STRENGTHENING THE QUALITY OF EDUCATION IN MONTERÍA: PEDAGOGICAL INNOVATION AND DEVELOPMENT OF COMPETENCIES FOR THE 21ST CENTURY

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Abstract

The article analyzes educational practices in Monteria, Colombia, with emphasis on improving quality and developing competencies in secondary school. It proposes to innovate pedagogical strategies to face global and technological challenges, highlighting the importance of communication skills and computational thinking. The study addresses the influence of school climate on student performance and the need for evaluations that go beyond traditional methods. Educational strategic planning is examined, integrating communicative and computational competencies. The role of the teacher in promoting student-centered learning is emphasized and the relevance of computational thinking is discussed. The research concludes with a proposal to renew pedagogical strategies in Monteria, incorporating innovative teaching methods and continuous teacher training. This approach prepares students not only for academic success but also as responsible citizens in a globalized environment.

Keywords. Competencies, educational quality, educational practices, innovate pedagogical strategies, pedagogical innovation.

INTRODUCTION

The article presented provides an exhaustive and detailed analysis of educational practices in Monteria, Colombia, focused on improving educational quality and the development of competencies in secondary school students. The research is based on the premise that it is essential to innovate and adapt pedagogical strategies to meet the challenges of a globalized and technologically advanced world. Emphasis is placed on the integration of communicative competencies and computational thinking, key elements to prepare students for an increasingly digitalized environment.

Communication skills, defined as the ability to express ideas effectively and understand the messages of others, is more than just a linguistic tool. In the framework of competency-based learning, this skill becomes an essential pillar, facilitating not only the exchange of ideas but also the critical and creative development of students. In an increasingly interconnected world, the ability to communicate clearly and effectively is crucial to academic and professional success.

The article addresses several crucial aspects of contemporary education. First, it examines school climate and its direct impact on student achievement and personal and social development, stressing the importance of a school environment that promotes effective communication and logical and creative thinking. It then discusses competency assessment, highlighting the need for innovative approaches that go beyond standardized testing and include project assessment, self-assessment and continuous reflection.

In addition, the importance of strategic planning in education and the implementation of SWOT analysis are analyzed, emphasizing the need to incorporate the development and integration of communication and computational competencies in educational planning. The global and national context is also considered to provide a deeper understanding of how these competencies are perceived and developed in different educational environments.

The role of the teacher is highlighted as critical in this process, promoting student-centered learning that values autonomy, critical thinking and collaboration. The development and expansion of computational thinking is also discussed as a vital aspect of modern education.

Finally, the article presents a rigorous research methodology and concludes with a detailed proposal for renewing pedagogical strategies in Monteria, integrating innovative teaching methods, communication and computational thinking skills, and continuous teacher training.

In summary, this study offers a comprehensive and multifaceted vision for improving education in Monteria, highlighting the importance of a collaborative approach among educators, students, parents and the community. The proposal emphasizes the need to adapt education to the demands of the 21st century, preparing students not only for academic success but also to be responsible citizens in a globalized world.

THEORETICAL FRAMEWORK OR BACKGROUND

In the educational context of Monteria, Colombia, there is a pressing need to innovate and improve pedagogical strategies to enhance educational quality and competency-based learning in high school students. This challenge focuses on developing an educational approach that integrates cognitive, emotional, experiential and communicative elements, which are fundamental in the contemporary educational process (Cornejo & Redondo, 2001). The integration of communicative competencies and computational thinking within this framework becomes an essential pillar to prepare students for an increasingly digitalized and globalized world, where the ability to communicate effectively and solve complex problems is indispensable.

Educational quality today demands effective management that promotes the professional development of teachers and pedagogical accompaniment beyond traditional supervision (Barreto & Álvarez, 2017). Competency-based education, according to Perrenaud (2006), is based on the ability to act effectively in specific situations, relying on knowledge, but not limited to it. This vision is

complemented by the contributions of Inchaustegui (2019), who points out that competencies emerged from the work environment and evolved towards contextualized action. In this sense, communicative competencies and computational thinking emerge as key skills for the 21st century, encouraging students to develop a deep understanding of both human language and digital logic.

School climate, defined by Galvez et al. (2020) as the perception of classroom norms, customs, rituals and social practices, emerges from student-teacher relationships and has a direct impact on academic performance and student outcomes. Research by Rohatgi and Scherer (2020) and Sortkær and Reimer (2018) has demonstrated the significant influence of school climate on students' personal and social development. Promoting a school climate that fosters effective communication and logical and creative thinking is crucial for the development of these competencies.

In the field of competency assessment, Valverde et al. (2012) suggest that it is an integral process that facilitates the development of learning activities through the collection of evidence and the measurement of student progress. Bolívar (2002) emphasizes that assessment is a fundamental part of teaching and learning, and not just an additional component in the later stages of school education. The assessment of communicative competencies and computational thinking requires innovative approaches that go beyond standardized tests, incorporating project evaluation, self-evaluation and continuous reflection.

Strategic planning in education, according to Chiavenato and Sapiro (2017), is fundamental to adapt to continuous changes and challenges, and the implementation of SWOT analysis is crucial in this process. Fred (2008) and Serna (2003) highlight how SWOT analysis in education offers a comprehensive perspective for strategic decision making. In this sense, strategic planning should incorporate the development and integration of communication and computational competencies, considering how these skills can be better taught, evaluated and continuously improved.

In the global context, studies such as those of Tobon et al. (2015), highlight the importance of developing educational competencies in the knowledge society, and Díaz Barriga (2021), discusses the various conceptualizations of the notion of competency. This international analysis is fundamental to understand how procedural competencies are perceived and developed in different educational contexts, providing a basis for comparison and enrichment of educational practices in Monteria.

At the national level, research such as those by Casas (2019) on pedagogical leadership and Bolívar (2010) around competency assessment provide crucial perspectives on how educational management and teacher performance influence the implementation of strategies to improve educational quality and competency-based learning. They also highlight the need for actions that promote the professional development of teachers and pedagogical support beyond basic supervision, emphasizing the relevance of an interdisciplinary approach that integrates knowledge, skills and attitudes in a comprehensive learning process.

At the local level, this research focuses on perceptions about the development of procedural competencies in Monteria, highlighting the generally positive assessment among students, teachers and managers. However, it also identifies discrepancies that require attention, in line with the approaches of Perrenoud (2012) on the integration of the competency-based curriculum with

comprehensive training and Hernández & Tobón (2016) in their proposal for an educational management framework to improve the development of competencies.

Communicative competence, understood as the ability to behave effectively and appropriately in a speech community, is a fundamental pillar in the theoretical framework we are developing. According to Cenoz (2000), this competence involves the appropriate use of linguistic aspects such as grammar, lexicon, phonetics and semantics, and their relationship with the sociohistorical and cultural context of communication. This approach is aligned with the need to promote a comprehensive and adaptive education in secondary education in Monteria, where competency-based learning becomes a central axis. Recently, Poplavska et al. (2022) have highlighted the importance of the formation of communicative competencies in medical specialists, underlining the relevance of these skills in various professional fields.

D. Hymes (1971), cited by Cenoz (2000), extends this view by relating communicative competence to knowing when and how to speak in a socially appropriate manner. Hymes challenges Chomsky's traditional notion of linguistic competence by integrating sociolinguistics and the ethnography of communication. This perspective highlights the importance of developing communicative skills that go beyond grammatical correctness, encompassing social, discursive and strategic competence. In this regard, Qasserras (2023) offers a systematic review of Communicative Language Teaching (CLT), highlighting both its strengths and limitations in language education.

Canale (1983) and other scholars of second language didactics have further elaborated on the concept of communicative competence, describing it as a set of interrelated competencies including grammatical, sociolinguistic, discursive, and strategic. This approach is crucial for education in Monteria, as it emphasizes the need for effective language and communication management in varied and culturally rich contexts. Oštarić and Perinčić Tičić (2022) investigate the importance of developing communicative competence through language skills in English for Specific Purposes (ESP) courses, which is relevant for preparing students for modern professional environments.

Bachman (1996) provides complementary models that emphasize the importance of organizational and pragmatic competence, including illocutionary and sociolinguistic skills, fundamental for effective interaction in diverse communicative situations. These models reflect the complexity and multidimensionality of communicative competence, highlighting its relevance in the development of effective and adaptive communication skills in students. Maklakova (2022) examines the formation of foreign language communicative competence in higher education, analyzing the types of competence necessary for effective professional communication.

Bakhtin (1978) highlights the importance of recognizing the variety of discursive genres and their relationship with the different spheres of human activity, which emphasizes the need for an education that prepares students to understand and navigate these genres. This aligns with the perspective of Van Dijk (2014), who integrates language from an interdisciplinary perspective, highlighting the importance of textolinguistics in the analysis and production of texts.

In the educational context of Monteria, it is essential to develop communicative competence in students, which implies not only the acquisition of language skills, but also the ability to apply these skills in real and meaningful communicative contexts. This approach, supported by innovative

teaching methodologies and the creation of collaborative learning communities, promotes active learning and the development of effective communication skills.

The role of the teacher, in this context, is crucial. As guides and mediators, teachers should foster the development of communicative competencies in their students, promoting student-centered learning that values autonomy, critical thinking and collaboration. This approach is in line with sociocultural theories of learning, such as those proposed by Vygotsky, and stresses the importance of social interaction and dialogue in the learning process.

Likewise, during the last decades, the development and expansion of the concept of computational thinking has marked a significant milestone in education and in several professional fields. Karen Brennan and Mitchell Resnick's proposal, presented in "New Approaches to Computational Thinking: A Student Workbook" (2012), stands out for its innovative approach. According to these authors, computational thinking transcends programming, encompassing essential skills such as problem decomposition, pattern recognition, abstraction and algorithm creation. These skills are fundamental in the Monteria context for the development of quality education and effective competency-based learning.

The work of Wing (2006) and the recommendations of Brennan and Resnick (2012) have laid the groundwork for the integration of computational thinking into educational curricula at various levels. Innovative projects such as Scratch, developed by Resnick's team at the MIT Media Lab, and Code.org, have demonstrated how programming and computational thinking can be accessible and stimulating for students and educators. These initiatives reflect the importance of incorporating these skills into education, preparing students for the challenges of a digitized world.

Beyond the educational realm, computational thinking has applications in artificial intelligence, data science, and complex problem solving in various industries. This skill has become an essential component in our technologically advanced society, highlighting the need for a deep understanding and effective management of technology.

Computational thinking has also been the subject of study in cognitive psychology and education, where its positive impact on the development of cognitive skills such as logical thinking, problem solving, creativity and collaboration has been observed. These skills are complementary to communicative competencies and together they strengthen competency-based learning, promoting critical thinking and the ability to adapt to complex situations.

The integration of computational thinking in Monteria education, together with the development of communication competencies, represents a holistic and adaptive approach to improve educational quality and foster effective competency-based learning. This theoretical and practical framework not only improves educational quality, but also prepares students for the challenges of the modern world, highlighting the importance of an education that values curiosity, creativity and critical thinking. The implementation of these educational strategies requires innovation, adaptability and a sustained commitment to continuous improvement, demonstrating that education is a dynamic, interactive and constantly evolving process, adapting to the changing needs of students and society.

In summary, the path to quality education and effective competency-based learning is multifaceted and requires a collaborative approach among educators, students, parents, and the community.

Fostering a learning environment that values curiosity, creativity, and critical thinking prepares students not only for academic success, but also to be active and responsible citizens in a globalized world (Montes et al., 2019; OECD, 2018).

This theoretical foundation reflects a commitment to continuous improvement and innovation in education, considering the specific context of Monteria and the global needs of the 21st century. The integration of these perspectives and approaches represents a significant contribution to the field of doctoral training in educational sciences, providing valuable insights applicable to other educational contexts.

METHODOLOGY

This research adopts a comprehensive and systematic methodological approach, based on the positivist paradigm and the holopraxic method, to examine educational quality indicators and competency-based learning in public educational institutions in Montería, Córdoba. According to Hernández Sampieri and Mendoza Torres (2018), the positivist paradigm emphasizes the existence of an objective reality, accessible through observation and empiricism, which allows value judgments and objective conclusions to be deduced. The holopraxic method, described by Hurtado De Barrera (2012), promotes a holistic understanding of reality, integrating cognitive, affective and operative aspects in a process of inquiry and transformation.

The type of research employed is both projective and descriptive. According to Hurtado (2000), projective research involves proposing solutions to specific situations through a process of inquiry, while the descriptive approach, as defined by Tamayo (2001), focuses on the analysis and interpretation of the current reality of the teaching process.

Regarding data collection techniques and instruments, the survey and document analysis were selected. The surveys use questionnaires with Likert-type scales, as suggested by Hernández, Fernández and Baptista (2013), to collect perceptions of students, teachers and managers. Documentary analysis, based on the cognitive approach of Peña and Pirela (2007), allows examining and synthesizing information from relevant documents.

The study population, defined according to the parameters of Palella and Martins (2012), includes educational actors from five public educational institutions in Monteria, with a purposively selected sample to ensure representativeness and relevance. Inclusion and exclusion criteria are based on belonging to the selected institutions and voluntariness in participation, following the guidelines of Bavaresco (2013).

The procedure for data collection follows a structure that encompasses descriptive, comparative, analytical, explanatory and predictive phases, as recommended by Hurtado (2000). This approach facilitates the identification and understanding of educational problems and the formulation of effective solutions.

The validity of the instruments is established through expert judgment and statistical analysis, ensuring that the instruments are appropriate for evaluating the variables of interest. Reliability is measured through Cronbach's Alpha, as suggested by Oviedo and Campo-Arias (2005), to guarantee the internal consistency of the items.

Regarding the presentation and analysis of results, descriptive and inferential statistics are used, organizing the data in tables and graphs. This approach, recommended by García (2002), allows for a clear and evidence-based interpretation of the findings.

This methodology provides a coherent and rigorous framework for educational science research, aligning the paradigm, data collection techniques and analysis processes. Its implementation offers a profound perspective on educational quality and competency-based learning, contributing significantly to the educational field.

ANALYSIS AND RESULT OF THE FINDING

Research on educational quality in institutions in Monteria, Colombia, reveals a number of key findings that are fundamental to understanding and improving the educational system in this region. These findings, which range from school performance to perceptions of school climate, competency development, and competency-based assessment, provide a comprehensive perspective on educational challenges and opportunities.

First, the analysis of school performance through ICFES evaluations shows an upward trend in some institutions, such as IE 'Mercedes Abrego', while others, such as IE 'Caño Viejo Palotal', show fluctuations in their performance as can be seen in graph 1. These variations may be indicative of the effectiveness of the educational policies implemented and reflect specific challenges faced by the institutions. Barragán & Marcelo (2023) highlight that the implementation of standardized tests, such as the Saber 11 tests, can have a significant impact on educational quality in Colombia.

Exponential projection of ICFES results

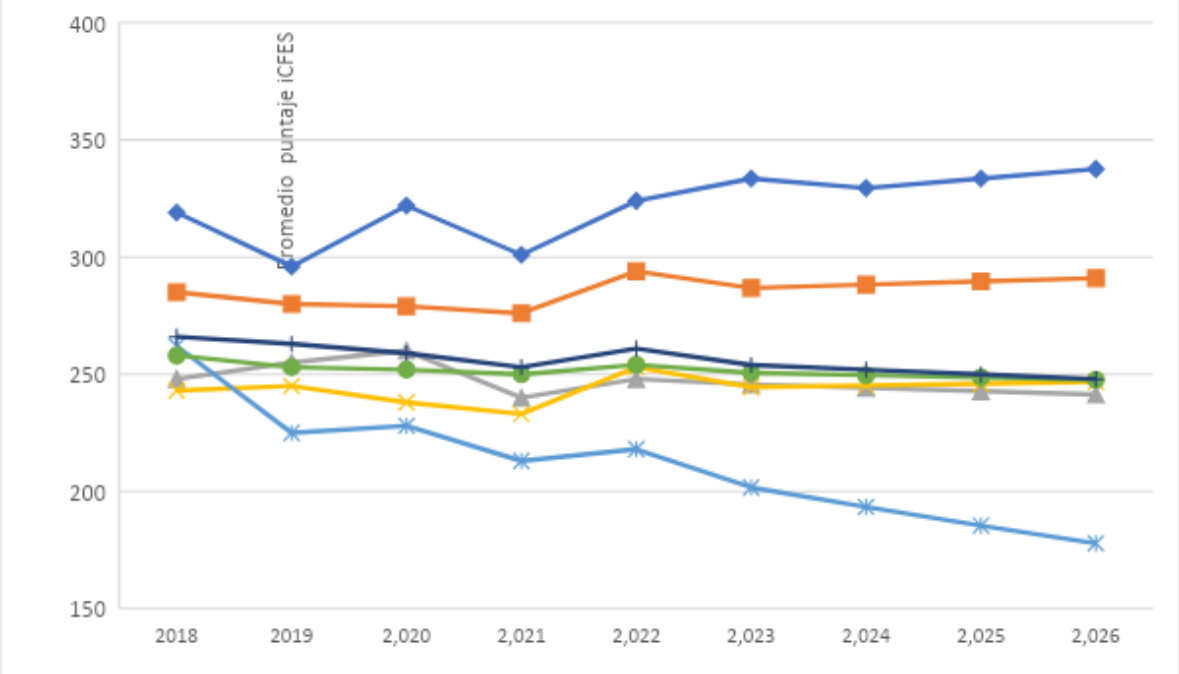

Figure 1- Exponential projection of ICFES results until 2026 for the different schools in Monteria.

In addition, when comparing Monteria's performance with national averages, it is observed that the city slightly exceeds the national average in ICFES performance. In 2022, the national average was 254, with a standard deviation of 53, while Montería's average was 261, with a standard deviation of

52, as highlighted in a report by the Colombian Ministry of National Education (2021). This similarity in variability suggests the need for a more differentiated and contextualized approach to educational improvement.

A crucial aspect of understanding these trends is the analysis of factors that influence student performance. The quality of teaching, educational resources, socioeconomic status, motivation, family support, and expectations are key elements that can make a difference, as Hernandez (2019) points out. On the other hand, fluctuation in institutions such as 'Caño Viejo Palotal' and 'Pueblo Bujo' could reflect challenges in these aspects, especially in rural contexts where resources and access to qualified teachers may be limited (Borja, 2018).

In addition, graduation rates and ICFES rankings provide important insight into the performance of educational institutions. Institutions with high graduation rates and outstanding ICFES rankings, such as 'Mercedes Abrego' and 'Cecilia de Lleras', suggest a positive correlation between retaining students and good academic performance. However, this relationship is not universal. IE Pueblo Bujo, with a high graduation rate, but a lower ICFES ranking, indicates that retention alone does not guarantee a quality education. A study by Michigan State University (2021) found that investment in education and social programs can improve graduation rates, a key indicator of long-term health and well-being.

Exponential projections of ICFES scores through 2026 for different educational institutions in Monteria reveal expected patterns of student achievement. Institutions such as 'Mercedes Abrego' show steady progress, suggesting an effective educational approach. However, the variability in institutions such as IE Pueblo Bujo requires further analysis to understand the underlying causes of these fluctuations and design specific improvement strategies.

In conclusion, the analysis of school performance in Monteria, through ICFES assessments and other indicators, underscores the complexity of improving educational quality. A comprehensive, data-driven approach that considers both temporal trends and the specific challenges and opportunities of educational institutions is essential. This approach must be critical and proactive, identifying areas of strength and weakness and developing specific educational strategies to address the identified challenges and promote an equitable and high quality learning environment in Monteria.

Regarding school climate, research shows that there is a generally positive perception in terms of communication and safety. Forsberg et al. (2021) emphasize the importance of relationships and communication within the school to create an environment conducive to learning. It is observed that in educational institutions in Monteria there is a considerable effort to foster a safe school environment and assertive communication. Integral formation, which includes academic, social and emotional development, is a priority aspect. This reflects the importance of a holistic approach in education, as suggested by authors such as Bolivar (2010), highlighting the need for a school environment that promotes safety, respect and inclusion. The data indicate that there are spaces for student participation in important decisions and recognition of their achievements. This participatory approach is essential to foster a sense of belonging and motivation in students, as mentioned in studies by Tejada & Ruiz (2016).

In addition, the perception of the development of socioemotional competencies in educational institutions in Monteria is generally positive, which is crucial for integral learning. This favorable perception of school climate, which includes aspects such as comprehensive training and emotional support, reflects an environment conducive to student development. This finding aligns with the research of Maxwell et al. (2017), which emphasizes the importance of school climate on student learning and achievement.

According to the analysis of the perceptions of the educational community, which includes students, teachers and managers, there is a trend towards the perception of a favorable school climate in Monteria. These results underline an environment of emotional support and promotion of integral formation, aspects that are fundamental according to Rohatgi & Scherer (2020). They point out that school climate is a multidimensional concept that encompasses several indicators and perspectives, including student safety, interpersonal interactions, and support for cultural diversity. All of these factors are key to the holistic development of students.

It is important to note that, despite the mostly favorable perceptions, there is variability across educational institutions. This variability may indicate specific challenges that require particular attention. Rohatgi & Scherer (2020) also state that a positive school climate improves educational outcomes and student well-being. Therefore, it is critical to conduct a detailed analysis of contextual factors and specific school practices that may be contributing to these differences. Identifying both strengths and areas for improvement will enable the design of personalized and effective strategies to foster an even more favorable school climate.

The integration of conceptual content in the educational process also varies among institutions, suggesting the need to review and adapt teaching methodologies. Amerstorfer & Freiin von Münster-Kistner (2021) point out that students' perceptions of their school environment can significantly influence their academic performance.

On the other hand, the results show a mostly positive perception among students, teachers and administrators about the development of procedural competencies in educational institutions in Monteria. This favorable view reflects the quality of the teaching-learning processes focused on procedural competencies. Tobon et al. (2015) highlight the importance of developing educational competencies in the knowledge society, underlining the relevance of these findings. However, discrepancies are identified in particular cases, especially in the IE Liceo Guillermo Valencia, where the perception among teachers is heterogeneous, which could reflect difficulties in the implementation of effective strategies for competency-based training. Casas (2019) warns about the need for effective pedagogical leadership in this context. These results suggest the need to review teaching methodologies and adopt a more comprehensive approach to ensure equitable development of competencies.

Regarding perceptions of procedural learning, strategies, techniques, skills and methods, the study reveals that students tend to have a positive perception of the development of procedural competencies, which Diaz (2014) associates with students' confidence in their abilities as a key motivational factor. However, the need to complement these perceptions with more objective and reliable assessments is suggested, given that self-assessment may not correspond to the actual level

of competence achieved. Bolivar (2010) highlights the importance of a positive correlation between student and teacher perceptions as an indication of effective pedagogical interactions. However, it is also crucial to analyze teacher training and the resources available to implement this approach.

For their part for the development of values, attitudes and socioemotional and professional skills, students perceive an adequate development of these skills, which López & Benedito (2019) identify as fundamental to achieve significant improvements in the self-assessment of professional competencies. Although the general perception is positive, the variability in the responses underscores the importance of strategies that strengthen the development of competencies at all levels of the educational community. The variability in the perceptions of the managers suggests that the implementation of specific policies and practices in each institution is fundamental.

A critical aspect is the divergence in perceptions about the quality of competency-based learning assessment among students, teachers and administrators. This discrepancy raises important questions about the alignment of expectations and practices in educational assessment. Arribas (2017) highlights the need for continuous dialogue and close collaboration to improve educational assessment. In addition, effective communication and feedback are essential to improve the quality of evaluation, as proposed by Boud and Molloy (2013) in their sustainable feedback model.

The findings suggest the need for educational policies and improvement strategies tailored to the specific needs and contexts of institutions and student communities. This implies a comprehensive approach that considers academic as well as socioemotional and school climate aspects. The participation of all educational stakeholders is crucial for the success of improvement strategies. Bolivar (2010) highlights the importance of collaboration in educational improvement. In addition, the implementation of continuous evaluations allows the monitoring and adaptation of educational strategies to the changing needs of students and the educational context, as Moreno (2012b) points out.

In conclusion, these results provide valuable insight into educational quality in Monteria, highlighting areas of strength and opportunities for improvement. The combination of a detailed analysis of school performance, perceptions of school climate, competency development, and educational assessment provides a solid basis for the formulation of more effective and contextualized educational policies and practices. Continuous improvement of educational quality in Monteria will require a comprehensive and collaborative approach that takes into account the diversity of factors and needs of institutions and student communities.

PROPOSAL

In the educational context of Monteria, we propose a comprehensive renovation of pedagogical and training strategies that seek to substantially improve educational quality. This proposal focuses on the implementation of innovative teaching methods, the development of communication and computational thinking skills, as well as the continuous training of our teachers.

First, we stress the importance of adopting pedagogical strategies that promote active and practical learning, focused on solving real problems. This approach allows students not only to acquire theoretical knowledge, but also to apply it in practical contexts, facilitating more effective and meaningful learning. It is also essential to create a safe and communicative school environment,

where students feel respected and supported, thus contributing to their emotional and social well-being, which is key to their academic performance.

In addition, we propose an education that comprehensively addresses the academic, social and emotional development of students. It is essential to prepare well-rounded individuals, capable of facing the challenges of modern life with a solid foundation in both academic knowledge and social-emotional skills. In this sense, competency-based assessment plays a crucial role, measuring not only the retention of knowledge, but also the ability to apply it in different situations.

The incorporation of communication skills and computational thinking is a fundamental pillar of our proposal. Teaching effective communication skills, media and digital literacy, as well as programming and computation, prepares students for an increasingly digitized world. These skills are vital for the development of citizens capable of interacting efficiently in diverse contexts and solving complex problems with innovative solutions.

Student participation in their educational process is another essential aspect. Encouraging their inclusion in educational decision-making not only improves their learning experience, but also fosters the development of leadership and decision-making skills. At the same time, continuous teacher training is paramount. It is imperative that our educators are constantly updated on the latest teaching methodologies and the competencies they must transmit to their students.

This initiative focuses on the implementation of pedagogical strategies and resources that respond to the demands of the 21st century, ensuring a comprehensive and relevant education for students, Table 1 summarizes the key components and descriptions of the educational proposal.

Table 1. Summary of key components and descriptions of the educational proposal for Monterrey

Key Components of the Proposal	**Description**
Innovative Teaching Materials	Development of interactive and project-based teaching modules, integrating technology to foster active and meaningful learning.
Digital and Technological Resources	Integration of tools such as educational software, online learning platforms and digital devices to develop essential digital skills.
Publications and Case Studies	Generation of publications and case studies to document and share innovations and results, providing valuable resources for future research.
Evaluations and Feedback Tools	Development of tools to measure the impact on the development of competencies and academic performance, allowing for adjustments based on continuous feedback.

Training and Professional Development Programs	Training in innovative teaching methodologies and effective use of ICTs for teachers and educational administrators.
Inter-institutional Collaborations and Community Involvement	Establishment of partnerships with local organizations and other educational stakeholders to enrich the educational process and ensure its relevance and applicability.
Pilot Program for Evaluation and Adjustment	Initial implementation in a selected group of schools to evaluate the effectiveness of the proposal and make necessary adjustments.

In summary, this proposal seeks to establish a comprehensive and multifaceted approach to improve education in Monteria. By integrating pedagogical, socioemotional, communicative and computational aspects, we aim to create a comprehensive and effective learning environment that prepares students to successfully face the challenges and opportunities of the 21st century. With these measures, we are committed to fostering a significant change in educational quality, preparing our students not only for academic success, but also for life.

CONCLUSIONS

The article's conclusions underscore the urgency of renewing pedagogical strategies to improve educational quality and foster competency-based learning in secondary school. It highlights the effectiveness of methods that promote active, hands-on, problem-oriented learning, which improves understanding and retention of knowledge, equipping students with crucial skills for modern life. In addition, the importance of a safe and communicative school environment for academic and personal development is stressed, suggesting anti-bullying policies and promoting inclusion and respect. It emphasizes the need for a comprehensive education that encompasses both academic and social-emotional aspects. Assessments should focus on measuring skills and applied knowledge rather than just memorization. The participation of students in their education and the continuous training of teachers are vital for effective teaching adapted to changes in the educational environment. The success of these strategies depends on collaboration between educators, students, parents and the community, keeping education dynamic and relevant.

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