



Original article

Active strategies and pedagogical currents in teacher training

Estrategias activas y corrientes pedagógicas en la formación docente

Estratégias ativas e correntes pedagógicas na formação de professores

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ABSTRACT

In the reality of current teacher training, the application of strategies that promote active learning is a necessity for the preparation of educators. Precisely, the objective of this work was to assess some of the strategies in the study of pedagogical currents with an active focus on teacher training. This forced us to think creatively about the methods and techniques of current teaching, which caused a true revolution in teaching strategies to achieve the planned objectives. From an eminently qualitative conception in the elaboration of this work, documentary research methods

were used, which allow the approach to various bibliographic sources on pedagogical currents, teaching strategies and their application in various contexts. Likewise, analysis and synthesis were applied in an intentional selection of sources within the wide production of texts on innovative pedagogical trends, as well as induction and deduction in professional training. Participant observation, interviews with key informants, application of questionnaires and methods associated with working with the results of the teaching activity were also used. The applied methodology combined a variety of active strategies and resources. The results show that the educational activities from the subject related to the pedagogical currents are beneficial in the cultural formation of educators. It has been shown that the application of educational strategies with an active approach favors the significant learning of the pedagogical currents in the educational present of the teachers in training.

Keywords: Activation; Pedagogical currents; Strategies; Teacher training; educational trends.

RESUMEN

En la realidad de la formación docente actual la aplicación de estrategias que promuevan el aprendizaje activo constituye una necesidad de la preparación de educadores. Ello ha obligado a pensar creativamente en los métodos y técnicas de la docencia actual, lo que provocó una verdadera revolución en las estrategias docentes para alcanzar los objetivos previstos. Precisamente, el objetivo de este trabajo fue valorar algunas estrategias en el estudio de las corrientes pedagógicas con enfoque activo en la formación de docentes. Desde una concepción eminentemente cualitativa en la elaboración de este trabajo se utilizaron métodos de investigación documental, que posibilitan el acercamiento a variadas fuentes bibliográficas sobre las corrientes pedagógicas, las estrategias docentes y su aplicación en diversos contextos. Igualmente, se aplicó el análisis y la

síntesis en una selección intencionada de fuentes dentro de la amplia producción de textos sobre las tendencias pedagógicas innovadoras, así como la inducción y la deducción en la formación profesional. También se utilizaron la observación participante, entrevistas a informantes claves, aplicación de cuestionarios y métodos asociados al trabajo con los resultados de la actividad. La metodología aplicada combinó una variedad de estrategias activas y recursos. Los resultados evidencian que las actividades educativas desde la asignatura relacionada con las corrientes pedagógicas resultan provechosas en la formación cultural de los educadores. Se ha demostrado que la aplicación de estrategias educativas con enfoque activo favorece el aprendizaje significativo de las corrientes pedagógicas en la actualidad educativa de los docentes en formación.

Palabras clave: Activación; Corrientes pedagógicas; Estrategias; Formación docente; tendencias educativas.

RESUMO

Na realidade da atual formação docente, a aplicação de estratégias que promovam a aprendizagem ativa constitui uma necessidade de preparação dos educadores. Isto obrigou-nos a pensar de forma criativa sobre os métodos e técnicas do ensino atual, o que provocou uma verdadeira revolução nas estratégias de ensino para atingir os objetivos planejados. Justamente, o objetivo deste trabalho foi avaliar algumas estratégias no estudo das correntes pedagógicas com foco ativo na formação de professores. A partir de uma concepção eminentemente qualitativa, foram utilizados na elaboração deste trabalho métodos de pesquisa documental, que permitem abordar diversas fontes bibliográficas sobre correntes pedagógicas, estratégias de ensino e sua aplicação em diversos contextos. Da mesma forma, a análise e a síntese foram aplicadas numa seleção intencional de fontes dentro da extensa produção de textos sobre tendências pedagógicas inovadoras, bem como de indução e dedução na formação

profissional. Também foram utilizadas observação participante, entrevistas com informantes-chave, aplicação de questionários e métodos associados ao trabalho com os resultados da atividade. A metodologia aplicada combinou uma variedade de estratégias e recursos ativos. Os resultados mostram que as atividades educativas da disciplina relacionadas às correntes pedagógicas são benéficas na formação cultural dos educadores. Foi demonstrado que a aplicação de estratégias educativas com abordagem ativa favorece a aprendizagem significativa das correntes pedagógicas atuais pelos professores em formação.

Palavras-chave: Ativação; Corrientes pedagógicas; Estratégias; Formação docente; tendências educacionais.

INTRODUCTION

The complexity of educational work in current conditions has accentuated the needs of the school to move from the reminiscences of the traditional pedagogical model, towards innovative forms that truly place the student as an active entity in the educational process. The accentuation of the problems generated by the health emergency caused by COVID 19 has motivated the thinking of educators in this direction (Mateus, Sola, Cabrera, Ugalde & Novominsky, 2022). The above reaches a particular dimension in the training of Education professionals from subjects that contribute to making up for the deficiencies in the development of pedagogical culture, from the treatment of educational currents and trends. In this sense, the promotion of strategies that promote active learning can become an imperative of the teaching process.

At the same time, the repeated calls to transform the school institution made by Education professionals, specialized institutions such as UNESCO, as well as international conferences and meetings, raise the urgency of addressing substantial

changes in Education. In this sense, various visions are recorded to achieve quality, equitable, inclusive and lifelong education. In turn, in teacher training the application of active strategies implies inducing the development of professional preparation processes from metacognition, so that future teachers are capable of applying such methodological procedures in the pedagogical exercise at school (Navarro and Navarro -Montaño, 2023).

The training of teaching personnel has been understood as a complex process with various dimensions. In particular, initial training registers unique characteristics due to its impact on the basic cultural preparation of new teachers. This is influenced by the various trends in the educational process in line with the changing and contradictory social context.

In that order, educational trends have been recognized as a set of ideas and postulates with a marked impact on the orientation of pedagogical work in a particular direction. One of these trends is perceived in the diversified use of innovative strategies in the process of permanent training of Education professionals. In this sense, the evaluation of the studies from a theoretical point of view shows that the treatment of educational strategies has been prioritized in innovative projections in the pedagogical context, both from antecedent studies to the most recent publications.

Various authors have addressed certain features of teaching strategies in teacher training for decades. Some investigations have focused on the analysis of the didactic process and the incorporation of strategies in the teaching and learning of subjects in the pedagogical area for teacher training. In this sense, considerations related to the presence of traditional pedagogical approaches and the need to incorporate innovative teaching strategies in a significant way have been synthesized. Thus, for example, the importance of teacher training in university didactics has been insisted upon, as a way to implement appropriate teaching strategies in research (Serna, 2024).

Another trend is perceived in the intensification of the use of educational strategies at the university with the support of Information Technologies. This is evident since the strengthening of the teaching-learning process has occupied a significant place for several years in educational strategies, aimed at the design of educational situations with an innovative approach in the university with the support of new technologies.

Álvarez-Álvarez and Pascual-Díez (2019) explained the marked interest in the study of reading strategies used in initial teacher training. This allowed them to conclude that a variety of complementary methods and activities were used from an innovative and practical proposal, which contributed to promoting the approach of future teachers to reading and literature. At the same time, it provides various theoretical-practical techniques that allow you to positively encourage reading in your students.

Attention has also been paid to collaborative learning strategies for university students in pedagogical careers as an innovative experience. To do this, we have started from the basic idea of improving the quality of teaching from activities that allow the student to achieve the leading level. To this end, the concepts of active learning have been taken into consideration within the framework of environments and scenarios that facilitate self-regulation by students in their training process. With the development of a conflict resolution workshop using self-report, certain dimensions were measured, such as social skills, group processing, face-to-face interaction and positive interdependence, which were the most valued.

Likewise, various studies show the tendency to prepare teachers for the use of educational strategies in school. In particular, the use of innovative resources and strategies for the teaching and learning of History from gamification and technologies or in oral interaction in the foreign language English in students is

interesting. In that same order, the importance of the study of Local History from the Social Sciences for the development of Citizen Education has been insisted on, highlighting its fundamental connotation, according to Calvas, Espinoza and Herrera (2019).

A cardinal aspect in educational work has been research work, as the goal of raising the academic performance of students. Likewise, the need to revalue the contributions of critical pedagogy in relation to the curriculum and its potential contribution to the resignification of meaningful learning in basic education has achieved investigative relevance.

It has been considered that the knowledge and application of critical pedagogy can encourage critical thinking in educators and, at the same time, encourage students to develop skills that enhance problem-solving and problem-solving. To achieve this, workshops on pedagogical strategies have been used to develop the capabilities of teachers, in order to comply with the provisions of the national curriculum and promote the creative thinking of students, as builders of their own knowledge, which contributes to raise the quality of the teaching-learning process. Aspects of an attitudinal nature have occupied the attention of researchers, especially those who refer to strategies in pedagogical practices that promote school coexistence in educational centers. Technological and playful mediation were taken as a basis as solution strategies.

Authors such as González and Huerta (2019) described the academic experience of the flipped classroom, applied as a strategy in a university subject. Its intention has been to encourage the use and development of educational resources by experimentally studying innovative teaching strategies and other traditional strategies in the teaching of social studies. The students' opinion on these strategies was taken into account through the didactic intervention in class and with this the necessary reflections of the teachers were

achieved in the face of the challenges of educational innovation.

In turn, psychoeducational counseling can be one of the innovative practices and strategies in the classroom process. To do this, methodological variables that affect student learning are considered. These teaching methodologies are based on pillars such as constant innovation, collaborative work and diversification of strategies, taking into account the educational needs in the teaching process.

Likewise, in an analysis of methodological strategies carried out by educators with an innovative approach, Fernández (2020) elaborates on the support of Information and Communication Technologies, with the intention of promoting cooperative learning of Higher Education students who are they train as teachers. For its part, the Educational Innovation Observatory of the Monterrey Institute of Technology has made various approaches to the topic of the influence of COVID 19 on university education. Thus, for example, it has been summarized that in the first months of 2020 *the measures carried out in the face of the rapid spread of the coronavirus reflected the inequitable reality that many students experience in learning outside the classroom.*

In this context, Casasola (2020) recognized the role of didactics in the teaching and learning processes in the university in general. At the same time, the importance of modeling educational management has been argued, based on virtual learning programs at the university (Briceño, Correa, Valdés and Hadweh, 2020). The application of strategies that favored the student's transit has also been valued.

In turn, López (2019) documented teaching experiences based on various innovative educational methodologies. Some of these methodologies applied to the field of theoretical teaching have included cooperative learning, collaborative learning, project-based learning and service learning.

The above is accentuated by the approach to the study of the main pedagogical currents and trends from the 17th century to the present. In that sense, important contributions from thinkers such as Juan Amos Comenio (1592-1670), considered one of the founders of the science of Pedagogy, are significant. In particular, in Comenio's masterpiece, *Didactica Magna* (2004), the foundations of more contemporary Education were laid, referring among other topics to the importance of teacher training. Also in this work, the contributions expressed in some of his works were taken into account - from renowned thinkers such as Francis Bacon (1561-1626), Jean J. Rousseau (1712-1778), John Locke (1632-1704), John Dewey (1859-1952), María Montessori (1870-1952), Jean Piaget (1896-1980), Lev Vygotsky (1896-1934) and Paulo Freire (1921-1997), among others.

In this context, it is evident that certain postulates of the so-called traditional pedagogy, structured since the 17th century with the institutionalization of the school, maintain their validity in the present. This pedagogical model that emphasizes education in values (Bacon, 2002) and relevant aspects of the teaching philosophy (Locke, 2020), has its main basis in the transmission of knowledge in a direct and authoritarian manner by the teacher. The work of teaching focuses on achieving memorization and repetition of almost absolute information by the student. It is also characterized by the rigidity in the structure of the teaching act, the limited participation of students and an evaluation system dependent on written or oral exams as almost the only instruments to measure student learning through certain rating scales.

In turn, the teacher is considered the highest authority in the classroom, exercising absolute control over the teaching process. Students are perceived as passive recipients of knowledge and are expected to follow the teacher's instructions without questioning the strategies used. This educational approach, which has been widely criticized for several centuries for its lack of adaptation to the

individual needs of students (Rousseau, 2023), limits the understanding of the content and causes discouragement in terms of the development of creativity and display of critical thinking.

Over the years, a set of alternative pedagogical approaches has emerged, which have sought to overcome the limitations of traditional pedagogy and promote more active and meaningful learning. In this way, in the context of the end of the 19th century and the first decades of the 20th century, the model of active pedagogy, active school or new school, was developed as an educational approach that is supported by the participation and protagonism of the student in their own learning process. At the same time, it seeks to foster the autonomy, creativity and critical thinking of students, promoting their comprehensive development (Dewey, 1975). In an active school, the student is considered the center of the educational process and is given the opportunity to actively explore, experiment and discover knowledge (Montessori, 2023). Project-based learning, teamwork, problem solving and reflection are encouraged.

Also the role of the teacher in the active school is that of facilitator and guide, instead of being the maximum authority in the classroom. The teacher provides guidance, support, and resources to students, but also gives them the freedom to make decisions and explore their own interests. Assessment is based on continuous observation of students' progress and development, rather than focusing solely on tests and grades. Likewise, the learning process is valued and students are sought to acquire skills and competencies beyond theoretical knowledge. The active school seeks to promote meaningful, participatory and student-centered learning, promoting their comprehensive development and preparing them to face the challenges of today's world (Rodríguez & Ries, 2023). However, the limitations of the broad movement developed in the first decades of the 20th century gave rise to the emergence of new

options in the educational process (Barrera, 2024).

Trends such as behaviorism incorporated certain positive aspects into pedagogical conceptions, while at the same time causing the accentuation of some negative aspects. In that sense, the development of the theoretical current of cognitivism in the mid-20th century focused its attention on the study of mental and cognitive processes - such as perception, memory, thinking and learning - and also considered that knowledge is acquired through interaction between people and their environment. At the same time, he postulated that internal mental processes are fundamental for learning and understanding.

Cognitivism was based on the idea that human beings are active entities that process the information they receive from the environment through mental structures, such as schemas and representations. These mental structures influence how information is perceived, interpreted, and remembered, as well as how it is used to solve problems and make decisions. In the educational field, cognitivism has had a significant influence, based on its impact on theoretical contributions to understand how learning occurs and how teaching processes can be improved (Piaget, 2015). Teaching strategies and techniques have been developed based on metacognition, meaningful learning, the use of prior organizers and the teaching of learning strategies.

Likewise, constructivism as a theoretical current within psychology and education, maintains that knowledge is not transmitted passively, but is actively constructed by the individual, through their interaction with the environment and their personal experience. Learning is an active process in which the individual constructs his or her own knowledge based on his or her experiences, previous ideas and reflections. It is considered that each person has a unique vision of the world and that knowledge is subjective and personal.

Constructivism emphasizes the importance of meaningful learning, with meaning and relevance for the individual from the zone of proximal development and through processes such as pedagogical mediation (Vygotsky, 1978). The aim is for learning to be contextualized and related to the student's life and experiences. That way you can apply and transfer what you learn to real situations. In the educational field, constructivism has had a significant influence on the way teaching and learning is conceived. From these conceptions, the use of pedagogical strategies that encourage student participation is promoted, such as group work, problem solving, project-based learning and the use of resources and technologies that allow the construction of knowledge (Benítez-Vargas, 2023).

Similarly, critical pedagogy as the educational trend that emerged in the late 1960s and early 1970s (Freire, 1970), questions the power structures in society and is presented as a response to social inequalities and reproduction of domination and oppression in the educational system. This current, also called liberating pedagogy, focuses on the idea that education cannot be neutral, since it promotes political and social commitment to achieve the necessary social justice and equity. It focuses on proposing the liberation of the individual from situations such as racism, sexism, homophobia and class discrimination, among others (Fernández & Prieto, 2023).

In this framework, the pedagogical current promoted by Paulo Freire and other pedagogues sought to empower students, promoting their critical thinking, their social awareness and their ability to act in a transformative way in society. This encourages the leading participation of students in the educational process. At the same time, critical pedagogy questions traditional evaluation methods and favors formative evaluation, which focuses on the qualitative assessment of the learning results and competencies of students, rather than the classic grade in the final grade of the traditional exam. .

In correspondence with the extraordinary global changes at the end of the 20th century and at the beginning of the 21st century, the use of so-called emerging pedagogies has spread, conceptualized as educational approaches in full development and evolution, which arise in response to changes and challenges such as connectivism derived from the extraordinary deployment of information and communication technologies (ICT) in education. By taking advantage of the potential of these technologies, the teaching and learning process can be enriched, facilitating access to information, communication and the creation of content (Pérez-Pérez, 2024).

These new pedagogies, which take into account the idea that education must be in constant evolution and adapt to the needs and demands of today's society, are characterized by their flexibility depending on the various learning environments and their centralization on capabilities of student. With them, the participation, creativity and collaboration of the student is promoted with the defined intention of overcoming traditional teaching and learning models. Its purpose is to explore new ways of educating that are more relevant and meaningful for students.

In this way, emerging pedagogies include various strategies to achieve student learning. In particular, project-based learning proposes as its main objective that the student builds his knowledge by carrying out projects or practical tasks that make it possible to apply theoretical knowledge and skills in learning situations closely related to reality. Strategies supported by collaborative learning are also applied, by promoting teamwork and collaboration between learners. This facilitates the process of exchanging ideas, problem solving and coordinated and mutual learning.

Another strategy advocates personalized learning, considering the need to take into account the different rhythms and learning styles of each student. In short, the aim is to adapt teaching to the individual needs of

each student. In turn, meaningful learning is taken from the purpose of making learning relevant and meaningful in the culture of the learners. Hence, this learning is related to the interests, experiences and life contexts of students as social beings.

Taking the above into account, it was appropriate to ask questions about how to contribute to the development of the pedagogical culture of teachers in training? What aspects should be addressed in the study content of the main pedagogical currents? How to put into practice strategies that promote active and meaningful learning of the content of these pedagogical currents? How to approach the study of the work of the main authors? To this end, this work was aimed at evaluating some of the strategies in the study of pedagogical currents with an active and critical approach in teacher training.

It was considered that these proposals could be of vital importance if we take into account the need to prepare future teachers to bring about the qualitative leap that is expected in the educational process with the intensive use of various resources, including Information Technologies and Communication in education. This has forced us to think creatively about the methods and techniques of current teaching on pedagogical currents, which has caused a true revolution in teaching strategies to achieve the planned objectives.

MATERIALS AND METHODS

Taking into account the needs and characteristics of educational research (González Rivera, 2023), the research process was planned as a methodological proposal aimed at developing strategies from the activation approach for the study of pedagogical currents in teacher training. The chosen scenario was the Initial Education and Basic Education careers at the Salesiana Polytechnic University, Guayaquil headquarters, during 6 school periods between 2017 and 2023.

In this way, from an eminently qualitative conception, theoretical methods such as analysis and synthesis were combined in the foundation of the research referring to the problems related to the study of the main pedagogical currents and trends in current strategies in teacher training. The above was supported by the review of bibliographic sources on digital platforms and other texts on educational trends and pedagogical currents in various contexts.

Likewise, empirical methods were applied such as observation of the teacher training process, as well as surveys and interviews with 86 students and 14 teachers from Education majors as key informants on topics related to pedagogical currents. We also worked with the results of the educational activity from the study of pedagogical currents.

A sequence of steps was planned in the methodological proposal in order to contribute to the development of pedagogical culture in the training of future educators. These steps included the definition of the research problem based on the question directed at how to contribute to the development of the pedagogical culture of teachers in training from the study of the main pedagogical currents related to the traditional pedagogical model, the active school, the cognitivism, constructivism and critical pedagogy, among others? This issue is of capital importance in the preparation of educators to face teaching activity with an active and transformative approach.

The review of the literature on the most current pedagogical currents and trends allows us to identify the approaches and methods used by other researchers. This in turn favors the foundation of active strategies for the study of pedagogical currents as a variant of the methodological proposal, as well as identifying through diagnosis possible insufficiencies in the knowledge of pedagogical currents.

The above led to the need to project strategies aimed at solving the deficiencies detected in the learning of pedagogical

currents, as the basis of the professional culture of the future teacher.

The strategies in directing the learning process of students of pedagogical careers were planned based on the principles of deepening and systematization in the content of the main currents and trends in the history of pedagogical ideas. In this way, in the personal components of the process of knowledge of the strategies, it was considered that the students would occupy the leading role in the apprehension of the fundamental features of each pedagogical current and the main authors related to each of the most significant positions. throughout the history of pedagogy. In turn, the subject teacher would have a marked role in facilitating the process. To do this, it would point out the fundamental aspects and the orientation of the tasks and activities that lead to knowledge of the essential elements of each trend and its application in pedagogical practice.

The planned objectives were directed towards the general assessment of the main ideas in the development of pedagogical models derived from the evolution of currents and trends. In this sense, the study of the main characteristics of traditional pedagogy, the active school or new school, cognitivism and constructivism, as well as critical pedagogy and emerging pedagogies, among others, was conceived.

Along with this, the contributions of some of the main personalities at each significant moment in the history of these currents would be valued. This includes an approach to the life and work of distinguished authors such as the aforementioned Comenio with his monumental work *Didáctica Magna*. The ideas of Pestalozzi, Locke, Rousseau, Dewey, Montessori and Paulo Freire, among others, were also studied.

The use of active and participatory methods was foreseen so that teachers in training became direct agents in the construction of their own learning. To

achieve this, various strategies would be put into practice that would include working with texts, creating conceptual maps, debate, cooperative and collaborative learning, the flipped classroom, as well as variants of gamification, among others. The use of a variety of resources was also considered, including the use of the university's Virtual Cooperative Learning Environment (VAAC), cinema, educational visits to museums, writing texts, making media such as slides and others.

From the qualitative approach of the research, the participating population included all the students, who represented 100% of the students in the Education majors. This made it possible to accompany the qualitative assessment with the data provided by the average of the results of the planned tasks in the use of the systematic evaluation activities and the intermediate and final evaluation exercise.

In turn, the evaluation was planned from the application of strategies that combined individual and collective variants, as well as the review of each student's performance in the various forms of teaching used. Also the assessment of the processes of estimating the fulfillment of learning results and achievements in the development of knowledge, skills and values in relation to pedagogical currents in the intermediate and final stage.

The duration of the course to study the Pedagogical Currents was extended to 64 hours of teaching work in each semester. For its execution, media and resources were used such as the university's virtual cooperative learning environment (AVAC), ICT, computer, videos, blackboard, books and periodicals, among others. The reference bibliography was selected from texts directly linked to the object of study (pedagogical currents) and published mostly in the last five years.

RESULTS

The strategy started from the definition of the general purposes of the course and the objectives of each topic to be developed. Derived from the above, the structuring of the content, methods, evaluation, means or resources and the fundamental bibliography to be used was planned. The application of the planned strategy began with the teacher's dissertation on the general features of traditional pedagogy, its main promoters and the validity of its postulates. The assessment insisted on the benefits and critical aspects of this model. At the same time, the contributions of some of the main authors were mentioned, such as Comenio, Pestalozzi, Rousseau, Locke, among others.

Next, task 1 was guided, which included an activity dedicated to the preparation of a synoptic table on various characteristics of the traditional pedagogical model and considered the explanation of each of the main characteristics, in a summarized manner. This task, conceived as individual work, proposed an approach to traditional pedagogy and its most significant features at a first level of approximation.

In turn, the subsequent in-depth activity was dedicated to the preparation of a set of slides on the life and work of outstanding personalities in the history of pedagogy from the 17th century, when the school was formed as a social institution, until the 19th century, such as Juan Amos Comenio, Rousseau and Pestalozzi. To this end, each group, made up of affinity among the students, was assigned the task of delving into significant aspects of the life and work of these distinguished authors.

In this framework, teamwork on the activity was complemented with oral presentation of the main findings in the updated and selected bibliography in search engines such as Google academic on the Internet. The slides created were placed by the students on the subject platform in the university's QALY.

For its part, task No. 2 consisted of preparing to carry out a workshop in the classroom on fundamental aspects of traditional pedagogy. Its main contributions in the educational process were problematized, related to the issue of values and the insistence on the apprehension of the content from the application of directive methodologies.

There was also a debate on those aspects that require teaching reflection to achieve student protagonism in the learning process, avoiding the simple reproduction of the content from an educational position focused on knowledge and rigidity in the teacher's directive function. The students expressed examples of the application of this model in current educational activity. 90% of the students recognized the need to transform the current reality of the school, which in many cases continues to be burdened by the traditional model.

In the next study unit, the comparison with other educational trends was encouraged. In the teacher's introductory explanation, the so-called new school or active school was presented as a major revolutionary change in educational models, with the aim of forming a pragmatic citizen capable of responding to the needs of the mechanized society. Notable figures such as J. Dewey, Maria Montessori, Decroly and others were mentioned. Next, with task 3, the study of these new pedagogical conceptions that emerged at the end of the 19th century and the beginning of the 20th century began, under the influence of the educational ideology inherited from previous stages.

Therefore, the first activity of task 3 consisted of writing a system of basic ideas with its argument, about active pedagogy as a result of reading and interpreting selected texts on virtual platforms. This deepening activity on the topic was carried out individually by locating updated sources on Internet platforms, mainly Google academic and the university's digital library. Research results from teachers, as well as undergraduate and graduate theses, had to be consulted. The second part of the activity was an

interesting comparative debate about traditional pedagogy and active pedagogy. 93% of the students were able to objectively assess the progress that the active school meant compared to the traditional school.

The next task consisted of preparing an individual report on an educational film following the guide of aspects indicated in the classroom. This film reflects the transformative action of a teacher in the face of the unfavorable situation of an educational institution for socially disadvantaged children. The students' reports highlighted aspects such as: the positive predisposition of the educator to transform the reality of the teaching process, the application of methods and techniques to activate the learning of students as subjects of the educational system, the affectivity in the applied methodology, as well as other significant aspects.

At the same time, in task 4, a space was dedicated to preparing the students for the exhibition on the outstanding pedagogue María Montessori, in the classroom. From the study of updated sources on digital platforms, the students wrote a text about the main ideas of the important educator.

In unit No. 3, the study of the currents derived from new pedagogical conceptions under the influence of theories in the field of social sciences and Psychology at the beginning of the 20th century was deepened. The teacher's introductory explanation emphasized the changes in the way of conceiving the teaching and learning processes, in line with the points of view of certain psychological theorists. Task 5 was a classroom workshop on cognitivism and constructivism. Previously, the search for information was carried out in recognized academic sources.

In turn, task 6 was executed through the workshop modality, based on individual work in writing a text based on a conceptual map presented by the teacher in the classroom. This analysis and synthesis exercise allowed the exercise of

essential logical processes within the competencies to be developed by a teacher and concluded with the development of a glossary of main concepts.

The next unit addressed contents of vital importance in the pedagogical culture of educators, referring to critical pedagogy. The teacher pointed out key aspects around the conceptualization of said pedagogical conception, emphasizing its purposes of the so-called liberation of the individual from all types of oppression. The mention of its founder Paulo Freire (Freire, 2022), with his work *Pedagogy of the Oppressed* (1970) and other texts, allowed us to approach other important authors of that trend.

Task 7 was aimed, through group work, at reinforcing key aspects, based on ontological questions with the indication of writing an article on Critical Pedagogy. To do this, questions were answered such as: What is critical pedagogy? When did it emerge? Who was its founder? It was also requested to investigate in relation to the explanation of the main characteristics of critical pedagogy and its prominent authors. Finally, examples were required on how to develop critical pedagogy in the classroom.

By way of comparison, in task 8 we were asked to write a table on the relationship between previous pedagogical currents and critical pedagogy, as well as to incorporate several updated bibliographic sources from Google Scholar and other databases. The activity concluded with the presentation in the classroom.

At the end of this process of approaching the main pedagogical currents, the teacher pointed out essential aspects of the so-called emerging pedagogies. Their emergence in recent decades was taken into account as methodologies and strategies in full evolution and development from the intensification of the use of ICT in teaching. These pedagogies have been reviewed in various publications (Espinel-Bernal 2024).

To delve deeper into the topic, students were asked in task 9 to create a video on emerging pedagogies as a team. To do this, questions related to cardinal aspects of conceptualization and emergence had to be answered. There was also emphasis on the explanation of various modalities of emerging pedagogies and the content of updated sources on the subject. Finally, examples were presented on how emerging pedagogies can be developed in the classroom.

DISCUSSION

The diagnosis of knowledge about pedagogical currents carried out through surveys and interviews showed marked insufficiencies in the theoretical and practical approach (89%). The existence of serious limitations for the conceptual definition of the main currents of thought in the history of pedagogy was demonstrated (82%). Likewise, knowledge of the characteristic features of traditional Pedagogy and its essential contradiction with the active school is presented as a significant gap in the culture of teachers in training (91%).

Likewise, the initial diagnosis revealed significant deficiencies in the knowledge of the essential features of the cognitivist and constructivist currents, as well as the influence of psychology (79%). At the same time, the limitations of critical pedagogy were demonstrated with its projections regarding the liberation of the individual and the limitations of banking pedagogy (84%). Likewise, the lack of knowledge of emerging pedagogies, such as current trends in the development of the teaching process, reaches dimensions of consideration (85%).

In that sense, the lack of knowledge of the life and work of very prominent personalities in the history of pedagogical ideas (92%) is truly alarming. The insufficient ignorance of the life and work of figures such as Juan Amos Comenio, John Locke, JJ Rousseau, Francis Bacon,

among others, as representatives of educational transformations from the 17th century to the 19th century was revealing. Likewise, names such as J. Dewey, M. Montessori, Decroly, Freinet and others are practically absent in the pedagogical culture.

The diagnosis also demonstrated the poor knowledge of representatives of cognitivism and constructivism such as Piaget, Ausubel, Vygotsky, among others. The same situation occurred in the knowledge about the role of Paulo Freire and other prominent authors of critical pedagogy.

With the bibliographic study of various documentary sources and the diagnosis of teaching results, educational strategies with an active approach were projected to promote meaningful learning of current educational currents. The methodological proposal was registered under the name of active strategies for the study of pedagogical currents in teacher training, based on the general objective aimed at increasing the pedagogical culture of professionals in training. The topics to be developed included pedagogical currents and their characteristic features, which integrated the fundamental aspects of the life and work of the main pedagogues from the 17th century onwards. The methodology was governed by the precepts established in the internal regulations in force at the University. It was developed through conferences, debates, teamwork, collaborative work and autonomous work.

An aspect of debate in the curricular conception of the subject was presented in the structuring of the contents. From the theory of pedagogical currents, limited attention was evident in the treatment of the main personalities in the history of Education. This aspect affects the systematized knowledge of the basic ideas of pedagogy in each historical era. Likewise, an aspect to consider is manifested in the radical criticism of authors such as Juan Amos Comenio (Comenio, 2004) from positions that

almost absolutely deny the contributions of said thinkers in the advancement of pedagogy as a science of Education.

The deepening of the topic of pedagogical currents implied the need to enrich the program of the current subject with the incorporation of the study of significant aspects of the life and work of the main thinkers in the area of Education since the 17th century. The treatment of the contributions of Comenio and other authors is a key aspect in the formation of the pedagogical culture of new teachers (Benítez-Vargas, 2023).

It can be concluded that educational strategies with an active and transformative approach require a deepening of their theoretical foundations, based on the approach to updated sources on the subject. In this framework, teacher training requires the development of the pedagogical culture of future educators in essential aspects of the history of the main pedagogical currents.

The study of the evolution and essential features of traditional pedagogy, the active or new school, cognitivism and constructivism, as well as critical pedagogy and emerging pedagogies, constitutes a necessity in the academic preparation of teachers in training. In this way, in the study of pedagogical currents in teacher training, the application of active and developmental strategies favors the preparation of educators to take on educational work with a creative and transformative approach.

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The author participated in the process of reviewing the state of the art of research, writing, preparing the original draft, writing and revising the final version of the article.

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