of a basic framework that allows them to be incorporated into a specialized situation different from the family, such as school (Castañeda, 2002).

This approach, appeals to the analysis of the process of social production of the conditions for educational practice to have a place. It is fundamentally based on the sociological tradition of past "theories of social reproduction. It laid the foundations of the understanding of educability as a result of power relations between classes, so that there would be a "predestination" of the possibilities of being educable and educated according to origin, barely modulated by the relative autonomy of the school system, which grants its agents certain degrees of freedom in relation to their contexts, contents and processes" (Navarro, 2002).



Learning and human development

A theoretical-methodological conception of personal development must be coherently integrated into a given conception of learning. Human development is not related to surviving and adapting to the environment, but to the capacity to learn and develop in certain environments. The human way of learning is always an interactive process, mediated by the existence of a culture that becomes its own, the existence of others and oneself. There is here a dialectical unit between learning and development. The apprentice facilitates and manifests himself as a source of development, he goes ahead and opens the way. Each new level of development is the result and starting point for the continuous learning that the subject carries out in his life.

Thus, for some authors, learning is conceived in terms of behaviors acquisition and modification and the emphasis rests on the environment and the organization of external influences. For others, it consists of a process in which knowledge, perspectives and ways of thinking are developed; the emphasis is on the mental activity that organizes and builds. Iberoamerican Journal of Education, (2007).

There are several types of learning for the individual's life and development. School as an institution, is called upon to promote this learning system. The first system is aimed at stimulating learning to live with oneself, with others, to face life, to think, to value, to create; in short, to live.

These systems cannot ignore self-care, promote integral health, learn to know oneself and improve self-esteem, develop the will, learn to orient oneself, form a hierarchy of values or life meanings, elaborate life projects. Basic learning does not constitute a sum of diverse learning, but a system whose axis or backbone is the orientation of values or meaning of the subject's life, which represents the essence of human development.

Human development "is not a measure of well-being, nor is it a measure of happiness. It is instead a measure of empowerment" (PNUD, 1995, pg. 16). It emphasizes the need for correctly structured teaching for students' development, which does not limit or establishes borders, promotes a continuous ascent in the quality of what the subject does, inexorably linked to the development of his personality. This teaching

presupposes truly establishing a unity between instruction, education, and development.

Pedagogical studies

Strategies that develop social skills

According to Gonzalez, Gonzales (2017, pg. 127), some strategies that develop social skills are focused on reviewing the causes and manifestations of the conflict, as stated in his research,

"it is appropriate that girls, boys, young people and teachers keep calm, control their emotions and do not assume an authoritarian, anti-democratic position that causes chaos within the group environment and do not postpone the search for assertive strategies, this under the patterns of coherence in acting and thinking, according to individual and group identity"

The author also highlights that when a road map was designed in his research, it was from the collection of information in which third, fourth and fifth grade students participated and it was intended to promote strategies to strengthen coexistence. In addition, these strategies allow us to understand that those included in Law 1620 and the guide 49 of the Ministry of National Education are not the only option.

Similarly, Gonzalez, Gonzalez (2017) states that with the implementation of an adequate road map, it will be possible to highlight the strengths and weaknesses existing in the classroom, to address conflicts assertively and promote the search for efficient and effective actions that are established, known and stipulated by the educational community.

It will allow the causes and manifestations of conflicts to be described, identified, characterized and pointed out at all times. In addition, this route announces the need to transform previously implemented strategies (Gonzales, Gonzales 2017).

Cooperative Learning and Work

Learning is something that students do, not something that is done to them. Learning is not a sporting event one can attend as a spectator. It requires the students' direct and active participation. Like climbers, students climb the heights of learning more easily when they do so as part of a cooperative team.



Cooperation is about working together to achieve common goals. In a cooperative situation, individuals seek results that are beneficial to themselves and to all other members of the group. Cooperative learning is the didactic use of small groups in which learners work together to maximise their own learning and that of others. This method contrasts with competitive learning, in which each learner works against the others to achieve school objectives such as a "10" rating that only one or some can achieve; and with individualistic learning, in which students work on their own to achieve learning goals unrelated to other learners'.

In cooperative and individualist learning, teachers evaluate students' work, according to certain criteria; but in competitive learning, students are graded according to a certain standard. While competitive and individualistic learning have limitations as when and how to use them appropriately, the teacher can organize cooperatively any didactic task of any subject and within any curriculum.

Informal cooperative learning groups operate throughout class. They can be used by the teacher during a direct teaching activity (a master class, a demonstration, a film or a video) to focus students' attention on the material in question. It promotes an adequate learning environment and creates expectations about the class contents. This ensures the students' ability to cognitively process the material they are being taught.

The activity of these informal groups usually consists of a three to five minute talk between students before and after a class, or two to three minute dialogues between pairs of students during the course of a master class. Like formal cooperative learning groups, informal groups serve the teacher to ensure that students do the intellectual work of organizing, explaining, summarizing, and integrating the material into existing conceptual structures during direct teaching activities.

The teacher who repeatedly employs formal, informal, and core groups, will acquire such a degree of practice that he or she will be able to structure cooperative learning situations automatically without having to consciously devise and plan them. He will then be able to make good use of co-operative learning throughout the rest of his teaching activity.

Characteristics of a cooperative group

There is nothing magical about group work. Some types of groups make it easier for students to learn and improve life quality in the classroom. Others hinder learning and cause dissatisfaction and disharmony in the classroom. To manage learning groups effectively, the teacher must know what a cooperative group is and what it is not.

Cooperative learning group: students are told to work together and they are happy to do so. They know that their performance depends on all group members' effort. Groups of this type have five distinctive characteristics. First, the group objective of maximising the learning of all members motivates learners to strive for and achieve results that exceed the individual capacity of each of them. The group members are convinced that they will either sink or float together, and that if one of them fails, then they all will fail.

Second, each group member takes responsibility, and holds others accountable for doing a good job of meeting common goals.

Third, group members work side by side to produce joint results. They do real collective work and each one promotes the the others' good performance by helping, sharing, explaining and encouraging each other. Support is provided, both at school and at home on the basis of reciprocal commitment and interest.

Fourth, group members are taught certain forms of interpersonal relationships and are expected to use them to coordinate their work and achieve their goals. Emphasis is placed on teamwork and task execution, and all members assume responsibility for leading the process.

Fifth, the groups analyse how effectively they are achieving their objectives and to what extent members are working together to ensure sustained improvement in their learning and teamwork. As a result, the group is more than the sum of its parts, and all learners perform better than if they had worked alone (David W. Johnson - Roger T. Johnson Edythe J. Holubec, 1994).



Postulates on Didactics

Traditionally, the concept of didactics has been associated with the question How is a class activity oriented? And in some cases, the term is considered to correspond to the playful, motivating and organized way of directing activities in an academic space. But perhaps there is a general ignorance of its field of study and the epistemological development that has taken place throughout history.

Thus, it is possible to start by asking, How to define the concept of didactics? To this end, the reader is invited to make a journey back in time to 1613, when the term didactics (art of teaching) was first used in a report on W. Ratke's reformist pedagogical proposals (Schaub, 2001: 44). In 1657, pedagogue Juan Amos Comenio began to define the concept of didactics in his work *Magna Didactics* where he manifests the need for essential strategies when it comes to educating:

The Master can always keep his disciples attentive, he will be more certain that everything has been well understood by students; with the continuous repetition of the same subject, they will come to understand it. Through the same repetition, all disciples will draw the most known lesson and in this way, they will see the school as some kind of employment. An extraordinary activity and desire to learn will be developed in their spirits, and great facility will be acquired to treat fearlessness any serious matters before many people; that has supreme importance and usefulness in life (pg. 77).

Anna Camps' Epistemological approach (1990, 2001)

In the modern era, a new perspective of Didactics is developed. It is considered as a scientific discipline of intervention, not only in the processes inherent to teaching in a specific area of knowledge, but also in the ways in which it is learned; in this sense, the Didactics of language has its own space for research and development, as expressed by Anna Camps:

Research in didactics of language has its object in the complexity of the activities related to teaching and learning, and its objective is to elaborate systematic knowledge of this reality to intervene in a fundamental way to improve it. Camps, (2001:13).

For the author, language didactics constitutes a study and experimentation field, not only of practical activity. The core of this discipline is the teaching-learning process. Its object is the interaction teacher-student. Doing didactics is not teaching a language or literature, but building knowledge about the way in which it is taught and learned in a certain knowledge area.

Didactics that promotes the development of social-emotional skills

The methodology described below was born in the United States of America, as a proposal to create inclusion and build community from the school environment.

Tribes: a new way of learning and living together

Tribes are Learning Communities. It is a research-based process that creates a culture that maximizes learning and human development. The TRIBES or Tribes Learning Communities process is based on the process of building community to create safe and meaningful learning environments. Tribes principles and practices are based on research in the area of democratic group processes, cooperative group learning, building resilience, and educational change aimed at the constant pursuit of academic excellence. It aims to ensure the healthy development of every child in the community, so that everyone has the knowledge, skills and strengths to succeed in the world (Gibbs, 1998).

Tribal Agreements

There are four Tribal agreements in this type of classroom dynamics:

- Helping each other complete tasks
- Choosing objectives and solving problems
- Monitoring and evaluating progress
- Celebrating Achievement

Tribal Community Agreements

According to *The Balanced Literary Diet* (2011), for tribal community agreements to exist, 10 priority issues must be taken into account:

- Listening carefully
- Valuing each other, not offending each other (value and respect the person speaking)
- Always giving each other the right not to participate
- Respecting each other
- Listening with the eyes, ears and heart
- Listening to understand rather than listening to answer
- Respecting and valuing silence
- Respecting one another
- Confidentiality; no rumors, no gossip
- Emphasis on respect for individual cultures, beliefs, and values. *The Balanced Literary Diet*, (2011)

Tribal Collaborative Skills

Through teamwork, different skills can be achieved in classroom work, as Gibbs (1998) puts it in the following way:

- Assign four or five people to each tribe.
- Balance the number of boys and girls in each learning group
- Distribute leaders among all tribes
- Distribute the least popular members among all groups (Gibbs, 1998)

Classroom Tribal Application

Through different activities carried out by the teacher in the classroom, he has the role of:

- Transferring control from the teacher to the tribe and from the tribe to the members
- Intervening only when necessary while the tribes work in groups
- Encouraging members to remind each other the Tribal agreements
- Refraining from answering questions immediately
- Asking tribes for suggestions to improve planning, academic projects and learning environment.

Tribal disposition

The classroom is divided by the teacher into different sub-groups called (Tribes), for which there is a rigorous process with the students to select them appropriately. It focuses on the need for self-esteem, autonomy and identity. It provides opportunities for: creating joint goals, sharing ideas without fear of being judged, managing conflicts, solving problems, sharing leadership responsibilities, valuing differences and diversities.

In this vein, Phillips (2011) states that "A positive learning community depends on the collaboration of a group of people who deliberately include all members and solve all situations that may influence".

There is a right to non-participation, to choose whether to share personal information or feelings with others; to decide whether to actively participate or observe in silence for a short period of time. This gives time to think and make decisions, not to avoid engaging in learning activities. *The Balanced Literary Diet* (2011).

The implementation of this methodology (Tribes), or other methodologies can be adopted in the classroom. This will help teachers to improve their pedagogical practices and provide our children and young people with other learning alternatives, where not only concepts are taught, but primarily the creation of healthy school environments where our students find true education that prepares them to be thinking human beings, sensitive and builders of better societies.

Socio-affectivity and emotional intelligence

Emotional intelligence is the ability to identify, understand and manage emotions correctly, in a way that facilitates relationships with others, the achievement of goals and objectives, stress management or overcoming obstacles. Whatever happens in someone's life, emotions, both positive and negative will be there, and can help make a person happy or plunge him into absolute pain, depending on his ability to handle them.

People with high emotional intelligence do not necessarily have fewer negative emotions, but when they do appear, they know how to handle them better.



They also have a greater ability to identify them and know exactly what they are feeling, as well as a high ability to identify what others are feeling. By better identifying and understanding emotions, they are able to use them to relate better to others (empathy), be more successful in their work and lead more satisfying lives. (Ana. M, 2018).

Importance of emotional intelligence

The most successful people in life are those with the highest emotional intelligence, and not necessarily those with the highest Intellectual Quotient (IQ). This is because emotions, when not handled correctly, can end up destroying a person's life, preventing them from having satisfactory relationships, limiting their progress at work, etc. In general, emotional intelligence helps to:

Succeed in all those life areas that involve relating to others and favors holding more satisfying relationships. Students are healthier if they are able to manage stress and negative emotions such as anxiety. Stress not managed correctly can have a negative impact on mental health, making a person more vulnerable to anxiety disorders and depression. In addition, the person who does not manage his emotions correctly. has many more emotional ups and downs and mood swings that damage his relationships and functioning. Better relate to others. People with high emotional intelligence are better able to express what they feel to others and understand their feelings. This allows them to communicate more effectively and create deeper relationships in both personal and professional life.

Resilience

It must be understood as the universal human capacity that allows people to face life's adversities, overcome them and even be transformed by them" (Bello, 2002). "The introduction of the concept of resilience in the social sciences and in the spheres of social intervention has broadened the perspectives to address classic problems, such as the influence of poverty on child development.

Studies on people's capacity to respond to adversity, who despite living and growing up in risky conditions develop psychologically healthy and successful, have

presented not only a suggestive and optimistic vein of reflection, but also a criterion for re-establishing social intervention strategies in the early years of childhood" (Kotliarenko, 1999) quoted by Navarro (2002).

The domestic transmission of this set of dispositions, of this incorporated cultural capital, is the result of the child's physical and mental work, of an effort involving his body, of an exposure to a work of inculcation and assimilation, a work of the subject on himself, characterized in addition by having an immense emotional load (Tenti, 1994).

Classroom Problem Solving

Students' behavioral problems and demotivation have become the main obstacles to teaching, especially at compulsory education levels. In the face of useless regrets, strategies must be sought to prevent future conflicts and effectively resolve those that have already arisen, considering each problematic situation as an opportunity to learn, to better manage the class, and as a practical exercise in which students learn to build a climate of respectful coexistence and favorable to school work. Within this perspective of seeing the positive and formative side of conflicts, it is necessary for teachers to be equipped with resources that allow them to solve everyday problem situations. Conflicts should be considered as an opportunity to grow and be formed. At compulsory levels of education, homework will always provoke logical resistance in some students with little academic interest. As in any forced activity, the collision of interests ends up provoking conflicts: for students who see no interest or usefulness in school activities, the obligatory nature of these activities can make them unbearable.

The teacher's effort to make the subject attractive and useful may disguise the obligatory nature of school work until it becomes something desirable. But it is very likely that there will always be doubt of unresolved behavioural problems through these instructional strategies. It is therefore necessary for teachers to be trained in the acquisition of strategies for dealing with the different conflict situations they will face, to a greater or lesser extent, throughout their teaching careers.

Conflict can be a wonderful opportunity to creatively and formatively solve a problem through teacher and

students' joint effort because the achievement of a satisfactory solution generates gratifying effects for all: it improves the teacher's satisfaction level and helps the student to grow in his moral and personal development (VaelloOrts, 2003. p11)

Emotional Intelligence in the Educational Context

In the field of emotional intelligence and the importance of its development in the school environment, findings of studies and research conducted at national level are evident. It is undeniable that the dynamics of evolution and behavior of current generations require spaces for training in other areas of human development, and not just academic training, leaving to neglect the formation of supportive, sensitive and empathetic beings to the complex situations of violence, intolerance and aggressiveness that occur every day in local educational institutions.

That is why it is pertinent to understand that coexistence is a dynamic and changing relationship constructed in everyday life; as Berger and Luckman (1986) point out: "Men produce together a social environment with the totality of their socio-cultural and psychological formations" (p. 72).

After analyzing different authors with very interesting and constructive proposals and definitions on emotional intelligence, this research proposal is based on the model of social and emotional learning proposed by Salovey & Mayer (1990), as well as on the definition of emotional literacy proposed by Goleman (1995)

Salovey & Mayer (1990), through their theories, have shown a deep analysis in defining the importance of the development of emotional intelligence in individuals and its effect on interpersonal relations and coexistence. They define Emotional Intelligence (EI established by Gardner) as "the ability to supervise the feelings and emotions of oneself and others, to discriminate between them and to use this information for the orientation of one's action and thought" (Salovey and Mayer, 1990, p. 189). Years later, and after finding inadequacies in their initial definition, these authors rephrase emotional intelligence as:

The ability to accurately perceive, value and express emotions. It also relates the ability to access and/or generate feelings when they facilitate thinking, the

ability to understand emotion and emotional knowledge and the ability to regulate emotions that promote emotional and intellectual growth. Mayer and Salovey, (1997, p. 10).

One of the authors' biggest contributions is identifying five different partial capacities as integral elements of emotional competence:

To recognize one's own emotions, that is, to be able to make an appreciation and give a name to one's own emotions. Only the person who knows why he feels and how he feels can manage his emotions, moderate them and order them in a conscious way.

To know how to handle one's own emotions: although emotions (fear, sadness, anger) cannot be disconnected or avoided, the person has the capacity to lead, control and manage emotional reactions, substituting primary congenital behaviour by learned and social forms of behaviour, such as flirtation or irony.

To use existing potential: the high IQ alone is not enough to achieve good school or social results, other good qualities like perseverance and motivation are also needed to be able to overcome frustration or failure and be self-confident.

To know how to demonstrate empathy: to have a predisposition to listen, to understand others' thoughts and feelings.

To create social relationships or establish interpersonal relationships. Satisfactory relationships with others depend on our ability to create and cultivate relationships, to resolve personal conflicts, to grasp each other's moods.

These emotional qualities, according to Salovey & Mayer (1995), can be learned and developed through an effort to consciously capture the emotions of oneself and others'.

On the other hand, Goleman (1995) conceptualized emotional intelligence as: "A meta-ability that determines the skill level we can obtain in the domain of our other faculties" (op.cit., p.68), considering it as the most important of the factors that intervene in the personal adjustment, in success in personal relations, and in performance at work.

This author highlights five determining elements in the development of emotional intelligence: emotional awareness, self-control, motivation, empathy and social skill. The first three dimensions depend strongly on the person: to be conscious of oneself, to know



how to control one's own moods and to motivate oneself. In contrast, the other two dimensions (empathy and social skills) refer to the relationship with other people and social competence.

Need and importance of emotional education

Emotional education emerges as an educational response to a series of needs that occur in today's society: anxiety, depression, suicides, discipline problems, violence, drug addiction, eating disorders, among others (Alvarez et al., 2000). They are generalized situations in local, national, and global school contexts.

Recent research on this subject has shown how "emotional illiteracy" has very negative effects on individuals and society, Goleman (1995). For this reason, this issue should be a constant subject of study and research where findings and contributions can help to alleviate the critical situation of the precarious existence, or non-existence of emotional literacy in educational institutions.

Therefore, to achieve an adequate emotional education there is certain unanimity in that the five factors, skills or competencies that make up emotional intelligence, according to Goleman (1995), must be fostered and developed as intensely as possible and from the earliest (Brockert and Braun, 1997), namely:

- Emotional awareness: to be aware of oneself, to know one's own existence and, above all, one's own feeling of life, which in turn, is fundamental for self-control.

- Self-control or emotions regulation: means the ability to know how to manage one's own feelings and moods comprehensively, avoiding falling into nervousness and knowing how to remain calm so as to be able to face fear feelings and risk situations, to recover quickly from negative feelings.

- Motivation, which is closely linked to emotions and arises from self-control: to be applied, to be constant, to persevere, to have resistance in the face of frustrations.

- Empathy, or the ability to demonstrate empathy: understanding others' emotions, understanding what other people feel.

- Social skills: understanding each other, orienting oneself towards others, not being a mere observer, but doing something in common with others, feeling joy of being among people, collaborating, helping, belonging to a group.

Goleman (1999) emphasized the importance that should be given to emotional awareness, as it constitutes a personal competence that determines the way in which the subject relates with himself, and at the same time, it is influenced by the social factor. All personal experiences lived, observed or imagined will become part of the subject's previous knowledge and, accumulated, will help him to interpret the environment with his personal memory and it will influence his emotions.

In this personal competence, Goleman (1999) distinguishes two processes: one that refers to the recognition of the environment stimuli and the manifestations they produce in the individual for which certain attention is needed on itself and, at the same time, introspection to be verified, and which refers to the rationalization of these emotional manifestations, understanding them, and which supposes to differentiate thoughts, actions and emotions.

According to Perea, one of the main educational spaces for the development of emotional education is the school, since "the school period is considered fundamental in the life of the human being, as radical attitudes are acquired in childhood through the configuration of convictions" Perea, (2002, p. 32).

Reflection

The current education system is focused on teachability, putting aside the true meaning of educability and its effect on the school system. In this sense, public school teachers and practitioners of bachelor's degree programs at the local public university face daily situations of aggression, violence, and intolerance among their students.

These dynamics and ways of relating to one another generate intimidating, chaotic and constantly undisciplined learning environments, negatively impacting class instructional time and consequently, students' learning process.

Licensed teachers currently feel that they do not have the necessary tools to face the aggressiveness they experience every day. The difficulties they have with current generations, affect class development.

This is not only a local concern, but also a regional, national and at the same time international one; consequently, teachers need to be properly prepared to include in their classes innovative strategies that help change the dynamics of relating to students, as well as activities that promote the development of social skills, emotional intelligence and other values to enhance more sensitive and concerned generations about improving the living conditions of human beings.

It is necessary to rethink the role of teachers, so that they do not remain pigeonholed (in teaching), transmitting only concepts focused on preparing their students for the various standardized tests imposed by the school system and by which they are measured in their daily work. The work as teachers is to contribute to the formation of integral people, who are functional in a society and who contribute and impact in a positive way to make a better world.

Faced with this concern, the need arises to know in the classrooms the real causes of the violence and aggressiveness problem in the school environment and the management that is given to them. For all of the above, this research is oriented towards determining the true meaning of teachability and educability; in order to determine how the existence or non-existence of each of them is evidenced and its effect on the school system, and how the implementation of other strategies in the classroom (PARCE) help to improve school environments and teachers' pedagogical practices.

It is also intended to deepen the problem presented by teachers in their educational practices in a public institution of Quindío, framed within teachability. It allows proposing other methodologies in pedagogical activities that promote learners' higher emotional development and social skills.

The school, through all the agents involved (teachers, tutors, counsellors, etc.,) contributes to shaping the individual's personality. What happens in the school will contribute to shaping the person's general self-concept, generating, above all, a specific aspect of the academic concept, which refers to the characteristics and capacities that the student considers he

or she possesses in regarding his or her learning capacity, academic activity and school performance. The school must favour the development of all skills above; as well as promoting empathy, understanding and gestural and verbal communication of emotions so that students acquire adequate emotional development.

In short, education cannot be conceived as a simple process that exclusively affects the student's cognitive area, but it must include the whole personality. It is precisely the educational orientation as a global function of education that provides the necessary help so that the student can develop in all aspects as a person. (Álvarez & Bisquerra, 1996).

From the above, it can be deduced that education cannot be reduced only to the academic aspect (or teachability), but it must develop other dimensions - cognitive, affective-emotional, moral, so that the healthy balance between the aspects of the person (mind-body-social relation) is strengthened. That is to say, the learning process should not only refer to cultural and scientific contents, but it should also be the obligatory frame of reference for the student's integral development where educability is vital.



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