El posicionamiento del docente ante la formación en valores en la educación superior

The positioning of the teacher in the formation of values in higher education

O posicionamento do professor para o ensino valores no ensino superior

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Resumen

El artículo presenta los resultados de un estudio sobre la percepción de los docentes de las áreas de ciencias sociales, educación y humanidades y ciencias económicas y administrativas, sobre la función de la universidad en la promoción de valores profesionales y su papel en la enseñanza de los mismos. Bajo la perspectiva de que, la formación en valores en la universidad es componente fundamental para el ejercicio responsable de la ciudadanía. Se realizó un estudio cualitativo de corte fenomenológico-descriptivo, durante el segundo ciclo escolar del 2015. Los resultados confirman la importancia de la formación en valores como parte de los retos no superados en la educación superior, así como la tarea compleja de instrumentar estrategias didácticas para propiciar la reflexión, creatividad y responsabilidad social en el aula.

Palabras clave: educación superior, valores profesionales, ética profesional, percepción docente.

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Abstract

The article presents the results of a study on the perception of teachers in the areas of education, humanities, social sciences, economics and administrative sciences, on the function of the University in the promotion of professional values and its role in teaching them. From the perspective that values training in the University is a fundamental component for the responsible exercise of citizenship. It carried out a study qualitative of type phenomenological-descriptive, during the second School cycle of 2015. The results confirm the importance of Values-based Education as part of the challenges yet to overcome in higher education, as well as the complex task of implement teaching strategies to lead the reflection, creativity and social responsibility in the classroom.

Key words: Higher Education, professional values, professional ethics, teacher perceptions.

Resumo

O artigo apresenta os resultados de um estudo sobre a percepção dos professores nas áreas de ciências sociais, educação e ciências humanas e económicas e administrativas, sobre o papel da universidade na promoção dos valores profissionais e seu papel no ensino mesma. A perspectiva que valoriza a educação na faculdade é essencial para o exercício responsável da componente de cidadania. um estudo qualitativo de corte fenomenológico-descritiva foi feita durante o segundo ano letivo de 2015. Os resultados confirmam a importância da educação valores, como parte dos desafios não satisfeitas no ensino superior, bem como a complexa tarefa de implementar estratégias de ensino incentivar a reflexão, a criatividade e responsabilidade social na sala de aula.

Palavras-chave: ensino superior, os valores profissionais, ética profissional, a percepção de ensino.

Introduction

The 21st century has meant several challenges in many social aspects and the daily life of human beings. We are faced with a globalized reality that it must face challenges such as migration, economic inequality, modifications to the traditional social security schemes, drug trafficking as a global phenomenon, terrorism, inclusion of differentiated families, Bioethics and defense rights human, among others. From the perspective of traditional teaching, these current requirements are not addressed in the formation of real citizens, responsible and ethically committed to the reality that surrounds them (Martínez, 2006; Cortina, 2000).

Training professionals with attitudes needed to face in a reflective - creative way and with social responsibility, the challenges presented by their immediate and future environment, is one of the challenges that emphasizes higher education in the 21st century (Gentili, 2011). Therefore, pointed out that for a proper functioning of universities it is essential to combine the cognitive - procedural competencies, as well as the development of the faculties and students personal values – including the ethical ones – with the satisfaction of the social demands, avoiding the design of training systems directed exclusively to the technical training (Casares, Carmona and Martínez-Rodríguez, 2010).

In countries like Spain, it is discussed the educational trend of universities towards the inclusion of graduates to a globalized labour market. To do so, professional profiles are structured in line with jobs, the employability of high-level professionals, and the production of knowledge and technology; aspects considered in the Tuning Project in Europe and Latin America (Tuning, 2004-2007). Mexico, articulates the professional graduate profile through "competencies that represent a combination of attributes regarding to knowing and understanding (theoretical knowledge of an academic field); knowing as acting (the operational and practical application based on knowledge); and knowing as being (valores)", highly linked to Government, corporate and business needs (Beneitone et al., 2007, p.25).

In 2015, according to the Secretary of Public Education, 2 997 226 students attended undergraduate and technological degree programs (12.08% of the student population enrolled in educational levels) in 4 111 registered higher education institutions, in which

281 350 Professors representing 77.36% of the upper level are taught. In the current period in which university systems are undergoing profound changes, the quality of university education is restated by incorporating the axiological perspective on the integral formation of each student, their quality of life, their individual progress and their social environment . In this sense, it is considered necessary to promote strategies such as the orientation of curricula towards the development of contents of general ethics of the professions and of particular ethics of each of them, as well as the revaluation of the teacher as the mediator that promotes conditions To learn and build their own value systems (Martínez, 2001).

The complexity of teaching and the role of teachers in the teaching-learning process
Teaching is a complex activity. Its development implies the exercise of the thinking and the action of the participants, where the teachers learn and the students teach. The teaching process should not be conceived as a static process that is reduced to the mere transmission and reception of knowledge, but as a dynamic process of social, linguistic and communicative nature, where the main role of the teacher is to support, guide and structure the Construction of meanings that students make in a complex context of interactivity (Colomina, Onrubia & Rochera, 2001).

Shulman (1989) Presents three significant attributes of the actors involved in the teaching-learning process in the classroom: capacities, actions and thoughts. Capacities include the skills, knowledge and character of the actors; Are susceptible to change through learning. Actions refer to the activities, performance or behavior of the actors; As well as observable physical acts of students and teachers. Thoughts are emotions, purposes, cognitions and metacognitions. The activities of teaching are developed within a series of contexts that largely define the medium in which the teaching-learning process is developed.

Assuming that teaching is a complex, multidimensional and largely uncertain activity, Schoenfeld (1998) and Coll and Solé (2002) have described the elements that are involved in it and determine its complexity: teaching is a predefined activity, Since its practice is carried out in organizations that condition and regulate it; But at the same time it is an indeterminate process, because tasks can not always be foreseen before they are performed

and there are degrees of uncertainty; Has a multidimensional nature, as it involves different actors - students and teachers - and characteristics, such as curriculum, type of institution and sociocultural influences; It implies simultaneity, since many things happen and take part in the moment in which the class is imparted; Provokes unpredictability, because the multiple factors that interact in the teaching-learning process always present unexpected situations and the teacher acts accordingly, based on his intuition or experience.

Be a good teacher: effective teacher model

At present a theoretical debate is presented around the lack of consensus on what it means to be a good teacher or an effective teacher. The literature clearly shows two different positions: on the one hand, research on the teaching of the last decades predominantly in the Anglo-Saxon world, oriented to construct models to define the characteristics of a good teacher or effective teacher (Schoenfeld, 1998), The product process model being the most representative; And on the other, the constructivist attitudes of court that maintain that it is practically impossible to find a general model of effective teacher (Coll & Sole, 2002).

With respect to the Anglo-Saxon model, Shulman (1986) proposes that the most important general attributes that a good teacher must have are: the mastery of his subject, that is, knowledge of the content, and psycho-pedagogical knowledge, that is, Teach that content. According to Hativa (2000), a good teacher is one who gets his students to gain deep and meaningful learning. In research on effective teachers, a number of common traits have been identified in teachers that relate to various measures of achievement in students; These include: a) the preparation of classes and the organization of the teacher; B) clarity in the handling of the contents; C) the capacity to stimulate the interest of the students and to promote the motivation for the study, through the manifestation of expressions of enthusiasm; D) foster positive relationships with students; E) maintain high expectations of achievement and, 6) establish a positive atmosphere within the classroom (Hativa, Barak & Simhi, 2001).

Additionally, García Cabrero (2009) argues that since the end of the last century the influence of affective dimensions on teacher performance has been highly valued. Research has shown that the affective competencies of teachers have a direct impact on student learning. In this direction, Olson and Wyett (2000) establish three categories related to affective competences in teachers:

A) Authenticity: the teacher demonstrates that he is a genuine person, self-conscious and able to behave according to his / her true feelings; B) respect: the teacher values all his students as people worthy of being considered positively and treated with dignity and respect; And c) empathy: the teacher is an empathic person who understands the feelings of his students and responds appropriately to them.

On the other hand, the constructivist approach starts from the premise that teaching is an essentially social and interactive cultural process. In this sense, the important thing is not the search for the mechanisms and procedures by which teacher effectiveness influences the educational process. The emphasis should be on interactivity and the progressive construction of shared meanings between the teacher and students, as well as on the process of progressive transference of teacher control to students. This position allows, on the one hand, to emphasize the importance of the curricular contents and the specific characteristics of the discipline in question, and on the other, the analysis of the interactions of teachers and students in relation to the content.

These two visions, although from the epistemological point of view may be antagonistic, if they focus on the activities or characteristics that must have a teacher to achieve meaningful learning in students, their differences tend to be diluted or are less opposed. In this sense, having different approaches, in addition to enriching the analysis, can help to capitalize each one of its contributions to advance in the knowledge of that complex activity that is the teaching. In this sense, if we start from the premise that the teacher is not a mere executor of the curriculum, but is a generator of teaching situations, promoter of conditions to learn through social relationships that occur in different educational spaces , Their role is even more complex in the area of values education, since it implies bringing young people closer to behaviors and habits that are consistent with the principles and norms enshrined in plural and democratic societies (Buxarrais, 2003).

Pedagogical strategies for training in values

The formation in values refers to the process that intervenes in the development of the morality of the subject in all its dimensions, for which it is important to consider the most appropriate strategies. Diaz (2006) points out that education in values is a problem that emanates from educational policies, their goals, goals and interests, as well as the educational project.

Regarding educational plans and programs, according to Rubio, Silva and Torres (2003), some programs that start with efforts to promote the integral formation of students are highlighted. However, Hirsch (2006) argues that most university curricula do not include content on professional ethics. In this respect, the curriculum can be understood as the set of common knowledge or skills, its characterization and its modalities of curricular expression to guide in an organized way a teaching-learning process. These common competences may be specifically intended in what is termed a curriculum, which consists of compulsory or elective subjects, in its transversal dimension or in extracurricular activities (Tobon, 2006).

The academic intentions established in the curriculum become a reality thanks to the participation of the teachers, which is why they should not remain outside the formation of values. For this reason, the approaches on value formation are oriented mainly to three aspects: a) Discussion of moral dilemmas, b) clarification of values and c) study and analysis of cases (Osuna and Luna, 2011).

A) Discussion of moral dilemmas: It is oriented to the approach of a problematic situation that presents a conflict of values. This moral problem can be solved in several possible ways, which are in conflict with each other. Students must decide and base their decision on moral and logically valid reasoning (Ortega et al., 1996). B) Clarification of values: It is a privileged field to understand in depth personal, social, cultural and economic phenomena, through a process of reflection; That is, that it is responsible for what it values, accepts or thinks (Escaméz, Martínez and Ortega, 2006). C) Case study and analysis: This strategy enables a broad analysis and exchange of group ideas. A real or fictitious situation investigated and adapted is described, so as to make possible the aforementioned analysis.

Each of the group members can provide a different solution (Ortega et al., 1996; Ruiz, 1994).

The participation of the teacher in the formation of values is essential and, with it, the use of appropriate pedagogical strategies. It should be mentioned that the bibliography discussed above mentions other factors that must be considered, such as: suitable environment and, above all, respect for the opinions of others.

The study of the value construct: contributions to higher education

Addressing the study of values in higher education involves retaking the study of ethics. Talking about ethics involves attending to a typically human issue, since the human being is the only one on which his own decisions depend, not only to live properly, but also to build his own identity (Núñez, 2000). For Cortina (2000), the ethics consists in that dimension of the philosophy that reflects on the morality; That is, that form of reflection and moral language, immediately linked to action. Habermas (quoted in Cortina, 1990) postulates that ethics can not be limited only to grounding social praxis. For this philosopher, principles are embodied in social and personal life, opening numerous fields of study such as civic ethics, moral education, economic ethics and professional ethics.

The study of professional ethics for its part, is a fundamental reference, involves considering the values of the profession to be performed and its appropriation in a reflexive and critical manner. It contributes to the consolidation of the personality and the character of the professional, by endowing them with moral principles and values that will regulate their behavior and enable their ethical action in the professional work, which is, then, the birth of specific areas of professional action, about Of the principles of general ethics, including own property, values, goals and habits of each field of professional action, as demand from citizens, politicians, scientists and experts (Martínez, 2002).

The construct value, as a component of professional ethics, is oriented directly to define the concept and interpretation, which is not easy task because there is no general, unique and integral theory on the subject; On the contrary, the value category constitutes the object of study of different disciplines and lines of research, which offer an integrated theoretical corpus (Schwartz and Bilsky, 1987; Oser 1994, Rohan 2000, Ojalvo, Kraftchenko,

González, Castellanos, Viñas y Rojas, 2001, Aguirre and Lavigne, 2004, Fierro and Carbajal, 2005).

Research on values in education aims to clarify the process by which students are prioritized and how they influence human attitudes and behavior (descriptive-explanatory function). Also, the predictive function is located, focused on venturing predictions about possible behaviors supported by values (Escámez, 1991).

In the professional context, professional values are recognized as guiding principles derived from bioethics. According to this, Hirsch (2002) agrees with Beauchamp and Childress (2001) to return to the proposed scheme in terms of the basic principles of professional ethics. Hirsch (2003) also adds a rethinking in their study, proposing three important dimensions that must be studied in the practice of the profession, which he calls fundamental values of professional ethics: 1) responsibility, 2) autonomy and 3) Professional competence.

In addition to the bibliography reviewed, the contributions of authors such as Llanes (2001), Berumen (2001), Hortal (2002), Hirsch (2003) and García (2006), stand out, proposing the study of six fundamental values during the journey University education. These values are situated in a dimension of lesser degree of generability than the principles and can be evaluated in university learning spaces, being the pillars of professional practice: autonomy, understood as respect for the rights and convictions of the client and the ability to take Decisions in the professional exercise (Hortal and Hirsch 2003); Responsibility as an ethical value has to do with just or unjust consequences (Hirsch, 2003, García and López, 2006); Professional competence, understood as the ability of the professional to apply knowledge, skills and attitudes for the development of their profession (Hirsh and Hortal 2002); Honesty, referring to acting with the appropriate means to achieve the proposed end (Berúmen, 2001; García - López, 2006), respect for tolerance of the different styles of thought and dignity of the people (Llanes and Berúmen, 2001) and justice, a value that articulates the promotion of equality and the realization of solidarity (Berúmen, 2001; García-López, 2006).

Therefore, it is desirable to provide the knowledge and skills necessary for the future graduates, so that their social participation is adequate, relevant and grounded. This task forces the incorporation of elements oriented toward the reflection of attitudes and values that facilitate their performance as a professional and their future performance as a citizen (Escaméz, Martínez and Ortega, 2006).

Method

A qualitative, phenomenological-descriptive study was carried out, aiming to obtain a description of the participants' perception of the values formation and their role as teachers during the process, as complete and unanswered as possible, reflecting the reality lived in the form More authentic. Sampling of type cases was used (Mertens, 2010). According to the selection criteria, teachers were chosen from five educational programs: Law, Education Sciences, Psychology, Accounting and Business Administration. The focal group technique was developed, which was composed of: a) a moderator, b) six participants - coordinators-teachers, with the objective of obtaining their informed and voluntary participation - and c) two observers. Regarding the analysis of the information was used the data reduction technique, categories and units of analysis were established. The analysis procedure followed the proposal of Titscher, Meyer, Wodak and Vetter (2000). The units of analysis were coded and incorporated into a corresponding category. Fifteen categories were initially obtained, which were reduced to 7 in a second analysis. To obtain the results we analyzed the answers to two questions asked to teachers of different careers of the Autonomous University of Baja California: what are the professional values that are contemplated in the academic training of university students? And what are the Pedagogical strategies used to influence the formation of values?

Results

Given the complexity of the construct professional values, we chose to consider the parameters postulated by authors recognized in the specialized literature of the field (Llanes, 2001; Berumen, 2001, Hirsch, 2003 and García-López 2006). The main findings in relation to the first questioning were the inconsistency in the management of information regarding specific strategies that the university implements for the purpose of forming or

promoting values. Through the dialogue of the focus group, two dimensions of analysis were identified: the values that are observed as possible impact of their university education and those that are taken back from their teaching practice. Three categories of analysis were held in the first question (fulfillment of tasks, school life and training activities); In the second, two categories (activities in the classroom and teaching vocation) were grouped as a result of the analysis. The units of analysis that were identified as a result of the behavior observed in the students were: responsibility, perseverance, respect, friendship, solidarity, honesty, commitment, justice, tolerance and love. Only four of them - honesty, responsibility, justice and respect - are semantically associated with the definitions of proposed professional values. Regarding values of commitment, tolerance and love, although they are not part of the proposal, if they are considered in the university educational model (see Figure 1).

Figure 1. Question 1. Dimensions, categories and units of analysis

Another significant contribution of the focus group was to assume that the participation of the students in the classroom is active and at the same time diverse, and this occurs in positive situations of coexistence:

Students are interested in participating in activities, they discuss in the classroom situations that affect not only the profession.

It is an inclusive university, we can see it in groups where there are differences of age, young people integrate the adults in the work teams and not only that, they train in the world of ICT.

These contributions are associated with the proposal of Osuna and Luna (2011), who recommend that the university has an environment conducive to a true clarification of values. Among the requirements for a favorable environment is the unconditional acceptance of the members of the group and, regardless of their own values, to be appreciated and respected, not imposing a vision of life, but showing them the overall picture of What is desirable and letting them truly decide which values will guide their life.

The participants of the study also contributed to the identification of the values that are promoted in the university, such as tolerance, justice and love; And made a difference between being only observed as part of the student's behavior and personality and being attributed as a result of his teaching work. Only the value of justice corresponded to the theoretical proposal of Berumen (2001). García-López (2006), highlights the fair and equal treatment in the exercise of his profession. The presence of the value of tolerance acquires meaning when it is related to the value of respect, regaining a sense of acceptance of diversity and flexibility of thought. As for the value of love, the zeal for the profession is rescued, reference is made to the quotation "to educate in professional values it is necessary for the teacher to discover the values in themselves, to become aware of them, and to analyze until what Point these orient the life of the teacher "(Diaz, 2006, p.19).

The dimension of promotion of values in university education from the teaching work yielded valuable information as a complement to the theoretical reference analyzed, highlighting the vocation to his career:

The key is that students are enamored of their career, this will bring true vocation and an authentic exercise of their profession.

If students enter university with a sense of real vocation, the results will be visualized in having autonomous and hardworking students.

Ethics and respect go hand in hand with a correct vocational choice.

It is then when it makes sense to consider the profession as a vocation, because the professional is expected to dedicate himself to it for life and to identify with the ideals of his profession. This vocation is associated with the commitment of the professional to his profession and the identity that the exercise of it provides to the personality of the professional (Bolivar, 2005). The pedagogical action in the field of education in values should be oriented to the development of competences, attitudes and behaviors that suppose that the person is the maximum responsible of its conduct. Therefore, the participation of the teacher in the formation of values is essential.

For the second question, what are the pedagogical strategies used to influence the formation of university values ?, the analysis of information was grouped into two categories: individual cutting strategies and group cutting strategies. The units of analysis were: directed questions, professional service, exposure, small group work, case analysis and social project (see Figure 2).

Figure 2. Question 2. Dimensions, categories and units of analysis
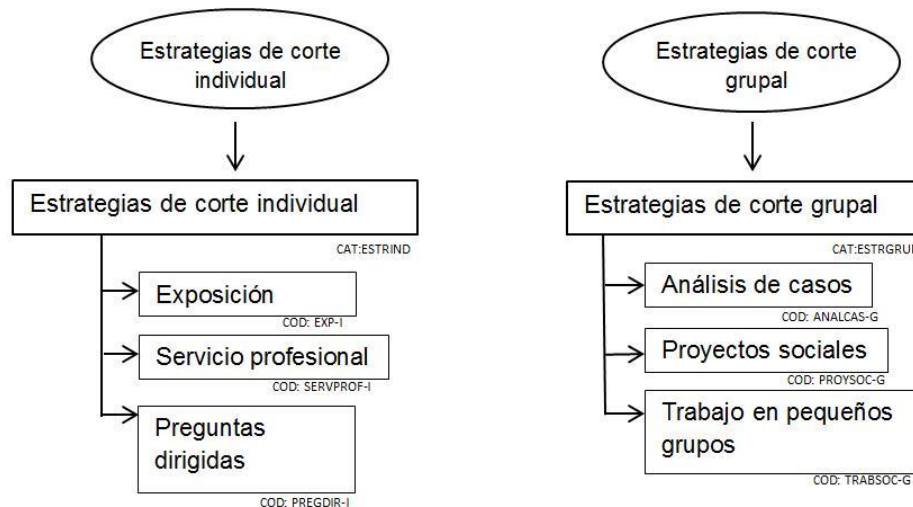
It should be noted that only the case analysis strategy corresponds to that proposed by Osuna and Luna (2011). This strategy maintains semantic congruence in the process of reflection, decision making, discussion and resolution of cases, so that during its development and result, the student attends aspects of ethics and values according to the revised situation. However, teamwork, although not associated with those recognized theoretically, is a strategy that encourages the responsibility of students within each team, commitment to their learning and to their peers propitiates mutual help, building their learning Through collaboration.

The exhibition highlights the pedagogical opportunity offered by not only showing the level of management of the content to be treated, but also allows the recognition of the personal and professional position and ideology of the exhibitor. Professional service and social project strategies emphasize student participation in curricular and extracurricular academic activities with a sense of social responsibility and active participation in democratic society to promote changes that promote equality and justice (Guerrero and Gómez, 2013) . It is important to emphasize that the thematic in values is not treated in an exhaustive way in the university curriculum, so it is important that they are analyzed from diverse strategies to strengthen the thematic during their formation. In addition to the contributions of the focus group are rescued:

> They should integrate materials into the curriculum of educational programs such as professional responsibility. "

> It is proposed to incorporate more subjects of ethics in the baccalaureate so that they arrive at the university more strengthened.

According to Rubio, Silva and Torres (2000), in relation to educational plans and programs, some programs that start with efforts to promote the integral formation of students stand out. However, Hirsch (2006) argues that most university curricula do not include content on professional ethics. It is clear that there is a need for a review of curricula and syllabuses, in order to specify the training in values in the contents, as well as in the training objectives and the graduation profile.

CONCLUSIONS

The general objective of the present study is to know the perception of teachers in the areas of social sciences, education and humanities and economic and administrative sciences, on the role of the university in promoting professional values and their role in teaching them . In relation to the results obtained, the teacher-coordinators of the six educational programs recognize the importance of training in values and their role as key players in the student's formative process. The contributions of the participants were not only limited to the situations observable in university academic training, but also made proposals for improvement such as the inclusion of curricular contents in ethics and value. In addition, they rescued the importance of timely vocational guidance and career selection in order to ensure comprehensive education.

According to the approaches of the authors analyzed above, it is clear that achieving value training is a complex task, which is not only limited to the curriculum, since it involves educational policies and a clear definition of what values and how To promote, the curriculum (together with the specific contents to be taught), the teacher, the didactic strategies and, of course, the student (who will be the future professional). In addition, it is advisable to plan extracurricular activities, aimed at strengthening the value formation in the university, as well as proposing validated instruments for the evaluation of the impact of the training activities, as well as for the identification of students' attitudes towards professional ethical values.

It is important to have an environment conducive to a true clarification of values. Among the requirements for a favorable environment is the unconditional acceptance of the members of the group and, regardless of their own values, to be appreciated and respected, not imposing a vision of life, but showing them the overall picture of What is desirable and letting them truly decide which values will guide their life (Ruiz, 1994). Likewise, it is important to recognize the curriculum hidden in the process of university education, which refers to the process of classroom interaction within the classroom that detonates in learning outcomes not figured in the official curriculum. These results, which are closely related to the values and attitudes, are called the hidden curriculum. The latter goes beyond

explicit academic intentions, given that it accounts for those elements over which neither teachers nor educational institutions have a conscious intentionality (Díaz, 2006).

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