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Schools of positive parenting a pedagogical strategy since for professional practices in the Social Sciences

Escuelas de parentalidad positiva una estrategia pedagógica desde para las prácticas profesionales en las Ciencias Sociales

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The work raises the reflection of schools of positive parenting as pedagogical strategies from the scenarios of professional practices and establishes the possibility of expression of professional intervention, as a diverse process; where, training combines skill, theory and practice. This study seeks to describe the pedagogical processes using the mixed method in research. Data collection was given through 7 semi-structured interviews with fields of professional practice, 25 interviews with students in formation of the Social Work program, and the implementation of 2 methodological guides aimed at the general population and institutional officials in the municipalities of Soacha and Sibaté. Therefore, basing pedagogy on the social side is necessary to count different methods that allow making sense and purpose for professional intervention. Accordingly, trying to understand and explain new pedagogical strategies becomes a fundamental need to guide social interventions.

El trabajo plantea la reflexión de las escuelas de parentalidad positiva como estrategias pedagógicas desde los escenarios de prácticas profesionales y establece la posibilidad de la expresión de la intervención profesional, como proceso diverso; en donde, la formación combina habilidad, teoría y práctica. Este estudio busca describir los procesos pedagógicos a través de la utilización del método mixto en investigación. La recolección de datos es a través de 7 entrevistas semiestructuradas a campos de práctica profesional, 25 entrevistas a estudiantes en formación del programa de Trabajo Social, y la implementación de 2 guías metodológicas dirigidas a población general y funcionarios de institucionales en los municipios de Soacha y Sibaté. Por tanto, fundamentar la pedagía en lo social es necesario para contar distintos métodos que permitan darle sentido y finalidad a la intervención profesional. En consecuencia, tratar

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de comprender y explicar nuevas estrategias pedagógicas se convierte en una necesidad fundamental para orientar intervenciones sociales.

1. INTRODUCTION

The approach of positive parenting schools as innovative pedagogical strategies is of paramount importance for the development of skills and abilities in professional work (Sanjurjo, 2012), where professional practice scenarios are vital for training (Fernández, 2005). Under this premise, we remind Luthans (2008) and Castellaro (2016) when they demonstrate how processes are oriented and implemented for shaping ways of conceiving reality, in spaces of institutions for the recognition of organizational needs and they set out the reflection in the domain of theoretical and practical knowledge of social sciences.

This training exercise constitutes a reference, according to Villarroel & Bruna (2014), for the development of reflections in the university field, in pedagogical and curricular issues in the face of the impact generated by social sciences in the region and families, as shared by Aguado-López (2014); since many of the findings may be of interest to the international community, most of them address peculiar problems in each country, where local media are the natural and closest channel to disseminate and discuss their work. That is, as the region requires professionals not only with the mastery of certain techniques and skills, but of competences (Alarcón, R. 2002). This strategy proposes a support service to the families that contribute in conditions for the human and personal development of all the components of the family system.

Then, it introduces Campanero (2018) approaches in the identification of needs, of Nistal (2008) in the planning of interventions, of Vega de la Cruz (2016) in follow-up and monitoring actions as results developed through methodological proposals that can generate changes and transformations in social realities. This refers to a set of organized and structured actions that are proposed to intervene social problems and meet needs (Llobet, 2012), through a series of activities and tasks programmed in detail and with a specific work methodology aimed at achieving of an end (Menéndez, S / F).

Through communication and leadership skills to facilitate the direction and constant participation of the population in transformation initiatives (Sanjuro, 2012; Montenegro, 2017 & Marchetti, 2018). Thus, the initial training that enhances the relationship between theory and practice for the analysis of institutional situations and the understanding of social phenomena is important (Ibernón, 1998 & Álvarez, 2012).

Hence, the need to work on institutional strategies that enhance training interventions and that involve the participation not only of the academy but also of governmental, non-governmental and grassroots organizations (Aran, 1999; Caride 2015 & Ventosa, 2017). That is, accepting the challenges that arise in the different fields of professional intervention from creating, processing, adapting, sharing and making knowledge accessible to improve intervention procedures based on institutional articulation (Tobón, 2013 & Hernández, 2016).

The article seeks to describe the pedagogical processes in the training of Social Workers, from institutional interventions in the scenarios of professional practice that allow visibility according to Solar (2009); the usefulness of learning based on social welfare and recognition as agents that promote community processes (González, 2011 & Solís, 2015). This allows us to ask as a research question: How do pedagogical strategies promote the development of training skills to intervene in social realities?

It is relevant to highlight how, since the theoretical revision, pedagogical models for training in social sciences are proposed to support changes in the reflection of the new challenges facing professional work (Álvarez, 2012; Espinosa, 2016 & Martínez, 2019). Therefore, the following statements are proposed, from different authors who argue and discuss the conception of intervention from pedagogical strategies.

Peña (2010) includes in the intervention scenarios, the recognition of a technical capacity to respond to social demands; and Moreno (2018) involves the realization of actions in everyday life. Educational institutions would give this technical capacity, expressed in programs and curricula that are manifested in the skills for the development of social projects (Murcia, 2008 & Villamar, 2018).

In this way, Ospina (2010) & Frías (2010) raise the importance of strengthening pedagogical processes, concerning professional intervention, in epistemological, theoretical-conceptual, methodological and ethical-political terms, since the social spaces that occur in any field It constitutes to assume each role according to the proposed actions and the particular contexts in front of the action scenarios (De la Rúa, 2004; Rey, 2008 & Rossato, 2013).

On the other hand, Forero (2007) recognizes that the methods characterize a profession and its relationship with purposes; and Moraleda (1998) proposes this relationship with social strategies. Then, pedagogy in the intervention sets up the need not to impose an affirmation or dogma if it is not considered as an instrument of analysis and reflection of the same professional

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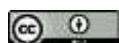
duty. That is, the intervention encourages the development of active groups that intervene and participate in the development of their environment (Méndez, 2012 & Moreno, 2018).

In this way, Baumman (1997) & Falleti (2014) motivate the development of new capabilities and qualities, making necessary innovative solutions relevant to think about social science training in professional practice scenarios (Rodríguez, Ramírez & Betancur, 2016). Thus, the methodological social intervention must incorporate reciprocal controls, where the different members of the same team subsume data under categories, objectifying the decision regarding their intervention and comparing results (Adorno, 2001 & Nistal, 2008).

For Miyamoto (2015) & Silva (2015), social interventions in relation to emotions can play an important role in effectively improving a response to a need, reducing the educational gap in what exists in theory, versus social reality (Álvarez, 2012). This generates the development of training skills with the ability to respond to the teaching and learning processes (Sanjurjo, 2012).

Therefore, pedagogical strategies are alternative constructions that lead to improved interventions in social sciences (Caride & Caballo, 2015), and they have to do with the breaking of traditional paradigms on what social intervention is required (Barkin, 2012). This means, basically, that there are elements in the professional practice scenarios that have been evaluated as risky for the intervention (Vallejo, 2012), an alternative of another way of responding to social problems, can be useful to advance in terms of pedagogy (Gómez, 2016).

2. METHOD

This study is descriptive, presents the use of the mixed method in research, and undertakes points of interest in the field of pedagogy in the social sciences (Morales, 2010). It is a review about the processes of social intervention in the municipalities of Soacha and Sibaté, with the need to understand the pedagogical proposals that contribute to the needs of the context (Estrada, 2009 & Noguera, 2014).

The approach used in this research is the historical-hermeneutic, according to López and Hiader (2001), suggesting that the understanding of the subject is achieved and constructed from the contextual and historical relations of intervention in social sciences, for this, one in particular in Soacha and Sibaté; According to Gil (2011), through this approach, it is sought to understand the task, investigate situations, contexts, particularities, symbologies, imaginary, meanings, perceptions, narratives, commotions, senses, aesthetics, motivations, intentions that are configured

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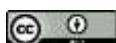
in the daily life of the man (Torres, 2012). This was pertinent since it allows identifying the skills developed in the training through the pedagogical processes in the professional practice scenarios.

Participants

For the collection of data, 25 students from the Social Work program of fifth and sixth semesters, over 18 years of age, who had the experience of professional practice were chosen. They were randomly selected in the framework of the implementation of the guide to the general population in the fields of professional practice.

This, above mentioned, intersects with the perception of 7 institutional officials who are part of the accompaniment of the practice, which were selected according to: Field time, scenarios of implementation of the guide and feasibility of the study. In this sense, the information gathering process is given with the institutional endorsement and support of the different fields of professional practice, social leaders and students of the program.

Information collection strategies

Thus, methodologically, data collection was developed through 7 semi-structured interviews to professional practice fields, 25 semi-structured interviews to students in formation of the Social Work program in the municipalities of Soacha and Sibaté; and, finally, the implementation of 2 methodological guides, aimed at the general population and officials of the different institutions.

Procedure for information analysis

This exercise allowed knowing the perceptions, regarding the construction of pedagogical strategies in social interventions in the scenarios of professional practice in Soacha and Sibaté, in relation to the pedagogical strategy, social intervention, skills and training. These categories of analysis guided the process of organization, systematization, analysis and interpretation of pedagogical strategies and the understanding of social interventions.

Therefore, this methodological proposal is based on the need to reflect pedagogical models as axes of conception of significant teachings based on self-reflection and understanding of reality itself. In this way, a reading of the actors and the context is carried out, to identify the different conditions and needs of the territory of the municipalities of Soacha and Sibaté.

3. RESULTS

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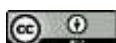
Precisely, the research managed to understand the pedagogical strategies based on guidelines for intervention in social sciences in the territory (Campanero, 2018), allowed, according to Moreno (2018), the recognition of the context through the implementation of social mediation, promoting 35% empathic listening, 55% constructive communication, 15% proposal of solutions and 5% to focus on the future. The use of this condition facilitated the reading of needs transcending in professional practice spaces (Murcia, 2008).

Understanding the pedagogical strategies set up the reflection of the relationships within 105 families in the 16 institutions where the strategy was implemented (Caride & Caballo, 2015), since it sets up the need to open education to life, the education of all and for all. This directs the student intervention process according to Miyamoto (2015) in trying to understand the needs and problems in the professional practice scenarios. This is argued, when 65% recognize the importance of intervention based on respect, affection and communication (Rodríguez & Restrepo, 2016); and 55% of the students express the importance of the intervention to strengthen responsibility and guarantee rights (Villarroel, 2014 & Ventosa, 2017).

Then, pedagogical strategies for the social sciences are related, according to Moreno & Molina (2018), with strengthening quality-oriented professional action and generating effective and efficient quality management processes in community development. The study showed, according to Rodríguez (2008), that the institutions recognize the importance of the intervention in 65% for sensitization, in 20% for appropriation and 15% for self-care, contributing to increasing its quality of life and establishing communication processes based on the warmth of the treatment, comprehensive care, empathy and authenticity (Expósito, 2011, Rodríguez & Restrepo, 2016).

Thus, it is important to point out, according to Moraleda (1998), that in the scenarios the empathy and communication skills of the students are identified as adequate in 80%, making use of a hopeful and generating language that made possible the creation of new strategies for their own personal and professional training process (Silva, 2015). This set up the development of a set of capacities that allowed relating adequately in each context, expressing feelings, opinions, desires or needs (Vallejos, 2012 & Collado, 2014).

On the other hand, 20% of the scenarios outlined the need to strengthen student's leadership skills to address different contexts (Villarroel, 2014 & Ventosa, 2017). This, related to the fear of the students to put into practice the knowledge learned in the academy (Solis, 2015), making visible the need to generate support alternatives that foster the integral development of all students with support from the family, community, work context, school (Sluzki, 1996 & Solar, 2009).

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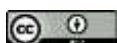
This suggests that the pedagogical process in Soacha and Sibaté is mobilizing (Peña, 2010), since 80% of the population encouraged participation strategies within the institutions based on student interventions, increasing the interest of accessing institutional services (Murcia, 2008 & Moreno, 2018). These find different forms of guidance for the use of response methods to their needs such as self-management (Rodríguez, 2016).

Thus, according to Gómez (2016), he points out that the university plays an important role in enhancing students' abilities, according to González, López & Collao (2011), in the development of pedagogical strategies in the treatment of interventions in the field, this is supported when 96% of the scenarios set up the importance of innovation in pedagogical support in professional practice scenarios (López & Hiader, 2001). This sets a challenge at the institutional level that raises the need for a more structured support to the needs of students in different fields of practice (Murcia, Martínez & Ortiz, 2008).

This is how student interventions allowed for 40% participation and coexistence in protective environments and influence of values (Noguera, 2014), in 35% violence prevention, and finally 25% in affirmative actions in context (Ospina, 2010). These social intervention processes contributed to the construction of community and to respond to the social needs of families (Campanero, 2018).

That is to say, that a pedagogical strategy can develop and strengthen competencies according to Fernández (2005) to articulate theoretical and practical aspects in the professional work according to the experiences lived in its surroundings (González, Montenegro, López, Munita and Collao, 2011). This allowed increasing and promoting the rigor in 75% of its content, improving the learning environment acquired by 25% in the training process, to share knowledge within the disciplines and engage teachers in an active and innovative community of practice (Rodríguez, 2008).

Consequently, the construction of pedagogical strategies for professional practice scenarios (Estrada, 2009), is subject to the relationships established with students and institutions (Noguera, Martí & Almerich, 2014); where, it can be established as a condition resulting from the development of learning through socialization and accompaniment processes (Sanjuro, 2012), this is supported when 49.9% of the students express the importance of the teaching role for their accompaniment in the field, the 20.5% to the need to propose techniques that facilitate the theoretical-practical articulation, 15% associated it with the opening of the field of practice and 10% with the individual ability to function in community settings.

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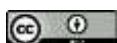
On the other hand, skills and training are expressions in the intervention given in some way in the academy from the curriculum (Collado, 2014 & Miyamoto, 2015). However, intervention is also constituted in a construction from personal autonomy based on the tools of the environment (Moreno & Molina, 2018). This is established when 68.5% of the students feel comfortable in the implementation of the guidelines given for the intervention, or when 72.5% of the students show support and support in the different professional practice scenarios (Noguera, 2014).

To this extent, social science interventions in Soacha and Sibaté can be found in an ambivalence regarding their identity in the academy (Villamar & Zambrano 2018) that goes between what has been imposed on the student (Tobón, 2013) and their possibility of personal construction for social transformation (Rossato, 2013).

Thus, the guides as pedagogical strategies in professional practice scenarios in the territory are conceived in 65% as a good instrument for intervention (Expósito, 2011), 15% as a guide for the professional role (Forero, 2007), 13% associates it with beliefs and ideas of what it is to be a Social Worker (Peña, 2010), 7% does not give it any importance. This diversity, of conceiving this pedagogical strategy, is extended in Soacha and Sibaté due to characteristics of the context, such as the encounter of great diversity of people, backgrounds, cultures and ethnicities due to phenomena associated, for example, to armed conflict and displacement (De la Rúa, 2004).

Therefore, new pedagogical strategies are alternatives that social science programs carry out for the construction of interventions (Ospina, 2010), and is related to the breaking of paradigms (Barkin, 2012) on what professional intervention is required and its articulation with the theory (Álvarez, 2012). This means, basically, that there are elements of the academy and of the own identity according to Silva (2015) that have been evaluated as relevant for social transformation, an alternative of another way of doing intervention to advance in the recognition of the different contexts.

4. DISCUSSION

The above said sets up, according to Expósito (2011), a reflection on the construction of pedagogical strategies in the professional practice scenarios and in the way that social science training is recognized according to its context, including here self-perception and professional practice scenarios (Rodríguez, Ramírez & Restrepo, 2016), appropriating functions, roles and positions that strengthen the way of intervening in a context (Moreno & Molina 2018).

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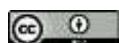
In accordance with the above and strictly adhering to this model, we can ask ourselves, then: How do pedagogical strategies strengthen the professional profile in the social sciences for intervention in social settings? If, through the application of philosophically and ideologically focused techniques (Sanjurjo, 2012), which help to contribute to the processes of changes (Solar & Díaz, 2009), to support actions focused on certain objectives, confirming or denying them (Ander-Egg, 1986).

On the other hand, the methods and proposals according to Forero (2007) contribute to the construction of the intervention as a process that articulates and interprets social realities, to distinguish what needs to be transformed (Falleti, 2014). The reconstruction when directing the action is a setting towards the future, (Kisnerman, 1998, retaken from Forero, 2007). Since this infers in the methodological progress of the different social problems that can occur in the professional practice scenarios (Menéndez, 2012).

In line with the above, the intervention procedure should focus on the academic procedure that directs the relationship between what has already been learned with what has to be learned, (Solano, 2007). Therefore, it is important that the students' lived experiences in the fields have a significant teaching practice, since they allow identifying the usefulness of learning (Rossato & Martínez, 2013).

Therefore, pedagogical strategies in intervention recognize the role of training and knowledge gaps (Silva, 2015), developing skills according to Abadía (2015) communicational, interpersonal and methodological relationship. Where, the students' experiences generate an identity process based on subjectivities (Rey, 2008) and interactions within the fields, which maintain expectations in the continuous learning of the intervention process (Solís, 2015).

This means that, they favor particular interests in trying to understand reality and innovate ways of interpreting social problems (Barkin, 2012), offering the possibility of integrating and synthesizing knowledge (Fernández, 2015) and skills (Collado, 2014) acquired in their training in institutional fields through articulated and interdisciplinary projects (Silva, 2015).

In this sense, we can point out the importance of theory and practice in addressing existing social realities, whose main objective is to generate innovative intervention processes of high social impact (Álvarez, 2012).

5. CONCLUSIONS

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Consequently, teachers must have the ability to apply adjustments to methodological structures proposed in the review that takes place in the autonomous teaching and learning processes, expanding organizational processes and rethinking thematic axes that allow strengthening the training of students in the intervention more forceful to social needs and the demands of the environment in the workplace, social interaction and community in general.

Finally, pedagogical strategies contribute to professional intervention, based on a practice oriented to human learning and social representations for the intervention of social sciences. Where, social projects, that are initiatives, transcend the understanding of methods and processes in social education that enable the empowerment of the population for the transformation of their social realities in relation to the construction of social fabric.

Therefore, assuming social intervention as a field of analysis and interdisciplinary action means building from the needs or demands presented in the context. Then, it must be understood as a field of action and construction that bases the development of skills and establishes new challenges in the professional work.

Therefore, trying to understand and explain pedagogical strategies in professional practice scenarios becomes a fundamental need for the transformation of dynamics in Soacha and Sibaté. This sets up the breaking of traditional paradigms about what the intervention should be; it can be useful to move forward in terms of social changes and institutional recognition; it makes clear that there is no single way of doing intervention and therefore there is no one only way to see social realities.

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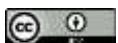
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