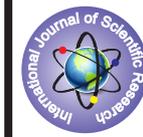


TRAINING OF RESEARCHERS IN GROWTH AND HUMAN DEVELOPMENT, AN INSTITUENT CURRICULUM



Education

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ABSTRACT

In the present qualitative research was realized a curricular reflection of the axis of formation for the investigation in the Master in Education of the National Pedagogical University in Chihuahua, Mexico. The purpose is to propose formative actions for researchers and educational agents in the knowledge of development, aware of the erosion of the social fabric and the need for interveners in educational problems. It was realized the elements of formation in research based on the epistemological assumptions - ethnological, gnoseological and teleological - that contribute in the understanding of the research object: crianza and human development, in order to extend the knowledge about the formation Of researchers, for the promotion of educational policies towards the care, attention, service and, the learning processes of Mexican children and adolescents in correspondence with the adult, as educational agent in formal and non formal education.

1.1. The curriculum and epistemological training of researchers

The National Pedagogical University of the State of Chihuahua initiates in the school year (2000-2001) the Master's Degree in Education program, which has graduated nine generations. This program presents in its curricular structure three lines for the articulation between research and the transformation of teaching practice. The first line: Curricular formation conformed by the courses: Educational theory and curricular analysis; Educational innovation; Educational policy in Mexico and, Modernity and modernization in the educational field. The second line: Teaching practice integrated by the courses: Trends in the analysis of teaching practice; Regional issues of teacher training and teaching practice; Teaching and learning in school and, Educational proposals in the classroom. The third line: Training in research conformed by the courses: Epistemology of research; Paradigms of educational research; Research Seminar, Thesis Seminar and, Thesis.*

The research processes and products for the purposes of titling are based on the research paradigm under the Aristotelian logic and comprehensive of the phenomena, interpretative position of reality in a predominant way, placing approximately 89% of the total titled population. 11% of the titration processes and products were developed based on the paradigm established in the Positivist and Rationalist logic of science.

In 80% of the works of thesis appear themes related to the curriculum and understanding of the education policy conceived based on the Reform to the Basic Education; Concepts of evaluation in the learning processes of children; Learning styles in students and their involvement in evaluative processes; Organization and management in the school of basic education; Use of Information and Communication Technologies within the classroom; Power relations within the class between child / teacher.

The total number of qualified teachers is 145, of them only 15 with research from the positivist approach to science. The tendency manifests a propensity for theoretical-methodological processes exclusive to an empirical-interpretative formation of the investigative processes.

Among the works, 13 research products in the field of knowledge of crianza and human development stand out. Original project of the research line. The path of this production is located in the school year 2002-2003 with the longitudinal study "The Role of Crianza in Human Development" (Lara, 2010). Research that follows the follow-up of the research project produced in Mexico City, "Care for maternal upbringing and the development of the affective bond during the first year of life," in charge of Dr. María Clotilde Juárez Hernández (1995),

as a project Of the permanent research seminar, of the Postgraduate Master's Degree in Pedagogy by the UPN Unidad Ajusco, where participated states of the Mexican Republic as: Campeche, Chiapas, Chihuahua, Mexico City, Guanajuato, Hidalgo and Quintana Roo, their product were articles Research scientists and several degree theses. In this national project, the head of the Crianza and Human Development Research Line collaborated.

Of the 13 products in which the research processes of crianza and human development are interconnected, only one is positioned in the Positivist paradigm and the remaining in the Aristotelian paradigm. The products are developed between 2005 and 2015. The vision of the real under the Aristotelian paradigm has placed the object of knowledge crianza and human development as an epistemological object not attributable to change or modification in its processes of human being as Autonomous and integral people in the society that are constituted. However, the possibility of building and conformation of research objects with ontological and gnoseological presuppositions in both investigative paradigms opens another possibility, emerging scaffold towards the transformation of the real, the critical and dialectical position, appropriation of the real as a future Constantly changing, research potential to deepen the organization and exchanges in parenting and human development focused on affectivity.

2. Human development, upbringing, and learning as axes of training in higher education

Based on the productivity achieved, from the line of research Crianza and human development through affectivity. The alternative of curricular offer for teachers of basic and higher education is through the possibility of combining the curricular design and its implementation in the Master's Degree: Social-affective development in the child, the girl, him and the adolescent. Its aim is to provide professional elements to teachers, graduates and educational agents on theoretical and methodological elements with the intention of evaluating and intervening in the formation and transformation of the affective-social bond relationships solid from the humanist-integrating perspective.

Contribute to the development of criteria that allow educational professionals to identify relevant, relevant and adequate elements for the design, execution and evaluation of intervention strategies in socio-emotional development.

Under this logic, to enable the formation of human talent that proposes alternatives and leads development processes in improving the quality of life of infants as well as adolescents, likewise, among the teaching staff, which enhances the review and action

within The Mexican families in the north of the country.

Promote the formation and consolidation of intervention groups around issues related to human development to advance in this agenda by encouraging participation in information networks, human resources, research and social development. Develop written, audiovisual and virtual production of study materials and teaching materials or group work that facilitates the dissemination of these experiences in the field of knowledge and curriculum design.

To reorient the training of graduates, teachers, or professionals - education professionals - at the level of Basic Education and Higher Education that demand coverage in areas of formation of individuality, identity and autonomy in the exercise of personality and Constitution of the consciousness of the human being, not only of its cognitive or referential aspects for the formal, non-formal and informal learning mediated by the context.

Based on the clear arguments during the elaboration of the diagnosis for the presentation of the Master Program in Socio-Affective Development in the Child, the Child, him and the Adolescent. Program that is at the end of its structuring to be sent for review by the Quality Council who takes it to the Board of Directors, which specifies the concreteness and operation of the plan and program by UPNECH. This curricular design makes possible its insertion in the knowledge, understanding, understanding and generation of actions implemented towards the progress and flowering of the social-affective development of the subjects between childhood and adolescence, which in the case of the north of the country reflects and denounces The absence in lines of action towards this population and especially towards the training of professionals in areas related to education such as Psychology, Medicine and especially Pediatrics and the specific activity of Nursing. Likewise, focusing on the attribution by the few or no efforts in the production of knowledge on human development and learning, as an interactive binomial in the field of education, in addition, insufficient reflection on these issues that generate public policies And educational institutions in the state of Chihuahua and the rest of the country.

In the new leadership administration of UPNECH (2016-2020), four priorities for the reorientation of research lines are prioritized, including: Equality; Culture and education for peace; Human development and mental health. Situation that approves and encourages the insertion of the theme: Affectivity in Human Development and its initiative in Basic Education in Chihuahua as a new pillar within the institutional platform of the National Pedagogical University of the State of Chihuahua.

3. Demands and implications between the training of researchers and educational policy in the rescue of human development

The Ministry of Public Education (SEP), in 2011, presents the Comprehensive Reform of Basic Education (RIEB) constituted in formative fields among which appear: Language and communication; Mathematical thinking; Exploration and understanding of the natural and social world; Civic and ethical training that prioritizes the formation of personal development and coexistence.

In the program of first grade of primary plan 2011, in the formative field of Civic and ethical training, highlighting the formation of personal development and coexistence SEP (2011), says:

... the social-affectivity includes processes of knowledge of the environment, self-knowledge, recognition of personal affective behaviors, empathy, internalization of norms, adaptation to the environment and establishment of social bonds. It is considered as a dimension of human development because it can be strengthened throughout life, through the socializing action of the family and school. Healthy socio-affective development implies, among other traits, the capacity to adapt to the environment, to socialize in an

assertive and effective way, as well as to express feelings and emotions. (Page 227) The Comprehensive Reform of Higher Secondary Education (RIEMS) aims at linking up with the productive sector and society with a vision of integral formation, promoting the professional training of students in the light of programs of the Deputy Secretary of Higher Education (2011), Among them, the program Construye T. The purpose is the creation of educational communities that promote inclusion, equity, democratic participation and the individual and social development of young people through the implementation of competencies so that they do not desert the school in situations Of risk in their life and who have the alternative to consolidate their personal project and rescue the knowledge of themselves. This development of the competences is executed as a systematic and continuous process, derivation of the personal formation and the generation of the self-knowledge of the human being from childhood to youth.

Based on this performance profile, the teaching and learning of students is prioritized. What demands of research training demands human development? What are the educational implications of ignorance of human development, parenting processes and interactive relationships in the classroom and at school? Argument about the school activity with theoretical-conceptual assumptions that relate to interactive processes between child-adult, at home and school allows to understand, reflect, analyze, propose, make decisions, generate and collegiate actions that guide and enable changes by the role that assumes The school as one of the trainers of the integral personality of children and adolescents and young people in development. Work pending for review and evaluation of the implementation of the curriculum design presented, deferred agenda for an upcoming criticism and educational proposal.

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