

Education and its continuous evolution

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ABSTRACT

Immersed in a century full of changes and constant evolution of the social functions of school, education becomes a fundamental tool for change. The forms of knowledge and development of students have evolved, but in many ways, the educational system preserves the essence of the schools of old, unable to solve the challenges that the knowledge society and information arises. Rigid, lacking openness to other professionals and education to make a commitment to society to which they belong citizens, educational models require new ways of learning, values and principles that guide education S.XXI. In order to analyze new and existing social problems in the school setting and encourage reflection on the need for integration of social education to the education system, from this research, it is exposed through a literature review and an empirical approach drawn from interviews teachers, the need for flexible deployment models that allow a transversal and multidisciplinary work. A reflection on the new demands of the education system and education as a tool for educational intervention in the current school setting.

Keywords: Education, change, students, cross, learning.

1. INTRODUCTION

The previous training, practices as Higher Technique of Social Integration in the Department of Orientation of an Institute of Secondary Education of Madrid as well as the fact of attending the Degree in Social Education coupled with the predilection for the collective of minors and adolescents, reflected in the choice of the Master's Degree in Educational Intervention in Social Contexts, have had a significant impact on the choice of this theme.

Society is a clear reflection of the education received, and it is from there, where change must begin to emerge. For this reason, this work considers the need for a redefinition of the concept of "education", to the detriment of an ethical, political and social education that is managed with the community, the family and the environment, addressing the main problems of the students such as the high rates of school drop-out or the growing conflict in the classroom, through the integration of various professionals into the school system, in this case, the Social Educator, as mediator and enabler of responses to the demands that the knowledge society poses .

Following Vega Fuente (2013), the school does not use the necessary means to respond to the demands of a complex society like ours. Changes in family structure, globalization, socioeconomic circumstances, migration flows ... require a more open educational response from the school.

It seems that Delors was right (1996) to say that education holds a treasure. Numerous scholars, scientists and doctors from all over the world have contributed their knowledge in the field of education, but even today, we can see the diversity of opinions of what should be education and its ways of thinking, without reaching a basis common that lead to tangible changes in educational practice.

It is for this reason that in order to discover and see with our own eyes these significant changes, Torres (2001) argues that there is a need to recover the value of utopia as a vehicle for transforming society, as well as to believe in the future in which the complete redefinition of this concept in favor of cross-cutting and integrative education is possible.

Education is the key to our lives, the transmission of culture, art, or history, are necessary for social progress. Extending education to all citizens is the most effective way of bringing about changes in societies to make them more just and equal.

An education that transcends the walls of the school and is integrated into the political, economic and social context, focused on learning not only on the school cover, is indispensable. For this reason, we overcome old constraints due to the separation between the concepts: formal, non-formal and informal education, today we have a new concept in the field of education policy: lifelong learning or lifelong learning.

Education is one of the fundamental pillars on which the growth of our society is sustained. It is the key to openness to knowledge, which is not only restricted to the school environment, but also encompasses our entire growth process, in which we are exposed to a wealth of information from multiple contexts, being an essential part of society. varies according to the time and on which various variables influence.

It is for this reason, that education must adapt to the changes that are emerging with the advancement of

societies, breaking with educational models or fixed curricula that at present, are not able to meet the new needs of the school framework.

In the last twenty years, the acceleration of various social, political and economic changes have shaped a different social panorama, which has had an impact on the school framework and its development, but also on the emergence of new socio-educational problems.

Social relations are increasingly plural and complex, especially family and generational, in which we have experienced a series of changes in the family structure that directly affect the role of families and school in the education of children.

2. Objectives

This paper aims to provide information to the educational community regarding the need to incorporate education into the current educational system, according to the new socio - educational problems. The research proposed seeks the relationship between the following topics:

- 1) The socio-educational needs existing in the current school context.
- 2) Social education, as an intervention tool to deal with various issues.

To analyze the new socio-educational problems existing in the school context and to understand the need to integrate Social Education into the educational system for the improvement of socio-educational intervention

3. METHOD

The characteristics of the respondents respond to a specific professional profile, wanting to include the largest number of professionals related to teaching in the compulsory secondary education stage.

The population of our study consisted of 540 elderly users of the centers, since it is impossible to obtain data on the entire population due to its amplitude, a part of it has been selected, which in our case constitutes the sample, obtaining a total sample of 800 people.

A questionnaire on the degree of satisfaction of the people designed to meet the objectives of the research was used. The questionnaire was divided into 6 variables:

- a) Personal data
- b) Knowledge about education
- c) Interests of students
- d) Proposals for improvement

In conclusion, the variables designed for the study, the relations obtained in the factor solution are coherent and logically predictable.

3.1 Results

After analyzing the information obtained through the interviews and their discussion with the theoretical framework, they appear as present needs in the current school context in which the educator and the social educator are related as professionals of the socio-educational intervention: the treatment of absenteeism, the school-family-community mediation, the programs of coexistence or the attention to the diversity of students among others.

Regarding the study of the functions that the educator and the social educator can play in the education system, it is important to point out responsibilities in dealing with problems of absenteeism and school failure, mediation and conflict resolution, as well as other functions related to: contribution to the organization and operation documents of the centers, professional coordination and networking, participation of the responsibilities and functions of the Guidance Department.

Of the total of the respondents we can see that the majority are women, 73,25%; with men representing 26.75% of them.

In relation to knowledge about education, the classrooms and how the teaching has changed in recent times, 42.25% said they know the needs of the students and perform dynamic classes within the learning compared to 57.75% so as not to lose the respect of the students continue to keep teaching as they used to, or because they do not know new techniques to apply in the classroom.

The variable on the interests of students has changed in recent years with new technologies, 72.45% say they need a future-oriented teaching, to work life, while 27.55% say that interests have changed but do not consider it important.

The highest index in satisfaction is the organization among the teaching team to develop joint activities, at parties such as Christmas, this figure reaches 82.25%, compared to 17.75% who feel little motivated in these activities, this may be due to personnel who substitutes and is not fixed.

3.2 Conclusion

Among the different views of the educational agents, we can see a general perception of the backwardness of

the educational system in the face of the growing evolution of society, and with this, to verify the need to adapt the school environment in aspects such as new technologies or renovation of the normative framework for its greater adaptation to reality.

Among the main socio-educational problems to be addressed in the educational context, the main ones are: absenteeism and school failure, violence and conflict in the classroom, lack of mediation between family-school-community and scarce resources and other educational tools to attend to the diversity of students.

Finally, through this research has tried to emphasize the need to incorporate specialized professionals as Educators to the school framework, for the improvement of educational action. However, the lack of knowledge of the professional profile of the Social Educator necessitates a greater dissemination and promotion of a profession, which, even though considered beneficial within the school framework and having increased its actions in this area, still does not boast necessary for its full integration.

4. REFERENCES

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