La educación virtual como herramienta en la orientación educativa

Virtual education as a tool in educational guidance

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Resumen

En el presente documento se trata de exponer que con el apoyo de la educación virtual, se puede lograr en los alumnos una convergencia de habilidades cognoscitivas, de generar habilidades sociales de comunicación, comportamientos sociales que permitan a los alumnos desempeñar la actividad de aportar ideas a problemáticas cotidianas de su ámbito personal, social y escolar; que están dentro de los contenidos de la asignatura de Orientación Educativa, así como el enlace que debe existir tanto con la didáctica como con el soporte teórico en el cual se debe de fundamentar todo actuar docente en el ámbito educativo.

Palabras clave: Educación. Educación virtual. Proyecto de vida. Desarrollo de competencias. Constructivismo. Aprendizaje significativo. Zona de desarrollo próximo. Aprendizaje colaborativo.

Abstract

This paper tries to outline that with the support of virtual education, can be achieved in students a convergence of cognitive skills, generate social communication skills, social behaviors that allow students to perform the activity to contribute ideas to everyday problems of their personal, social and school environment, that are within the contents of

the subject of Educational Guidance and the link should be both didactic as the theoretical support which must all act to base teacher in education.

Key words: Education, Virtual Education, Project Life, Skills Development, Constructivism, meaningful learning, Zone of proximal development, collaborative learning.

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Introduction

The impact of communication networks on the training and education has been one of the biggest changes that has taken place in educational institutions in recent times, because of these changes that take place in education for the implementation of audiovisual and computer equipment which have been adopted as resources to improve the teaching-learning.

In this new situation, terms such as "virtual training", "virtual classroom" or "virtual learning environments", to reflect the new reality they live today begin to appear.

Citing Gisbert et al (1997-98.32) which states:. That "the possibilities of teaching / learning are based on a system of computer-mediated communication" These technological environments are therefore media training and communication so you should not think that face is all in the training field, that leads us to believe that learning does not occur in the student if the teacher is not in front of them. Levy (1999.14).

Moreover, as already mentioned, mainly education and teachers; faced with the need to find educational paradigms that offer solutions to basic problems, including many that plague our education system:

- To educate a growing number of people
- better educate more effectively.
- Educate more with less cost.

In this regard, it is important to consider that within this wide range of alternatives, there are those that have to do with the virtual training students to enrich their learning

Development:

In the XXI century, man faces a number of challenges, which indicates the need to be prepared to keep pace with the times and the changes required in this modernity; so you should reflect on their situation in their development as a person and build your way, ie; need to draft a clear life that allows you to reach your goals, what you crave or expect which must build and accountable.

It is important to highlight then, that education is a process by which people acquire knowledge, values, skills and attitudes to their individual and social development, and whose primary purpose is to participate in an integrated and effective way to build their own reality, encounter their particular identity and social transformation.

On the other hand, requires that education goes in line with the social, economic and technology to meet the demands of a globalized world requirements.

In this sense, one can say that the education of an individual goes through various stages that make up and support him in recognizing their potential, their ability to grow and build skills, balance emotions and protect their being, be able to fully identified with all integrated personality, an efficient worker, a partner group, an innovator who can improve both the space where you live, and the school context in which it develops.

Therefore, referring to the use of through virtual education technology, as one of the resources is of great support to achieve learning goals in students through activities that can be designed with these tools, you can conclude that students develop skills that serve both their academic and personal environment for the different themes that can work with the media, and some of these skills:

- Sustain a personal position on issues of concern and relevance, considering other points of view critically and thoughtfully.
- Develop innovations and propose solutions to problems using established methods.

- Participate and collaborate effectively in diverse teams.
- Use the information technology and communication to produce various study materials and increase training opportunities.
- Evaluates a text by comparing its contents with the other, depending on their prior knowledge, preconceptions and new knowledge.
- argues a point of view in public accurately, consistently and creatively.

Posed to achieve academic goals, including didactic consider necessary, so you should start from the origin of this and noted the importance of the joint with practice in teaching.

The didactic (Greek didaskein, "teach, instruct, explain") is the scientific pedagogical discipline whose object of study existing processes and elements in the teaching and learning.

Diaz Barriga defined as: a theoretical, historical and political discipline. It has its own theoretical because it responds to conceptions of education, society, the subject, namely science. It is historic because their proposals respond to specific historical moments. It is political because its proposal is in a social project (Diaz Barriga, 1992: 23), note that this discipline is responsible for link theory with practice.

Regarding the theoretical support which must be supported educational model that dominates the historical context in particular is Vygotsky's theory and Ausubel, as when referring to the new approaches we need to take teachers among the most significant changes are made, the paradigms of teaching, they are applied according to the needs that are in society and that necessarily takes other action to resolve the continuing problems in the lives of students.

Citing the historic-social Theory Vygotsky: cognitive development is linked to the social interaction between people as a mediator proposes language development tool development originates from social relations and culture.

Zone of Proximal Development (ZPD) refers to the distance between the activities you can do without help and an apprentice activities you can perform the same apprentice under the guidance of an expert.

The activities within the ZPD are difficult to perform for children and require the guidance of an expert to carry them out.

The ZPD is becoming shorter as the child requires less support for the task.

It is then that taking into account this theoretical support, students are able to manipulate and interact with their peers through various computer networks that serve as important tools such as: the use of facebook, blog, wikis, virtual classroom and others.

Constructivism: Vygotsky's theory according to which conceives of knowledge as something that is constructed, something that each individual developed through a learning process. For constructivism, knowledge is not fixed and objective, but something that humans construct their own conception of reality and the world they live in and therefore is an individual development relative and changing.

Learning, said simply, is the process of adjusting our mental structures to interpret and interact with the environment. From this perspective, learning becomes the search for meaning and the construction of meaning.

This Paradigm is focused on learning; construct meaningful learning; knowledge remains applied and generates new behaviors.

Among its main points are the following:

- Eliminates practices no significant memorization and promotes meaningful learning.
- Further values the development of autonomous learning and collaborative work
- More important is the quality of the learning process that the amount of data stored.
- Competent students are capable of storing not so much knowledge but knowing where and how to find them and prosecute them.

- Teachers had taught traditional academic to be facilitators of student learning.

With regard to meaningful learning:
Ausubel argues that student learning depends on prior cognitive structure that is associated with the new information should be understood as "cognitive structure", the set of concepts, ideas held by individuals in a particular field of knowledge and its organization.

In the process of learning orientation is vital to know the student's cognitive structure; not only about knowing the amount of information it holds, but which concepts and propositions that handles as well as its degree of stability are.

Learning principles proposed by Ausubel, provide the framework for the design of metacognitive tools that provide insight into the organization of the cognitive structure of the learner, allowing better targeting of educational work, it is no longer seen as a task to be developed with "blank minds" or that the student learning begins "zero" because it is not, but, the students have a range of experience and knowledge that affect their learning and can be exploited to their advantage.

Finally, through collaborative learning, students are closer to each other with respect to their cognitive development and experience in the field of study,

This not only benefits partner learning experience, but also the student who brings something more to the field and shares his companions; get a better understanding of the issues.

Conclusions

In conclusion, the use of collaborative groups in class, especially if the groups are heterogeneous, is ideal for exploiting the potential of learning among students mechanism if properly supplemented with the use of computer technology, but in my opinion should be given in necessary conditions (infrastructure) in institutions especially public, to perform optimally, the development of program content in an innovative way.

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