



THE IMPACT OF COMMUNICATION ON THE CONSTRUCTION OF PEDAGOGICAL KNOWLEDGE BASED ON THE SCENARIO OF PROFESSIONAL PRACTICES

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Acceptance date : June 12, 2023; Published June 29, 2023.

Abstract

The article addresses the challenges of higher education in the training of new professionals, focusing on the importance of communication in this process. It highlights how communication is fundamental for the consolidation of educational processes and how it influences the structuring of curricula and teacher training. It analyzes how communication emerges in the interaction between the university, the profession and training, and how communicative processes facilitate learning and the construction of knowledge in professional practice. In addition, the role of new technologies and media in education is discussed, highlighting their ability to enrich the learning experience and facilitate access to information. In conclusion, the importance of communication in all aspects of the educational process is highlighted and its role in the transformation of teacher training and the construction of pedagogical knowledge is underlined.

Keywords: higher education, communication, teacher training, technologies

INTRODUCTION

Within the framework of higher education, the challenges surrounding the quality of new professionals bring with them challenges that allow us to draw up routes to structure and restructure from educational policies to intervention projections in aspects of infrastructure, human capacity, technological resources and training philosophies. Where the communicative aspect is a fundamental element since, through it, all the previous ones interact.

In terms of educational quality, communicative processes are the means by which processes are consolidated, in this case we should question ourselves about some elements that give strength to the construction of curricula through cooperative work, the values, philosophies, principles and procedures that catapult the training of teachers to a social and cultural base. Therefore, this article seeks to analyze the educational context, how the processes land in teacher training programs and how the communicative element makes its presentation as a bridge between the two.

Educational quality refers to the ability of educational institutions to ensure that their students achieve educational goals regardless of their social background. (Ardila, M:2011, cited by Martín, J). So every social element is communicative.

Development

Now, within the role that the university fulfills in training in general, bachelor's degree programs in particular, and professional practices in particular, what is the communicative function that emerges from this traceability?



Well, in the triangulation of university, profession and training, communication today plays a fundamental role, because through it spaces for dialogue are opened, for intersection between generations and between the different challenges that in the field of education constantly permeate. When a student arrives at university to train as a teacher, he arrives with an accumulation of knowledge from his social experience, that is, from his communicative interactions. Thus, it is confronted with new teaching devices more linked to the field of scientificity, which forces it to create an autonomous habit of reaching knowledge, as it affirms; M. de Certeau quoted by Martín, J. (1996) "The autonomy of the reader depends on a transformation of the social relations that overdetermine his relationship with the texts. The creativity of the reader grows as the weight of the institution that controls it decreases", with the reader being the teachers in training, the social relations the communicative act and the institution (university) who directs the process. It is then that communicative encounters (learning communities, study groups, research scenarios, among others) increase, contributing to unlearning and envisioning a new concept of being in education.

In this evolution of interactions that go from less to more, where the first encounters are cultural, Luhmann (1994; 1995) cited by Cingolani (2014) to be thinking about communication, supposes a theory of the mind-of-the-other (alter as alter-ego) as constitutive of one's own mind, whose emergent result is, thus understood, the social system, likewise Vasallo (1999) agrees affirming that communication begins to operate at the level of the internal logics of functioning of the social system. The communicative act strengthens the fact of learning in the scenario of professional practice (cultures, ethnicities, religions, among others) the need to know the reality of the spaces where this exercise takes place, and to be able to interact competitively in them. It is, in itself, a transformation of meaning that starts from a predetermined organization and that is optimized at the moment of recognizing the other as an individual, but at the same time as part of society, as well as those who participate in it.

The communicative element is immersed in all educational spaces, because without them there is no movement of knowledge, much less the construction of science. Thus, communication is an aspect present in research, immersed in the educational field with greater force thanks to globalization, since it has generated innovative contributions in communication studies, in the sense of carrying out disciplinary encounters, proposing new categories of analysis and promoting a more complex conceptual work, Vasallo, M (1999). Seminars, symposia and congresses strengthen the configuration of pedagogical knowledge, as they allow the exchange of knowledge in situ, analysed from different perspectives, but reflecting on the individual within the collective reality. That is to say, knowledge is constructed from other knowledge, and at the same time from the communicative act of knowing and recognizing the surrounding reality by describing the findings observed or practiced, which constitute a social fact.

In the same vein, Moragas (2010) states that research is an invaluable aid to the history of the media itself, as it expresses the social criteria of its uses and the valuations of its functions in society. Consequently, the research provides a process of permanent social recognition, contextualized and critical of the problem situations present in communication. On the one hand, it allows us to study how communicative study has been strengthened as a dissemination, and on the other hand as a mechanism of social interaction in what is known as the information society.

This current situation of media communication also needs to be addressed, in the understanding that news, radio programs and today social networks allow communicative interaction with knowledge in a more agile and faster way.

Through social networks and internet browsers, knowledge and communication go hand in hand, reaching the specific knowledge required without any trauma, to the extent that what is needed is selected, but at the same time it is cognitively nourished by other theories that achieve convergence in the same macro system of communication. All this through the study of situations, problems or objects of social study.

Evidently, the generations in charge of teacher training is an a-technological mass and the generations that are being trained for it are born technologies. Media communication has provided new resources



with which current teaching models and approaches can be established. Thanks to the theoretical capacity of which a teacher is trained, generating meta-cognition processes at the time of interaction. As a result, communication through new technologies is more open, because what teacher in training does not have a mobile phone or a computer at their fingertips? However, are these used for a formative purpose? Or is it a luxury that most of us are a part of?

Media communication in education is represented through the use of media and technologies to facilitate the transmission of information, knowledge and educational content. Which media? television, radio, internet, social networks, educational applications, videoconferences, among others. Molina & Chirino, 2010; O'Bannon & Thomas, 2014; Fojtik, 2014, cited by Carcelén, argue that what seems clear is that the use of technology in the classroom is an unquestionable reality and its use correctly (for teaching purposes) and successfully will depend on a set of variables that some authors have already begun to identify as the type of study, the characteristics of the student, or the profile of the teacher capable of implementing such technology (2018).

In modern education, media communication plays a resounding role in providing access to a wide range of educational resources and enriching the learning experience, so that teachers in training when they arrive in the classroom will also be able to provide new didactic experiences with students at different levels of education. Some ways in which media communication is represented in education are: online platforms, multimedia content, social networks, videoconferences, online resources, educational applications, which somewhat increases the visual learning style, as stated by Svensson & Russmann, 2017, cited by García (2018). which promotes a culture towards the visual and which contributes to the transformation in the way of relating, as well as in the perception and construction of personal identity and the sense of self. These are all powerful tools for facilitating access to information and knowledge, fostering collaboration and interactive learning, and enriching students' educational experience.

CONCLUSIONS

The construction of the pedagogical knowledge of a bachelor's degree student is a challenge today in higher education institutions, taking into account that they must respond both to general and specific regulations, but above all to the impact of this context of professional training in the educational field. New technologies and mass media become a didactic tool in the classroom. Thus, the context of teacher training is transformed, nurtured and enriched, having the necessary amount of information and available resources, which allow reflection, analysis and understanding of the work that is carried out when studying these stages of professionalization.

Communication encompasses social, cultural, research, and technological elements that are evident throughout the teacher training process, and even more so in the professional practice scenario. Providing tools that are used from the moment of planning, it goes through the classroom exercise until it reaches the reflection and the moment of sharing these pedagogical experiences.

Technology has taken on a greater boom, since it is easy to access and well used by the new generations who are trained to contribute from the classroom to the transformation of society, the improvement of higher education and the construction of pedagogical knowledge.

Finally, the compendium of elements analyzed about communication is inherent to the educational process. They are evident in every social and cultural act of the contexts inside and outside the classroom, as a teaching and learning scenario.

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