

MENDIVE



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Pedagogical strategy to form the conflict resolution competence in Sociology students

Estrategia pedagógica para formar la competencia resolución de conflictos en estudiantes de Sociología

Estratégia pedagógica para treinar a competência na resolução de conflitos em estudantes de Sociologia

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ABSTRACT

The article presents a research result of a master's thesis on the formation of the conflict resolution competence in students of the Sociology career of the blended modality of the University of Camagüey, Cuba. In this sense, the objective was to propose a pedagogical

strategy for the formation of the conflict resolution competence in Sociology students of the semi presence modality. Through the use of theoretical methods such as analytical-synthetic and inductive-deductive, an approach was made to the subject of emotional competences and in a particular way to the conflict resolution competence, as well as to the particularities of the Sociology career in the semi presence modality study of university studies. Empirical methods and techniques were also used, such as documentary analysis, group interviews with students and teachers, and participant observation. The statistical method was used to process the data obtained from the survey applied to teachers and students. The research carried out revealed the identification of the problems associated with the subject as more significant result, which affect the training of the students of said career and a pedagogical strategy as a possible solution. These results connote the importance of developing actions from the training process based on the formation of conflict resolution competence.

Key words: competence; conflict; training; conflict resolution; semi presence.

RESUMEN

El artículo presenta un resultado de investigación de una tesis de maestría sobre la formación de la competencia resolución de conflictos en estudiantes de la carrera Sociología de la modalidad semi presencial de la Universidad de Camagüey, Cuba. En este sentido, se identificó como objetivo proponer una estrategia pedagógica para la formación de la competencia resolución de conflictos en estudiantes de Sociología de la modalidad semi presencial. Mediante el empleo de métodos teóricos como el analítico-sintético y el inductivo-deductivo, se realizó un acercamiento al tema de las competencias emocionales y de manera particular a la competencia

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resolución de conflictos, así como a las particularidades de la carrera Sociología en la modalidad semi presencial de estudios universitarios. También se utilizaron métodos y técnicas empíricos como el análisis documental, la entrevista grupal a estudiantes y profesores y la observación participante. Se empleó el método estadístico para el procesamiento de los datos obtenidos de la encuesta aplicada a profesores y estudiantes. La pesquisa realizada develó como resultados más significativos la identificación de las problemáticas asociadas al tema, que inciden en la formación de los estudiantes de dicha carrera y una estrategia pedagógica como posible solución. Estos resultados connotan la importancia de desarrollar acciones desde el proceso formativo en función de la formación de la competencia resolución de conflictos.

Palabras clave: competencia; conflicto; formación; resolución de conflictos; semi presencialidad.

RESUMO

O artigo apresenta um resultado de investigação de uma tese de mestrado sobre a formação de competências de resolução de conflitos em estudantes de Sociologia no modo híbrido da Universidade de Camagüey, Cuba. Neste sentido, foi identificado como objetivo propor uma estratégia pedagógica para a formação de competências de resolução de conflitos em Sociologia dos estudantes do modo híbrido. Através da utilização de métodos teóricos como o analítico-sintético e o indutivo-dedutivo, foi feita uma abordagem ao tema das competências emocionais e em particular à resolução de conflitos de competências, bem como às particularidades da carreira da Sociologia no modo híbrido dos estudos universitários. Foram também utilizados métodos e técnicas empíricas tais como análise documental, entrevistas de grupo com estudantes e professores e observação dos

participantes. O método estatístico foi utilizado para processar os dados obtidos a partir do inquérito aplicado a professores e estudantes. A investigação realizada revelou como resultados mais significativos a identificação dos problemas associados ao tema, que afetam a formação dos estudantes desta carreira e uma estratégia pedagógica como solução possível. Estes resultados assinalam a importância de desenvolver ações a partir do processo formativo em função da formação da competência para a resolução de conflitos.

Palavras-chave: competência; conflito; formação; resolução de conflitos; aprendizagem híbrida.

INTRODUCTION

At present there is a notable international recognition of the complex nature of the sociologist's professional training process, based on the specificities of science, the demands of the profession and the particularities of each context. For this reason, in the world there are different models that try to satisfy the current demands of the formative process of the Sociology student. It is discussed, among other aspects, about the level and profile of training. Ideas are valued regarding whether it should focus on content or on the formation of competences, and of the latter which ones to privilege, as suggested by Dominguez & Gómez (2016).

The Sociology is distinguished as social science responsible for analyzing, from the scientific point of view, the structure and functioning of society in general and expression locally. In today's Cuba, it is recognized as a career of great importance. Its graduates can contribute to the exploration and resolution of

problems associated with the population settlements that today are involved in a constant social transformation. Hence the growing need for the adequate training of sociologists in correspondence with the dynamics and complexity of the socioeconomic processes that require their competent performance.

As an educational alternative, semi presently is embraced in the Sociology career. It is intended to reinforce the facilitating role of the teacher and the independent work of the student; by ensuring in each meeting the time for the presentation of the content, the orientation of the individual and/or group study and the control of the progress in the development of the skills of future sociologists, without depriving students of a job performance (which sometimes, it has little or nothing to do with the career they are studying) that they can take together.

Authors such as Parra, Colunga & Carvajal (2016) and Román & Martínez (2015) connote the importance of blended studies, recognizing that they can stimulate cognitive independence and self-preparation of students by favoring the process of directing independent work. This method of study is developed in local contexts, which favors the identification of territorial problems and the proposals for solutions to these, associated with professional performance. In this sense, it requires the development of knowledge that provides quick and viable solutions to social problems. This requires a professional who demonstrates competence in their performance.

The need for attention to competences is justified from the training process of the sociologist from the assessment of the main problems that must be solved in the base link of the profession, as established in the Study Plan "E" for the Sociology career:

Diagnosis, evaluation, forecast and solution of existing social problems at all scales and spheres of society (local, community, business, territorial, national, group, institution). Design of alternatives for social change at different scales and spheres of society [...] Resolution of contradictions derived from the complexity of social development [...] (Ministry of Higher Education, 2018a).

The formation of the conflict resolution competence will allow Sociology students to possess a set of knowledge that enables them to identify and solve problems associated with the professional practice of their specialty, while improving their own interpersonal relationships. On the other hand, they enrich their social practice, use various techniques that can promote exchange with others and help avoid conflicts and/or manage them properly.

Conflict resolution competence has been studied by a group of authors from different denominations, perspectives and professions. The works of Mórtigo & Rincón (2018), Bisquerra (2009), Bisquerra & Pérez (2007) are recognized, which address aspects of conflict resolution competence and its formation. Valuable contributions such as practical programs aimed at resolving school conflicts, strategies for conflict resolution in classrooms and in relation to teacher performance, among others.

The study of the formation of competition conflict resolution in students of sociology career semi presence modality of the University of Camagüey allowed detecting shortcomings regarding theoretic and practical budgets for training and

vague existence of educational proposals that contribute intentionally to its development. For all the above, this article pursues as a fundamental objective, to propose a pedagogical strategy for the formation of conflict resolution competence in students of the Sociology career in the blended modality.

MATERIALS AND METHODS

To carry out the work methods of the theoretical level were applied: analysis and synthesis, which enabled the assessment of the characteristics of a blended format of studies of the sociology career in Cuba and the formation of competition conflict resolution, from the exploration carried out in the work of several Cuban and foreign authors. Induction-deduction methods were also used, which allowed the realization of inferences and generalizations, from the singular, the formation of competition and conflict resolution in the interpretation of the information obtained for the construction of the teaching strategy.

From the empirical level, the documentary analysis was used on the legal basis that supports the formation of the students of the Sociology career in Cuba. There were explored the curriculum D and E, the professional model and programs of disciplines and subjects of the career (basic, specific and exercise of the profession vocational training: Social Psychology, Methodology, methods and techniques social research, Sociological Theory and Special Sociological Theories). Also it took into account Resolution No. 2 of the 2018 "Work Regulations Teaching and Methodology of Higher Education" and other contentions guidance documents of the Department Psychology-Sociology for methodological work and evaluation of knowledge, skills and values for years of study (Ministry of Higher Education, 2018b).

This analysis made it possible to obtain information on the methodological treatment given to the formation of the components that make up emotional competencies, specifically the conflict resolution competency in Sociology students of the blended modality. Other methods and techniques were also used, such as participant observation, the survey, and the group interview with teachers and students. These allowed the collection of information on the treatment and existing pathways for the formation of emotional competencies and, in particular, of the conflict resolution competence in the premises of the Sociology career of the blended modality. The statistical method was used to process the results of the survey applied to teachers and students.

A sample of 18 students belonging to the groups from third to sixth years of the Sociology career of the blended modality was identified, within the framework of the "Ignacio Agramonte Loynaz" University of Camagüey. This represents 40 % of the population (52 students). The selection criterion responds to the fact that these are the students of the last three years of the career, This is why they have completed a significant number of subjects, which facilitated the identification of professional problems and the solution of the conflicts that arise from them. We also worked with 10 teachers who are part of the full-time faculty.

Triangulation was used as a methodological procedure to guarantee greater objectivity in the analysis of the diagnostic results, which allowed the identification of potentialities and difficulties to be considered in the investigation. A proposed pedagogical strategy for training to competition conflict resolution in the career was developed.

RESULTS

The analysis of the documents that support the formation of the students of the Sociology career in Cuba showed the shortcomings that the study plans present, particularly the Study Plan D (Ministry of Higher Education, 2008). For its part, the Curriculum E exhibits a curricular proposal with a better integration of the theoretical, the methodological and the special theories, which define the wide field of action of the sociologist and a greater adjustment to the new Cuban economic and social model (Ministry of Higher Education, 2018).

It is necessary to point out that, the current study plans of the career (D and E) conceive the formative process oriented towards the development of the abilities for the domain of the modes of action of the profession, still far from a design or according to the model of training by competencies. However, it is possible to evaluate the performance of the student through the integrative conception of the knowledge, skills and values contained in the professional model.

Conflict resolution appears denoted in related expressions in the object of work, among the main problems that must be solved in the base link of the profession, the spheres, fields and modes of action. This allows the authors to state that their training is of great importance for the professional performance of sociologists, all of which contrasts with their lack of treatment as a professional competence or ability to be trained. In the reviewed documents, a definition of conflict resolution was not found and the ways for its treatment through the training process are not appreciated, in correspondence with the professional functions and the multiple contexts in which the sociologist must perform.

Programs of disciplines and subjects do not contain so explicit values and skills that pay this competition. However, it is recognized that the sociologist acts in multiple directions, exercising not only cognitive but also practical-transformative functions.

The contents of some disciplines and subjects do not always allow achieving the required theory-practice unit and generating distance between the theoretical foundations of science and the problems of the social context for the formation of emotional competencies in sociological practice. In addition, they point out that the training process from semi presence model does not fully guarantee the linking of students to professional practice in the different scales, spheres and fields of action of society to which they must be inserted upon graduating from the career. Similarly, the conception of evaluations has limitations that affect the comprehensive measurement of student performance to solve or influence the resolution of conflicts in the contexts with which they must interact. These remain predominantly focused on theoretical aspects.

The results of the application of participant observation, survey and group interview teachers and students allowed detecting as a major potential for the formation of competence conflict resolution the following:

- Recognition of students and teachers towards the need to develop knowledge, skills, attitudes and values for the resolution of conflicts derived from professional practice.
- Positive evaluations on the importance and usefulness of its approach from the interdisciplinary teaching - methodological work.

- High responsibility, motivation and disposition of students for cooperative work.

Difficulties:

- Little command of key concepts such as conflicts, conflict resolution, coping, emotional competencies and conflict resolution competence.
- Low tolerance of the students in a blended format to the exercise of criticism, passivity in preventing and coping with conflict situations; which has a negative impact on the results of group and individual work.
- Limitations in the recognition of suitable ways to meet conflicts.
- Inadequate use of coping strategies.
- Insufficiencies in the theoretical-methodological treatment of conflict resolution in the training of the sociologist, from the conception of the programs of the disciplines and subjects.
- Insufficient preparation of teachers to intention proper management of emotions, conflict resolution and the formation of emotional competencies from their subjects .
- Limitations in the attention to the "know how to be, "which works on the educational dimension from the general and emphasizes the formation of values, not since the emotional.
- Insufficient pedagogical alternatives (methodological work, strategies, methodologies, programs of intervention) to treat training competition conflict resolution.

In attention to the results of the diagnosis, the pedagogical strategy proposal was designed that allowed treating the difficulties detected.

The general objective of the strategy is to promote the formation of conflict resolution competence in the student of the Sociology career in the blended modality. Taking into account the problems associated context or not professional exercise, social responsibility and commitment, sustained in understanding the link between conflict and emotions.

It took into account the contradiction between the insufficiencies concerning the confrontation of problematic situations that are expressed in the emotional area where students of the Sociology career in the blended format. This contradiction appears (frequently) due to empiricism in conflict resolution, lack of knowledge about issues related to emotions and the limited connection to professional practice. In addition, they cannot forget the demands of a learning process that improve the exercise of professional sociology based on the understanding of the relationship between conflict and emotions, while most of the students enrolled in it have links work that little come close to these demands.

The achievement of the proposed objective is conceived with active and problematic methods, such as the analysis of real cases, learning situations in real and / or simulated contexts, the performance of investigative tasks that favor the cognitive independence of the Sociology student of the blended modality. In addition, it included performing games role and work in teams in a collaborative environment. These methods are assumed as an ideal integral practice to train and evaluate the conflict resolution competence in the Sociology student of the blended modality, by solving pertinent problems of the context, from the various spheres of action. It is possible to implement them through diagnostic, planning, action, control and evaluation actions of the

activities carried out and the products achieved.

From the use of assets and problem methods, this strategy allows to integrate the needs and interests of students with the demands of the profession, which facilitates the willingness to solve conflicts, or not associated with the exercise of the profession, expecting that evidence in professional and daily practice, responsibility and social commitment, starting from the understanding of the link between conflicts and emotions.

It contributes, moreover, to overcome the gap between the epistemological knowledge, methodology and praxeology of sociological science, which originates from the partiality of its contents by disciplines and subjects of the curriculum, which stands as an obstacle to the understanding of the need to articulate in practice and contextualize the knowledge available to the student of Sociology, blended modality, based on conflict resolution.

In its instrumentation, the teacher-tutor plays an important role, in his capacity as guide and mediator of student learning, who performs systematic control actions, which favor the reorientation of the course of the training process and the arousal of metacognitive reflection processes in a collaborative context.

From the epistemological referents and from the evaluation of the results of the diagnosis made to students and teachers, the characteristics that distinguish the strategy are specified:

- It is aimed at professors and students of the Sociology career in the blended modality.

- It favors the professional performance of students, considering the professional problems of the context for their transformation.

- It has a dialectical character, based on the search for a qualitative change in the object, by the constant adjustments and readjustments and by the articulation between the objectives and the methods, as instrumented ways to achieve them.

- It has an integrating, systemic, flexible and transformative character.

- Take into account the role of the teacher-tutor as a mediator.

- Stimulates the pedagogical, didactic and emotional preparation of teachers.

- It promotes the active and transforming role of the student.

- It takes into account the technological advances that favor the emotional formation of the Sociology student.

- It is in accordance with the advances of sociological science in the international and national context.

- It provides methods and procedures that favor the formation of the emotional component in students, from the use of the potentialities of the theoretical-methodological approaches provided by sociological and pedagogical science.

- Develops a favorable attitude in teachers towards the use of teaching methods and strategies that promote the cognitive independence and autonomy of the Sociology student in the blended modality.

- Stimulates knowledge management and collaborative work of students.

The following constitute premises for the conception and implementation of the strategy:

- The methodological work that involves all the professors and managers of the career around the pedagogical process of formation of the conflict resolution competence in the Sociology student of the blended modality.

- The active participation of teachers, materialized in their willingness, responsibility, cooperation and commitment to introduce the strategy.

- The approach of objectives by years for the formation of the competition.

- The establishment of the levels of help necessary for each student.

- Consideration of students as fundamental actors of the strategy.

- The precision of the levels of performance of the competition to evaluate the progress of the students during their training.

The stages in which the strategy has been organized are described below:

Stage I: Diagnosis

Objective: To diagnose the initial stage of the formation of competition conflict resolution in sociology student in the blended format before the application of the teaching strategy.

Fundamental actions

- Selection and / or elaboration of the instruments that allow the collection of evidence on the knowledge those students have regarding the resolution of conflicts.

- Identification of shortcomings and potential of students for the formation of conflict resolution competence.

- Determination of the aspects that, from the teacher's perspective and the

theoretical-methodological conditions of teaching, hinder the process of formation of the conflict resolution competence.

- Characterization of the students and the group, bearing in mind their employment relationship.

Methodological guidelines

The diagnosis will be made through the application of instruments to students to explore the knowledge they have about emotional competencies and, in particular, conflict resolution, such as: interviews and the questionnaire to measure emotional development in adults (CDE-A), among others. In addition, this stage will allow a characterization of each student and the group, with as many details as possible, which will facilitate the determination of training limitations and needs, as well as the projection of activities for the next stage.

The diagnosis is considered as a process, as such, instruments will be applied at various times during the implementation of the strategy, which will allow evaluating the changes and reorienting the process, or introducing modifications if necessary.

In addition, a final diagnosis will be made that coincides with the evaluation stage to verify the transformations achieved.

It is necessary to point out that, although the current study plans of the career (D and E) are not designed according to the model of training by competencies and the training process is oriented towards skills for mastering the modes of action of the profession, it is possible to evaluate whether the student's performance in conflict resolution is competent or not, based on the consideration that the competencies integrate into their structure and functioning the knowledge, skills and values, which are related and combined

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according to the conditions and characteristics of the subject, of the context and of the activity.

The assessment of these elements allows making inferences regarding the initial state of the competence in each of the students, and subsequently the contrasting of the results to evaluate the transformations achieved during the pedagogical process of competence formation.

Stage II: Planning

Objective: To project actions that enable implementation of the strategy, based on the results of the diagnosis, from the preparation of teachers regarding the formation of competition conflict resolution.

Fundamental actions

- Distinction of the levels of domains for the training and evaluation of the competence (before the professors and students involved).
- Adequacy of the domain levels to the specific conditions (objectives and associated knowledge) of disciplines and subjects (in attention to the performance criteria of each procedural axis of the competence).
- Definition of the purposes per year for the formation of the competition.
- Identification of the sociologist's functions related to conflict resolution.
- Identification of possible conflict resolution techniques that can be used according to the situations created.
- Establishment of the necessary aid levels.

- Distinction of the professional problems of the context in which the student develops.

- Planning of real cases, learning situations in real contexts and research tasks, based on the problems identified, which will allow students to solve conflicts in different areas and scales of action of society, using trading strategies and / or mediation, as appropriate.

Methodological guidelines

The teacher must take into account the characteristics of the blended study modality and the levels of mastery of the competence in which the students find themselves to identify which are the performance indicators of each defined procedural axis that offer more difficulties and introduce the aids required. The most suitable methods for each activity will also be selected.

Students, from self - assessment, peer assessment and / or hetero evaluation must be located in a high scale evidencing the periods through which they pass during formation of the competition, according to the actions that unfold in the resolution of conflicts. To do so will take into account the proficiency levels specified according to the aspirations they have, because these offers a representation of the levels through which passes the formation of competition conflict resolution in each of the students of the Sociology career. In this way, the transition from one level to another will be done in a conscious and motivated way and, therefore, they must be discussed personally and in a group. The opinions of students and teachers will be very useful for its improvement.

Stage III: Execution

Objective: To implement the defined strategic actions from the previous stage.

Fundamental actions

- The orientation by the teacher of the negotiation and mediation strategies for the resolution of conflicts in the Sociology student of the blended modality.

- The resolution of contextual problems, associated or not with the exercise of the profession by students, in which they have to prevent and deal with various situations, with support from collaborative work. The results can be socialized in workshops, coursework exhibitions and scientific career events.

- Resolution of conflicts expressed in contextual problems derived from the performance of the sociologist's functions, taking into account the employment relationship of the students of this type of study to various work centers.

- Identification of possible conflict resolution techniques that can be used according to the fictitious and real situations created.

- Holding joint workshops (student-teachers) to frequently analyze the progress evidenced in the training of competence and the transformations achieved.

Methodological guidelines

Execution is decisive stage or instrument in the formation of competition. In it, the teacher and the students interact directly and dynamically, the students with each other and all of these with the processes of society, through active and problematic methods and negotiation and mediation strategies.

The moment of execution is the process itself, during which, what is learned, is learned and exercised in different contexts of professional performance. This is considered a very important period in the process of formation of the conflict resolution competence, where a group of factors of an objective and subjective nature prevail. In the execution, the teacher must ensure:

- To develop in students critical and creative thinking in the resolution of conflicts of various kinds and complexity.

- Encourage the application of previously received knowledge in the search for solving investigative tasks.

- Generate a suitable environment so that the group can work collaboratively and cooperatively.

- Stimulate learning focused on the analysis and resolution of real conflicts, and use learning situations in real and / or simulated contexts and role-play, where sociological theory and practice are linked and students assume personal and professional positions, in correspondence with their possibilities for the resolution of different conflicts associated or not with professional practice.

- Develop reflective dialogue and assertive communication in class.

Stage IV: Evaluation

Objective: e to assess the development achieved by the students in the formation of the conflict resolution competence, taking into account the expected levels of achievement.

Fundamental actions

- Assessment of the competence formation process in the student, taking

into account the performance criteria provided for it.

- Incorporation of levels of help to students who require it , according to their differences.

- Monitoring the development of the strategy.

- Making the necessary adjustments for its improvement.

Methodological guidelines

The evaluation is conceived as a process that takes place throughout the entire strategy to assess its effectiveness, so it is required that it be permanent. It will rely on the application of instruments of partial diagnostic, evaluative scales (self - assessment, peer assessment and hetero), to include aid required by the subject of the process. This stage is recognized as a way for the permanent improvement of the pedagogical strategy and the making of timely and pertinent decisions, in order to fulfill its purpose.

Some examples that can help to implement the strategy teaching proposed are presented. In these cases, the use of some group dynamics for young people is chosen:

· The dictionary of emotions: The person in charge of driving the group will propose the idea of a dictionary of emotions written by them. To achieve it they must have sufficient working time, so that is a task important to do in that group.

Reflection spaces will be promoted to talk about emotions or the teacher will propose a specific emotion and, together, they will elaborate a definition of it.

Discussion: the result is a dictionary developed by all, so that they can have it and work individually.

· *Role-playing:* and often this dynamic must be used in some group therapy and aims to make members of the group learn the best way to act in certain situations, through the experience of them and of their peers.

Objective: To improve social skills and problem solving effectively.

When to use it: This technique is particularly indicated in the groups in which conflicts have arisen due to the lack of communication and social skills of its members.

Procedure: A brainstorm of all members of the group about situations that would represent them through *role playing is done* and one of them is chosen, by consensus (at the end of this section it is offered a list of examples of situations about to do *role playing*).

The first person who proposed the topic will be the first actor and will have to choose the rest of the actors that are needed to represent the situation. First, the situation will be explained in detail, making a kind of script, (it is not necessary to write it) and explaining to all the actors what the role of each one is. The rest of the members of the group will be the observers and must be very attentive and take note of the performance of their companions. The role is played, representing what each actor would do if they found themselves in that situation.

When the performance ends, the actors must express what they have felt and the observers must assess with *feedback*, both positive and negative, the way of acting of their companions.

In the end, the instructor must give some guidelines to solve that specific situation in the most efficient possible way, also acting as an actor if necessary. The sequence can be repeated until it is done optimally or with other actors. So that they can assess themselves, it would be

useful to record the *role-playing* session. The entire procedure can take about 90 minutes.

Recommendations:

- Situations that have recently caused problems should not be chosen so as not to fuel the conflict.

- It must be explained to the observers how *feedback* is given in an assertive way so that they do not hurt the feelings of their colleagues.

Examples of situations over which you can do *role-playing*:

- They guide you to intervene in an investigation carried out by a multidisciplinary team of specialists in an area of your community that has been identified as high risk due to the high incidence of social conflicts.

- A teacher catches your attention, you complain to him and a discussion is created.

- A colleague finds out that another has been speaking badly of him behind his back.

- A colleague has lent something to another for a long time and he has not returned it.

- A colleague plays a practical joke on another.

- Dynamic group and individual reflection: the dice.

This dynamic is carried out to know the current situation of the group and for the young people to reflect on this situation and have a debate to share all the points of view.

Objective: To think over the current situation of the group and improve relations among members.

When to use it: This activity is indicated for groups that take time to work together and have a common path.

Procedure: Six questions about the state of the group are written on paper. All the members of the group are arranged in a circle around the questions. One of the members begins by rolling the die and answering the question with the corresponding number and so on until all the members have answered at least one question. The teacher must write down the questions and answers. Finally, all the answers given to the same question are analyzed in a group and a debate is held about what could be improved and how to improve it. This activity can last 90 minutes.

Materials needed: Dice, paper with questions and a pencil and paper to record the answers.

Sample questions:

What makes the group falter?

Is there something that threatens your stability?

Do we communicate adequately in the group?

How do we solve our conflicts?

What is it that unites us as a group?

Do we know how to ask for help when we are in trouble?

Whom do we turn to?

What can I contribute to the group for a better relationship?

Encouraging critical thinking: The teacher of the group will perform a series of questions and guide the conversation. They may be:

If you could choose to be someone, who would you be?

If you see a person committing a social indiscipline, how would you act?

If you hear someone say that the work of a sociologist is not necessary, what would you do?

Discussion: it should be taken into account that it is not effective to tell young people how to think or act. This dynamic, to the generated discussion, can deliver better results.

The pedagogical strategy that is proposed is adaptable and very flexible, allowing adjustment to any educational context. Its uniqueness is expressed in the treatment of the weaknesses identified and the particularities of sociology career in a blended mode of study. In this sense, its contextualization entails the realization of a diagnosis and the adjustment of the levels of performance of the competition, depending on the professional aspirations. Such elements involve adjustment actions of each stage and stimulates creativity of teaching for selecting motivation strategies employed.

DISCUSSION

The training of Sociology students, as the focus of this research, has certain peculiarities that distinguish it from the training processes of other professionals, an idea that is shared with the author Gómez (2010), who states:

Like any inherited discipline or corpus of related knowledge, sociology is made up of a broad set of "contents", or knowledge represented in authors, theories, studies, perspectives, methodologies [...] A set that makes up a heritage, a tradition, a corpus that brings together, unites, provides identity and delimits with other disciplines. This corpus must be reproduced (taught) in the training of young people who aspire to be sociologists, which ensures the intergenerational reproduction of the discipline [...]. (p. 70)

In this sense, ideas are shared Gómez, when recognizing the importance of training new sociologists to ensure the identity of sociology in relation to other disciplines. His work justifies the need to train future sociologists in general and professional skills; because their professional performance is carried out in, difficult contexts and they must compete with graduates of other social sciences. Such elements allow the authors of this article to connote the need to train such professionals for conflict resolution from the emotional competencies approach.

The dynamism and complexity of social processes in Cuba demand a systematized scientific knowledge, at the same time that they weigh the comprehensive preparation of Sociology students to be able to face and solve the problems that derive from their professional practice, in which the attitudinal - emotional must be considered. The sociologist must provide information about the structural and functional dynamics of society;

contribute to the improvement of the actions of institutions and government agencies and different social actors (community, business, labor collectives, social organizations) in the strategies and policies of Social development. As well as "identifying and contributing to solving social problems taking into account ethical considerations", as it appears specified in the professional model of the Study Plan E of the career (Ministry of Higher Education, 2018).

It must be pointed out that the authors consider the formative process of the sociology student from a blended format of studies, because it is prevalent today in universities in Cuba and a number of them in the world. For this type of study, it is also intended that the training of competencies facilitate a quality professional practice.

Currently there are multiple definitions of competencies from the educational and organizational perspective. In a general sense, it coincides with the ideas of Tobón (2013) when saying that:

[...] Competences are performances in context situations. And for this they articulate different knowledge such as knowledge, comprehension processes, met cognition, values, attitudes, abilities and skills, to seek to impact the environment through certain results (p . 13).

According to the author's own criteria, there are four key approaches to competencies: behavioral, functionalist, constructivist and socio-formative. In his work, socioformation is weighed as a novel criterion, which conforms to the demands of a world urged by professionals prepared to identify,

interpret, argue and solve context problems with suitability, continuous and ethical improvement, systemically integrating knowledge, knowledge being, knowing how to live together and knowing how to do.

Within the framework of socioformation, it is specified, according to Bisquerra & Pérez (2007, p.64), the existence of "the formation of socio- personal competencies, which also include the basic ones for life, in which the subset of emotional competencies "are included. The competences included in the latter are considered the least attended in the training process of Sociology students, particularly in the blended mode. In contrast, the constant interaction with society, with groups and social actors in different contexts, in order to involve them as active subjects of change and social transformation, it can put the student in emotional situations of high demand; for which they require the deployment of emotional competencies.

In particular, the treatment of emotional competencies in the educational field constitutes an important center of debate in dissimilar scientific forums. Some specialists coincide in emphasizing that emotional education constitutes the authentic educational revolution of the next few years (Orejudo & Planas, 2016). However, these authors report that teachers generally is not sufficiently prepared in this theme; that these are not incorporated into initial and continuing training, so they remain in the hands of the will of a few and that there is no awareness of their importance.

In this sense, the emotional competencies, understood as the set of knowledge, skills, values and attitudes required for understanding, expression and regulation of the emotional responses, favors the adaptation to the social context, learning processes and the

relationships. These competences are established as tools of great value for the professional practice of sociologists, since due to the social nature of their field of action they must be able to capture the emotional climate in a given social context; recognize the continuous interaction between people's thoughts, behaviors and emotional states; manage emotions appropriately; analyze critically social norms; maintain good relationships with other people and adopt appropriate and responsible behaviors to successfully face personal, professional and social challenges.

However, the sociologist in the dissimilar spheres in which he acts, from research, teaching, counseling and the management of social processes and policies, constantly interacts with individuals, groups and social institutions in any sphere of the social (sociocultural, territorial and community, labor, educational, prevention and social assistance, economically, politically and ideologically); for which they need the development of emotional skills.

On the other hand, sociologists must analyze and interpret the causes, meanings and cultural influences that motivate the appearance of various behavioral trends in human beings, based on the theoretical foundations that Sociology provides. He must also apprehend the historicity of the social problems he studies to understand the past of current realities and be able to predict possible future scenarios.

In front of the present Article it is understood as conflict any expression of disagreement that occurs in communication (verbal or otherwise) between two or more subjects and may involve interests, needs, desires, values, feelings or emotions. Generally manifests inadequate coping strategies and management of the tensions derived

from it. Conflicts can have a social or interpersonal connotation.

It is appropriate to consider that conflicts between subjects may have different nature and different behavior can be taken before a conflicting same situation. That is, the reactions of the subjects can be very different in the face of the same conflicts; for example, violent, conducts dialogic, conflict avoidance, negotiation, and other currents may manifest. However, the authors of this article consider that the most appropriate may be avoid, manage and solve the conflict. The resolution of such disagreements by peaceful means can contribute to personal growth, mutual enrichment and strengthening interpersonal relationships, which can be managed when the competence conflict resolution has been formed.

According to (Bisquerra, 2009) conflict resolution" is defined as:

[...] ability to identify, anticipate or deal decisively with social conflicts and interpersonal problems. It involves identifying situations that require a solution or preventive decision and evaluating risks, barriers and resources. Confront conflicts in a positive way, providing informed and constructive solutions. It implies the ability to negotiate considering the perspective and feelings of others. (p.148)

Although the authors agree with the essential aspects of this definition, they recognize that the term "capacity" is limited from the socio formative approach of competences, in which they are conceived as integral actions. Limitations that show the need to continue specifying such a definition

and the categories that comprises it with adherence to the corresponding contextualization for sociologists.

In a traditional way, the formative process of the student of the Sociology career in Cuba has emphasized the acquisition of essential knowledge and skills to face and solve professional problems. In this sense, a structured training model is conceived based on concern for the contents, their adequate sequencing and the differentiation of basic and professional cycles, aimed at guaranteeing the apprehension of the modes of professional action. Conflict resolution has also been recognized as a category of great importance within this process, repeatedly mentioned within the essential documents that support the career. However, its treatment as competition in tune with modern pedagogical trends is not appreciated. As well as its treatment as an indispensable skill is not appreciated if, it is valued that the professional model and the study plans are based on the development of skills.

The modern trends on the formation of sociologists argue skills training, as stated above. In this endeavor, it is extremely necessary to tend to the specificities of the career and conflict resolution as a competence, if it is intended to train a sociologist who can solve the professional problems of the context with autonomy, cognitive independence, an ethical and transformative attitude. In this process, the proper design of evaluations is of great value.

The types of evaluations affect the learning and training of the student. In this sense, a formative evaluation view defined by Tobón (2013) is adopted, such as the process of support and feedback aimed at students to identify, interpret, argue and solve problems of the context, through support and continuous feedback, from certain evidences. Consequently, it is based on

continuous self-evaluation, peer- evaluation and hetero- evaluation processes.

To achieve the formation of the conflict resolution competence, it must be achieved that the evaluation is based on the levels of mastery of said competence, and on the integration of the knowledge that is mobilized before certain goals. Such elements must be defined in a contextualized way, in which the student prepares to solve the problems that arise in the exercise of the profession, because the evaluations have to focus on performance.

The theoretical study carried out allowed the identification of some characteristics for the formation of conflict resolution as a competence of the Sociology student, among them:

- It integrates knowledge, skills, attitudes and values that are expressed in a diverse way in each subject, linked to the management of emotions.
- It is expressed according to the context, emotional situation and activity in which sociology students intervene.
- It requires an adequate perception of one's own and other people's emotions.
- It makes it possible to face conflicts associated or not with the exercise of the profession, as well as the generation of strategies to manage emotional situations at different scales and spheres of society.
- It requires an adequate identification of the possible problems that may arise in the sociologist's contexts of action, which allows their prevention.

In general, this article shows the need to define the definition of conflict resolution competence as a relevant category for the future professional performance of the Sociology student. In

addition, it is emphasized in its treatment through the formative process. Regarding the latter idea, a pedagogical strategy as a way for the formation of competition conflict resolution is proposed. This takes into account the results of the theoretical study presented, the characteristics of the career and the training of this competence for sociologists of the blended study modality and the results of the diagnosis made to the teachers and students of the Sociology career at the University from Camagüey.

The pedagogical strategy for the formation of the conflict resolution competence in the Sociology student of the blended modality that is presented is structured in four stages: diagnosis, planning, execution and evaluation; each one contains a system of actions and methodological guidelines that facilitate their implementation.

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Authors' Contribution:

Dayana Rosa Sotomayor Casalí: Conception of the idea, search and literature review, preparation of instruments, application of instruments, compilation of information resulting from the applied instruments, statistical analysis, preparation of a database, general advice on the topic addressed, review and final version of the article, article correction, authorship coordinator, review of the application of the applied bibliographic standard.

Alisvech Aguila Carralero: Literature search and review, application of instruments, compilation of information resulting from the applied instruments, statistical analysis, preparation of the database, writing of the original (first version), correction of the article.



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