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Journal Education Sciences

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The works must be unpublished and refer to topics of Psychology of education, anthropology of education, compared education, educational policy, educational administration, Education theory and other topics related to Social Sciences.

Presentation of Content

In the first article we present, *Analysis of the results of the EGEL CENEVAL of the UDG CUNORTE law degree CUNORTE school calendar 2022-A*, by MUÑOZ-GARCÍA, Martha María de los Ángeles & PINEDO-MUÑOZ, Ma. Concepción, with adscription in Universidad de Guadalajara. Centro Universitario del Norte, as the next article we present, *Analytical-assertive learning styles in university students*, by ESPERICUETA-MEDINA, Marta Nieves, SÁNCHEZ-RIVERA, Lilia, VILLARREAL-SOTO, Blanca Margarita and AGUILAR-AGUILAR, Alejandra, with adscription in Universidad Autónoma de Coahuila, as the next article we present, *Education to transform the current reality in Mexico. The role of the psychologist in educational intervention*, by HERNÁNDEZ-CHÁVEZ, Daniela Nohelí, CEJAS-LEYVA, Luz María, SALAS-NAME, Sagrario Lizeth and SOTO-RIVERA, Jesús Abraham, with adscription in Universidad Juárez del Estado de Durango, as the next article we present, *Evolution of socioemotional skills in higher education*, by LAZCANO-FRANCO, Maura Antonia, FERNÁNDEZ-MOJICA, Leticia, BERUMEN-RUVALCABA, Reyna Angélica and GARCÍA-MEDINA, Mario Gilberto, with adscription in Universidad Juárez del Estado de Durango.

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Abstract

The Universidad de Guadalajara, through the 25th Study Plan of the Law Degree, seeks to train in its classrooms a legal professional capable of achieving the graduate profile; and that, with the graduation of the first generation of the aforementioned study plan in the 2022-B calendar is the ideal time to answer the following research question: What are the areas with the highest and lowest scores obtained in the results of the General Exit Examination for Bachelor's Degree [EGEL] of the National Evaluation Centre for Higher Education [CENEVAL] and how do they relate to the graduate profile and curriculum of the degree course? The aim is to establish recommendations for improvement that emerge from the analysis in order to obtain better results in subsequent applications with the aim of strengthening the necessary areas that are identified. The study corresponds to a non-experimental exploratory work, where through documentary review and analysis of the results of the evaluation, the conclusion of a profile related and relevant to litigation within the practice of law is established.

Evaluation, Graduates, Analysis, Recommendations

Resumen

La Universidad de Guadalajara mediante el Plan de Estudios 25 de la Carrera de abogado, busca formar en sus aulas a un profesional del derecho capaz de alcanzar el perfil de egreso; y que, con el egreso de la primera generación del citado plan de estudios en el calendario 2022-B es momento ideal para dar respuesta a la siguiente pregunta de investigación: ¿Cuáles son las áreas con mayor y menor puntuación obtenida en los resultados del Examen General de Egreso de la Licenciatura [EGEL] del Centro Nacional de Evaluación para la Educación superior [CENEVAL] y de qué manera se relacionan con el perfil de egreso y plan de estudios de la carrera? Se plantea el objetivo de establecer recomendaciones de mejora que dentro del análisis emerjan en aras de obtener mejores resultados en posteriores aplicaciones con el fin de fortalecer las áreas necesarias que se identifiquen. El estudio corresponde a un trabajo de carácter exploratorio no experimental, donde a través de la revisión documental y análisis de los resultados de la evaluación se establece la conclusión de un perfil afín y pertinente al litigio dentro del ejercicio del derecho.

Evaluación, Graduados, Análisis, Recomendaciones.

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Introduction

Within university classrooms, the ultimate goal of education goes beyond the processes of teaching and learning; the aim is for the student to respond to the needs of society itself and to act with ethics and commitment in collaboration with others; hence, within the practice of law, the demand of society points to a lawyer who possesses professional competences to represent others in the pursuit of the corresponding right and who within the classroom develops other skills such as "...research, reflection, oral communication, critical thinking, intersectional analysis (Campo, Cobos and Gutiérrez, 2020, p. 120).

Each university, in its ruling on the creation of the law degree, contemplates how to evaluate and issue the professional degree if the student achieved the objectives and developed the necessary competences. According to Torquemada, López and Tapia (2022) the modalities of obtaining the university degree can be grouped into modalities associated with research, obtaining specialisations and postgraduate degrees, levels of competence, postgraduate studies, academic performance and teaching.

The EGEL exam is located within the modalities associated with levels of competence that correspond to an external evaluation that allows to see according to established standards the achievement of diverse elements in its evaluation.

In Mexico, one of the bodies that attends to external assessment is the CENEVAL "...is a civil association whose main activity is the design and application of instruments for the assessment of knowledge, skills and competences, as well as the analysis and dissemination of their results" (2020a).

There are several exams applied by the aforementioned association, such as entrance, graduation and certification exams; among them, and in terms of the present analysis, CENEVAL has the General Law Degree Graduation Examination Plus [EGEL PLUS DERE] which is applied, as its name says, to those who have graduated from higher education or who finish the 200-item exam cycle, which is considered as "... an assessment instrument with national coverage whose purpose is to assess the knowledge, skills and competences of those who have graduated from higher education. an evaluation instrument of national coverage whose purpose is to determine whether graduates who complete a bachelor's degree curriculum have the knowledge and skills that are considered indispensable at the end of their academic training". (CENEVAL, 2022b)

Specifically, the exam for the Bachelor's degree in Law currently evaluates through two sections:

Disciplinary section:

This section has 140 items, it is divided into three areas, public function, litigation and alternative justice and public faith that, "... correspond to groups of knowledge, both theoretical and practical, grouped and organised in a coherent way, which allows to have an integral and operative perspective of the profession of Bachelor in Law" (CENEVAL, 2022b, p. 11).

It should be noted that with the passing of three or two of the three areas mentioned with a score above 1,000 points the student achieves a satisfactory result and in case of passing one or none, the result is still unsatisfactory.

Language and Communication section:

In this section made up of 60 items, in particular, reading comprehension and indirect writing are examined, which are undoubtedly important due to their cross-cutting nature in all subjects, since the skills in this section allow facing a specific communicative situation in the graduate's professional life. (CENEVAL, 2022b).

In this order of ideas, it should be noted that if the exam is not passed, it has the opportunity to be re-applied, but for the present study, carrying out the analysis with the first generation of graduates from the study plan is an opportunity to identify areas of opportunity within the student training process and in this case, for the analysis, only the disciplinary section is taken up specifically and the language and communication session is only taken up in an enunciative manner.

Background

The UDG, in its syllabus 25 of the Law Degree has the following learning units within its curriculum: 13 of Public Law, 12 of Private Law, 5 of Social Law, 10 Auxiliary, 8 Specialising in connection with postgraduate studies, 8 of Development of global competences, 6 Methodological, 11 case studies that correspond to the Mobilisation of contents, as well as professional practices and social services that correspond to the same area as the case studies. (CUNORTE, 2022a)

In the learning units of the content mobilisation area, students put into practice the knowledge acquired either a priori in an empirical approach as in the case studies of legal institutions or a posteriori when they already have knowledge acquired in the other subjects in the disciplinary case studies.

For this reason, in the first eight semesters of the ten semesters of the degree course, the curriculum is divided into the first five semesters in Case Studies of Legal Institutions [ECIJ] and in the following three semesters in the six Disciplinary Case Studies [ECD].

In this sense, mentioning the integration of the training received by the students of the Law Degree, we have the conditions to review the foundations that allow us to carry out the corresponding analysis under the light of theory, taking into account that these theories deal with the integration of knowledge in the legal area.

Theoretical foundations

When a student takes an exam of a different nature, personal facts and particularities may occur and be present, which in the end influence the results; without being eager to give an answer to these premises, we start from the generality and that students have had the same learning opportunities by taking classes and developing the activities contemplated in each of the learning units that make up their syllabus.

The Law Degree implies that oral and written communication skills are developed to a great extent and that through a cognitive process, students find a plan of action for each problem or situation that arises, with its due legal basis.

The complexity of the exercise of law lies in the fact that every day new needs arise in society that must be regulated, given that "...law is not an object, but an activity that is carried out progressively without confusing the moment prior to positivisation through legal norms that achieve validity with the norms once they are positivised" (De Domingo, 2021. p. 91).

Thus, the student, when answering practical questions in the exam, is obliged to process the information through mental operations, bringing to the moment the information with which he/she has had contact, stored in his/her mental structures, but also making the necessary decisions to choose the correct answer.

It is therefore necessary in the educational process to help students to develop these basic processes such as perception, attention, memory, language and thought.

To achieve this requires the use of cognitive theories which "... are concerned with the conceptualisation of the processes of student learning and are concerned with how information is received, organised, stored and located". (Ertmer and Newby, 1994, p.12)

Thus, students gradually build and/or strengthen their own cognitive processes that favour a correct use of the information and skills developed in their professional training process.

MUÑOZ-GARCÍA, Martha María de los Ángeles & PINEDO-MUÑOZ, Ma. Concepción. Analysis of the results of the EGEL CENEVAL of the UDG CUNORTE law degree CUNORTE school calendar 2022-A. Journal Education Sciences. 2022

Methodology

Within the qualitative paradigm, an exploratory analysis is carried out, since according to Hernández, Fernández and Baptista "...they serve to prepare the ground and usually precede research with descriptive, correlational or explanatory scopes" (p. 90), in relation to the fact that by reviewing the results of the students in the application of the CENEVAL exam, possible future research is opened up, such as a continuous follow-up of the graduates and their results. To carry this out, we took all the results of the 27 students assessed in the 2022-A calendar, which corresponds to students taking the exam for the first time upon graduating from the Bachelor's Degree in Law during the aforementioned school year; likewise, we used averages or percentages of results as a reference, but with the aim of making an interpretation and not a general statistical processing.

The results are used to identify the areas where the highest and lowest results were obtained, in order to describe the subjects that make up or belong to that area and thus be able to establish recommendations for improvement in order to obtain better results in subsequent applications.

Although it is true that the objective of educational institutions is not to teach in order to pass exams, it is true that the aim is to accompany students from the very moment they are taught the corresponding subject.

Results

Of the 27 students who applied to sit the exam, the following results were obtained:

No. of students	Percentage	Results
15	55.55	Satisfactory
12	44.45%	Not yet satisfactory

Table 1 Passing results CUNORTE 2022-A

Source: Own elaboration

It is clear that although the number of students with a satisfactory result is just over 50%, it is necessary to review the latest publication of national statistics on the application of CENEVAL in the Bachelor's Degree in Law which, according to its official website, the latest publication corresponds to the year 2020 with the following data:

No. of students	Not yet satisfactory	Satisfactory	Outstanding
10,663	5,709	3,389	1,565

Table 2 National Statistics of EGEL DERE 2020 results

Source: Own elaboration

The results of the exam included three results, as shown in the table above, and under this premise, adding the Satisfactory and Outstanding results together gives a 46.46% of favourable results for the students, and the result, even unsatisfactory, corresponds to 53.54%.

In view of the above, even though CUNORTE has no students with outstanding results in this school year, the results of this year 2022, with the first graduating class, obtain an average of 55.55% satisfactory results; and that this favourable result for students represents 9.09% above the last 2020 results published on the official EGEL website, adding satisfactory and outstanding results, considering that with this they accredit the passing of the aforementioned exam.

With this first approximation of the results, it is necessary to review the results by area of the students assessed.

Students	Civil Service	Litigation	Alternative justice and public faith
27 Total	999.77	1,032.44	1014.48
15 Satisfactory	1,027.60	1,076.40	1,052.93
12 Not yet satisfactory	965	977.5	966.41

Table 3 Average results by subject area CENEVAL CUNORTE 2022-A

Source: Own elaboration

Within the results of the total number of students evaluated, the students with a Satisfactory result, and those with an Unsatisfactory result, the area of litigation was the predominant one corresponding to the sub-areas of public law, private law and social law; this area "...deals with the forms, means and means of intervention in all jurisdictional controversies arising from different claims between the parties and which are resolved before a judicial or administrative body, in accordance with the substantive and adjective legislation". (CENEVAL, 2022b, p. 12).

Therefore, within the training of the students, the weight of the procedural and disciplinary subjects as well as the transversal ones have formed in this case and based on the results, students apt for litigation and with this, they fulfil in a specific way the features of the graduate profile that are indicated below:

- Carry out management, consultation and consultancy functions in legal matters in the different areas that require their professional work.
- Apply the law to specific cases in all types of legal processes (CUNORTE, 2022b).

And on the other hand, but with the same objective of contributing to the learning of students to strengthen the results of the area of Public Function where:

The different competences, powers and functions of federal, local and municipal public entities are addressed, as well as the obligations and rights of persons subject to their jurisdiction and the instances before which they are enforceable, in order to identify the structure of the State, its form of government and the limits of public authorities in the exercise of power, based on the Political Constitution of the United Mexican States. (CENEVAL, 2022b, p. 12).

The aforementioned area has within its sub-areas the function of public entities, public offices and rights and obligations of public servants, with this, it remains on the table of analysis to take within the teaching of the subjects, a teaching role that awakens in the students the thought of what is the service and the public function and with this, support to develop in them not only the vision of litigation. In this way, the trait of the graduate profile that deals with "Procuring and administering justice in the field of public service" would be better developed (CUNORTE, 2022b).

As for the area of alternative justice and public faith, although it is the intermediate area in the results, it is necessary to strengthen the sub-areas that comprise it, which are: Non-jurisdictional channels, Alternative solutions and forms of early termination in criminal matters, Non-jurisdictional system for the protection of human rights and public faith, notarial and registry activities (CENEVAL, 2022b, p. 11) since it implies the development of the skills of a culture of peace, respect for human rights and that permeates the search for access to justice and restoration of violated rights with attention to the victim, which brings with it a humanistic vision based on the general principles of law.

With regard to the Language and Communication section of the EGEL Plus, out of the 27 students, they obtained in general:

- In the area of reading comprehension, 24 students scored more than 1,000 points and 3 scored below 1,000 points, with an average score of 1,070 points.
- In the area of indirect writing, 17 students scored above 1,000 points and 10 below 1,000 points, with an average score of 1,011 points.

Thus, it is necessary to strengthen these skills with cross-curricular and extracurricular activities.

Conclusion

The main conclusion reached is that the Curriculum 25 of the Lawyer's Career of the CUNORTE of the UDG, is relevant in terms of the EGEL-DERE and that the results obtained by the graduate generation 2022-A are within the average. national; that litigation is the area, that although it will be where most of the students expect or will work in their professional life, it is not the only one and that they must have a general vision of the broad exercise of law, that we must reinforce a vision of the public service and function, as well as alternative routes to the jurisdictional route and strengthen the area of consultancy and public faith.

Undoubtedly, the presentation of this analysis is only of a generation made up of 27 students evaluated, which should be noted as the first to graduate from the Study Plan 25 of the UDG Law School and that the considerations included are particular. , but it is necessary that it be a constant exercise and that the results be socialized within the Law and Justice academy to which the teachers are attached, since at the end of the evaluation in which the students participate, they show the work and effort of the teaching staff of the career and with this motivate them to join processes of this type, but better still, that they be reflective with their role and teaching practice that they develop within the teaching-learning process of the students and with this they would be aware of the way in which students obtain, through the evaluation process of the EGEL-DERE, the degree option of their professional career.

Recommendations

In a special way, it is recommended that the teaching capital and students be articulated to work, within the exercise of the free chair that characterizes universities, in a proposal that supports students to obtain better results, such as the following:

Exercise	EGEL area served	Graduate profile trait that strengthens
Promote autonomous and deep learning in students.	All areas.	All profile features.
Transversality with the ECIJ and the ECD.	All areas.	Interrelate the social reality with the legal norm, in order to propose initiatives for the modification and creation of laws.
Implementation of exams with CENEVAL type reagents.	All areas.	Knowing the procedures for public certification. Apply the norm to concrete cases in all types of legal processes. To procure and administer justice in the field of public service.
Clinics of diverse nature.	Litigation.	Apply the standard to specific cases in all types of legal proceedings.
Case simulation.	Litigation.	
Workshops to develop reading and writing skills.	In general, to all areas, especially the language and communication section.	Interrelating social reality with the legal norm, in order to propose initiatives for the modification and creation of laws.
CENEVAL exam preparation workshop.	All areas.	Obtaining the degree through this modality.
Development of legal research projects.	In a general way to all areas, especially the Language and Communication section.	Carrying out legal research in order to propose solutions to the problems of contemporary society, both nationally and internationally.
Implementation and dissemination of trajectory assessments.	Addressing needs specific to the educational context.	

Table 4 Proposal to strengthen the results of the EGEL in the CUNORTE Lawyer Career

Among those responsible for carrying out the proposal, all the teachers of the Lawyer's Degree must be integrated, with emphasis on those who, within the procedural nature, deserve the accompaniment in the workshops and practice clinics; in the same way, the members of the Academic Body Law, Power and Culture UDG-CA-881 who properly develop legal issues within their lines of generation and application of knowledge, as well as the Coordination of the career and the Head of the Department of Culture, Justice and Democracy.

The proposal implies that knowledge and skills be mobilized to improve, not only the results of the analytical exam, but also so that, as far as possible, there are graduates with a graduation profile adjusted to the needs of society, accompanied in their training. of a teaching staff aware of the needs of students; therefore, the articulation in the work of students, teachers and educational authorities must be an immediate reality.

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Analytical-assertive learning styles in university students

Estilos de aprendizaje analítico-assertivo en los estudiantes universitarios

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Abstract

The objective of this article was to identify the variables that make up the Learning Styles of Higher Education students from different States of Mexico. The methodology used was quantitative, synchronous, and cross-sectional exploratory and descriptive. The collection of information was carried out by means of a standardized instrument from Spain, it was applied to 1412 people. The instrument consists of two sections, in the first are the general data, the second section mentions the technique of natural semantic networks and the third section corresponds to the dimensions of Learning Styles. The importance of the present project lies in the need to know the way in which students acquire and process the acquired learning, in order to provide them with the appropriate tools for a greater understanding and construction of their own knowledge. In the students aspects of deep processing are observed, which make this one an analytical and assertive thinker in the methods of study that he carries out to obtain knowledge and give rise to self-affirmation. Students through the implementation of strategies must develop their skills, abilities and competencies.

Learning style, Skills, Knowledge

Resumen

El objetivo de este artículo fue identificar las variables que integran los Estilos de Aprendizaje de los estudiantes de Educación Superior de diferentes Estados de México. La metodología que se utilizó fue cuantitativa, sincrónica, y transversal de tipo exploratorio y descriptivo. La recopilación de la información se realizó por medio de un instrumento estandarizado de España, se aplicó a 1412 personas. El instrumento consta de dos apartados, en el primero se encuentran los datos generales, el segundo apartado menciona la técnica de redes semánticas naturales y el tercer apartado corresponde a las dimensiones de Estilos de Aprendizaje. La importancia del presente proyecto, radica en la necesidad de conocer la forma en que los estudiantes adquieren y procesan los aprendizajes adquiridos, con la finalidad de proporcionarles las herramientas adecuadas para una mayor comprensión y construcción de sus propios conocimientos. En los estudiantes se observan aspectos de procesamiento profundo, los cuales hacen que este sea un pensador analítico y assertivo en los métodos de estudio que lleva a cabo para obtener conocimientos y dar lugar la auto afirmación. Los estudiantes por medio de la puesta en práctica de estrategias deben lograr desarrollar sus habilidades, destrezas y competencias.

Estilo de aprendizaje, Habilidades, Conocimientos

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Introduction

Over the years, education has become a very important agent in terms of knowledge transmission, since since ancient times the first training that a person had was within the family nucleus, parents were the first to provide education to their own children; developing in them the sense of morality and ethics mainly. However, education has been constantly evolving and has provided society with the opportunity for full growth and development of their skills and abilities, which generate an important impact on the academic performance of a student, this through learning styles; that is, the way in which they acquire knowledge.

Learning styles play a very important role in gaining knowledge, Keffe (1988) mentions that:

"Learning styles are the cognitive, affective and physiological traits that serve as relatively stable indicators of how students perceive interactions and respond to their learning environments" (Ruiz, 2010).

It is because of this situation that teachers must put into practice within a school classroom various strategies and methodologies that help students to go. Currently several research studies have been carried out, however, neither has taken for granted that the two axes mentioned in this research play an important role within the teaching-learning process. The research axes are: study method and academic performance, which were measured by means of the ILP-R Questionnaire (SCHMECK) and ten signalitic variables (general data).

Justification

The importance of the present project lies in the need to know the way in which students acquire and process the acquired learning, in order to provide them with the appropriate tools for a greater understanding and construction of their own knowledge.

It is expected that students know the method of study that best suits their way of learning, to reach that situation requires the implementation of a set of various strategies that effectively help the acquisition of new knowledge, which will be of benefit to develop their skills and abilities; likewise, it is expected that the results will be reflected in a positive way in their academic performance.

The beneficiaries of the results of this research will not only be the students, who will find it useful to know in depth the way in which they are easily acquiring knowledge and how they can put it into practice in their academic life; but also for teachers who, through the results, will be able to carry out a complete restructuring in terms of planning, the main objective being to provide activities according to the way students learn.

The methodological value of this research lies in the development of an instrument that shows the dynamics, in how the contrast of the research is presented.

While the methodological value of this research lies in the integration of bibliography on Learning Styles.

General question

What variables make up the learning styles of higher education students from various states of Mexico?

General objective

Identify the variables that make up the learning styles of Higher Education students from various States of Mexico.

Specific objectives

- Show the percentage of students who study in the City of Saltillo Coahuila
- Frequency the percentage of students who study at the Autonomous University of Coahuila
- Contrast the differences of opinion that exist between the age of 18 years and 23 years regarding the method of study.

- Compare the differences of opinion that exist between the Engineer in Business Management and the Lic. in Business Administration, with respect to conventional attitudes.
- Define the factor that integrates the study method, with respect to agentic processing and conventional attitudes of university students.

Research questions

- What is the percentage of students who study in the City of Saltillo?
- What is the percentage of students who study at the Autonomous University of Coahuila?
- What differences of opinion exist between the age of 18 and 23, regarding the method of study?
- What difference of opinion exists between the Engineer in Business Management and the Lic. in Business Administration, with respect to conventional attitudes?
- What factor integrates the study method, with respect to "agentic" processing and the conventional attitudes of university students?

Hypothesis

- The largest student population is concentrated in the City of Saltillo Coahuila.
- The largest student population belongs to the Autonomous University of Coahuila.
- There are differences of opinion between the age of 18 years and 23 years, regarding the study method.
- There is a difference of opinion between the Engineer in Business Management and the Lic. in Business Administration, with respect to conventional attitudes.

- The factors that are present in the term learning styles, correspond to factors focused on the method of study, agentic processing and the conventional attitudes of university students.

Theoretical Framework

Since very ancient times, learning has been conceived as the opportunity that every human being has naturally, to survive and adapt to the material and social world to which it belongs, "learning is a by-product of thought ... We learn, we think, and the quality of the learning outcome is determined by the quality of our thinking" (Zapata, 2015, p. 73).

Learning is an innate action, it is a process that begins from the birth of a person, and culminates in the death of the person. People learn differently, both children and adults, people from one country or another, from one culture or another. Some need some specific environments, others of different methods, structures, in short, different Learning Styles to be able to acquire and generate knowledge at the same time.

That is why, it has been given the task of exploring and trying to define the ways in which students interact, develop and obtain knowledge in the academic process, in order to enrich and potentiate their skills to bring them properly into practice, based on this some authors came to the following conclusion:

"Cognitive research has shown that people think differently; thus, they capture information, process it, store it and retrieve it differently, so there are numerous differentiating characteristics between individuals that significantly influence teaching-learning processes. In addition, the theory of learning styles represents a very important contribution in different areas of knowledge, such as didactics, pedagogy and psychology" (Guenauoui, 2019).

The way in which students acquire information is a very important point, it is not only about acquiring new information, but, by the way to the association of this with the existing one, giving rise to more useful concepts and easy to be retained and processed more quickly, when remembering them or putting them into practice in some situation.

It is also essential that the learning style or styles that a student carries out in the learning process are known, what are the strategies that consciously and unconsciously help him in terms of the acquisition of knowledge, as Gutiérrez (2018) proposes:

"Learning Styles have become elements of great importance to promote quality teaching. We consider that the fact of knowing the predominance of the Learning Styles that the students with whom we work have is fundamental to adapt the teaching methodologies to the characteristics that they present, and thus contribute to raising their levels of educational performance. Nor can we forget that they contribute to developing both the "learning to learn" and the emotional aspect of the students". (p, 98)

However, the definition of what learning styles are has been formulated since the 50s by numerous experts and connoisseurs, to this we must add that it is currently one of the most important and popular topics in education, since it seeks to understand the way in which students approach to obtain knowledge more effectively. Without neglecting how important motivation, age, culture, socioeconomic status, among others, are. Schmeck (1988), quoted in Morales (n/a) states on this subject that:

"A learning style is simply the cognitive style that an individual manifests when faced with a learning task, and reflects the preferred, habitual and natural strategies of the student to learn, hence it can be placed somewhere between personality and learning strategies, for not being as specific as the latter, nor as general as the first." (Loc. Cit. , p. 2)

That is, each student has a different way of obtaining and safeguarding knowledge in a more feasible way, carrying out various strategies and methodologies that allow them to understand the topics seen in the school classroom. And, above all, helping with the activities that teachers adapt for each learning style, through good planning, design and execution of the teaching process. As Stated by Loc. Cit. (1988), in the result of his research:

"Students can become academically empowered as long as they develop appropriate learning styles and strategies. Therefore, he defined three different learning styles, which are characterized by using a particular learning strategy and by reaching different levels of learning:

- Depth style: Typical of that student who uses the conceptualization strategy, which means that when studying he abstracts, analyzes, relates and organizes abstractions (facilitating strategy of high-level learning).
- Style of elaboration: Which implies the use, by the student, of a personalized strategy. For this student, the study content must be directly related to himself, to his experiences, to what he has happened or thinks will happen (strategy that facilitates a medium level learning).
- Superficial style: Which involves the use of a strategy focused on memorization; the student only remembers the content he reviewed when studying (strategy that facilitates low-level learning)". (Santos & Santos, 2014).

In this way, what the author seeks to imply through the aforementioned learning styles is that, in the first place, the student is the center and he is in charge of his own construction of learning, by obtaining information, observation and relating information. On the other hand, the elaboration, indicates that the student creates throughout his student life his own strategies to facilitate his correct learning and finally the superficial, where the students use as the best resource to increase their learning, memorization. Since these do not learn the information by heart, they do not feel safe when it comes to putting it into practice.

Also, it can be mentioned that not all people can learn in the same way, since each of them manifests a different profile according to their personality, experience, type of life, intellectual capacity, habits and more factors. Schmeck (1988), quoted in (Mazías, 2017a) expresses that "the acquisition of strategies is part of the process of personal development of the student until they create a learning style". (Loc.Cit. 2017, p. 632)

The recommendations of this author help teachers and institutions to develop students both personally and to create the best type of learning that fits their needs, in order to safeguard the knowledge acquired. Therefore, it can be mentioned that the learning styles handled by the author are mainly focused on the student, who must exploit and conceive their knowledge autonomously and relate them to those who already know, to make learning more effective.

However, Schmeck, Rojas & Quesada (1992), cited in (Macías, 2017b) propose: The school must effectively be concerned with learning and thinking strategies, that is, orient itself to what and how students learn, and also replace the use of the traditional approach with a qualitative one, which allows the student to enrich their cognitive structures, develop strategies and a high-level learning style. (Loc. Cit. , 2017, p. 632)

For this reason, the teacher plays a very important role when carrying out the teaching process within the school classroom, in order to apply the methods and strategies necessary so that they can increase and retain the necessary knowledge that over time will help them both to increase, as to experience them inside and outside a realization or develop some academic content, they put into practice some style of learning mentioned above Schmeck in the year of 1977, cited in (Lana Perez, n.d.) first developed in the United States, a questionnaire which described it as:

The I.L.P. (Inventory of Learning Processes) primitive Inventory conceives learning styles "as the predisposition of the subject to adopt a particular learning strategy regardless of the specific demands of the task." It evaluates the conceptual and behavioral process of students through four subscales:

1. Academic self-concept: evaluates the student's capacity for synthesis and analysis, diagnoses the amplitude with which the student critically evaluates, conceptually organizes, compares and contrasts the information he has studied.
2. Reflective processing: evaluates to what extent you use the elaborated processing.

3. Agent processing: evaluates the retention of facts

4. Study methods: evaluate study techniques

These factors in turn contain subfactors, such as:

5. Self-efficacy
6. Intrinsic motivation
7. Self-esteem,
8. Non-repetitive processing

From the factors that the IPL questionnaire has, it can be added that the self-concept has to do with the way in which people perceive themselves and therefore give meaning to certain topics, as well as the experiences they live in the day to day, which they acquire from the environment that surrounds them, they serve to obtain various knowledge and methods, which helps them when learning.

On the other hand, reflective thinking helps students after having read or received information on a specific topic, they can through meditation socialize properly with the topics, managing to find a connection that facilitates them to remember what they have learned at the right time. When talking about study method, it refers to all the strategies and procedures that are carried out for the acquisition of learning, always remembering that each person learns differently and at their own pace.

It is also important to describe self-efficacy, which is the confidence that students have when solving problems or situations that are presented to them, since they have the knowledge and skills necessary to carry out their objectives. On the other hand, the intrinsic motivation is the one that is generated from within the student to achieve the goals that have been set at a certain time, thus perfecting their personal development, giving way to self-esteem through which the student will have a better appreciation and valuation of his person, managing to carry out everything he undertakes.

It is necessary that the aforementioned aspects are put into practice and that they are observed in the students, in order to offer them better strategies and educational changes that help them in the acquisition of new skills, to grow professionally and socially.

This questionnaire, as mentioned in some publications has almost more than 30 years since its completion, has been carried out in various investigations to know the way in which students are facilitated the retention of knowledge and how they seek to create strategies for the better understanding and adaptation of the topics that are provided within a classroom. Today it is also an interesting resource to help teachers and institutions to innovate the study methods that are carried out continuously. That is why Schmeck et al., (1977) cited in (Lizcano, 2017), set out to adapt the questionnaire and validate it in the Spanish population:

The questionnaire is composed of affiliation data, plus 141 items organized into nine scales (academic self-efficacy, self-esteem, self-affirmation, motivation, conventional attitudes, reflective processing, agentic processing, study method), some of which contain subscales. They selected a sample of 500 students from the Region of Murcia, belonging to the second cycle of secondary and first year of university.

The study validated the questionnaire and demonstrated the reliability of the scales and subscales through statistical data and analysis. The methods of study determine the learning styles, so there are students who are more inclined to one or the other depending on the subject they are studying, the teacher's demand to ask for results or in the monitoring of the processes that qualify learning.

Therefore, it is key that the teacher inquires about the way students learn more and better, recognizing individuality, interests, opportunities and thus offer meaningful pedagogical practices, innovate strategies and have a perspective of the multiple learning possibilities of people (Loc.cit. 2017, p. 5).

Regarding the operationalization of the ILP-R instrument, Esteban et al., (1996) argue that:

The ILP was constructed from factor analysis applied to a survey of a sample of students on academic studies, with questions that sought to describe activities and assumptions based on cognitive psychology, such as memory and information processing. The factor analysis uncovered four factors called: deep processing, elaborative processing, data retention and study method.

Both deep and elaborative processing refer to learning strategies that require reflection. Although they differ in the personal way of facing the task of learning: Deep processing is more abstract, logical and theoretical, it is what we might call "academic style", while elaborative processing is more experimental and self-expressive. Data Retention is geared toward retaining the units of information needed to successfully perform multiple-choice testing.

The Study Method is composed of those skills that are usually applied when studying a topic, such as the use of a library or dictionary, underlining, collection of notes, ordering of notes, etc. (Esteban, Ruíz, & Cerezo, 1996, p. 136).

From what has been described above, it can be said that it must give way to knowing the preferred ways or ways that students have when conceiving and processing knowledge. Giving way to a significant connection between the teacher and the student, through different strategies, tools and methodologies that when used test the learning that has been obtained by the students, during their school career thus achieving a quality education. As expressed by Espinoza and Sánchez (2017), quoted in (IDEM 2019) "in these modern times innovation is needed in the classroom and that they are according to the needs and interests of the students since learning must be integrated so that achievements can be established in the processes". (Loc.cit. 2019).

Following the same order of ideas, Honey and Mumford (1986), cited in (Montaluísa et al., 2018), create a questionnaire similar to the one already mentioned, on Learning Styles:

The questionnaire was called LSQ and with it, they wanted to find out why in a situation in which two people who share text and context one learns and the other does not. It focuses on four learning styles: active, theoretical, pragmatic and reflective. The LSQ is a questionnaire of 80 items that correspond to the four Learning Styles.

The active characterizes the people who learn by "doing", while the theorist needs to analyze and systematize the theory; the pragmatist is interested in knowing how to put into practice in real life what he has learned and finally, the reflective observes the experiences from different perspectives (Loc. Cit., 2019, p. 4).

Like the IPL-R questionnaire, this is mainly based on the fact that learning must be sought by the student autonomously, generating responsibility and relevance when carrying out school activities. In the same way, the academic community must be encouraged to carry out actions of change, which are coupled to the way of learning of each student, giving way to constant academic achievements and that generate quality both in the institutions and in the academic contents.

For their part, Richard Bandler and John Grinder (1988), cited in (Marambio et al., 2019) proposed the learning model called neurolinguistic programming or VAK, which states that:

People have three major sensory systems of mental representation of perceived information:

1. Visual system: Used when remembering concrete and abstract images (numbers and letters); visual subjects plan much better than other styles, since with this style a lot of information is captured quickly.
2. Auditory system: Sounds, music, and voices are recognized in the mind (such as remembering someone's voice). These subjects learn best when they receive oral explanations and when they can speak and explain the information to others.

3. Kinesthetic system: This system is used when remembering a taste of a food, or when listening to a song or performing a physical maneuver, and what is learned through sensations and movements. With this system information is processed in a slower way, but much deeper, making it difficult to forget, and, being in this way, these subjects need more time than others to achieve their learning. (Marambio, Beserra, & Carrasco, 2019, pp. 405-406)

The VAK model implies that students in an educational institution tend to remember and retain knowledge through images, take notes when exposing a topic, PP presentations, etc. This is also more useful when it comes to the teaching-learning process the use of sounds, such as music, oral presentation, among other activities of this type. Finally, for many students the realization of movements or playful activities, in the exhibition of a topic makes them consolidate the learning received.

Finally, with the models of Learning Styles, promoted by various authors, but, which in turn coincide with the questionnaire prepared by Schmeck (1977), when it comes to knowing how a student receives, processes and gives way to the generation of knowledge, what was done by Felder and Silverman (1996), cited in (Mejía & Garsusi, 2015) defined a model to classify Learning Styles:

Depending on the type of information that the student selects and the way in which he processes it, they defined the following types:

Sensitive or intuitive: way in which the senses and the mind perceive the world. Sensitive perceive information through the senses, they tend to be concrete and methodical. Intuitives involve observation, indirect perception of the subconscious, access to memory, speculation and imagination, tend to be abstract.

Auditory or Visual: how people receive information through the senses.

Sequential or global: how individuals understand and process information. A student with sequential style is one who initially has a partial understanding of the topics and as he processes the information he understands the whole. While students with a global style are able to solve problems quickly after grasping the big picture, but have difficulty explaining how they did it.

Active or reflective: form of mental processing of information, by which it is converted into knowledge. A student with an active style has a natural tendency to experiment and learns best in situations where they can perform physical activities; while a reflective one prefers the analysis and management of information in an introspective way. (Loc. Cit. 2015, p. 73)

Therefore, it can be mentioned about this method of learning that students perceive the information of the environment that surrounds them, that is, through the senses. Subsequently, the process of reflection and assimilation of learning is given, this can only occur within the student, that is, he does not express it, but works and describes it from his person, while others can assimilate it through playful activities for better understanding.

As described above, it can be concluded that Learning Styles play an important role in the time students acquire knowledge. Since it opens the way to know and put into practice the strengths and weaknesses they have and how they will be helped through various strategies to create their own self-learning, without constantly needing a teacher to guide them. So, both the teacher and the student must realize what type of learning style is the most appropriate for their way of learning, since this will depend on the increase in their academic performance, the potentiation of their skills, abilities, knowledge and the attitudes that are needed to carry them out in a successful way and above all of quality.

Academic performance

According to Tonconi (2010), cited in (Albán & Calero, 2017), it defines academic performance as the level of knowledge demonstrated in an area or subject, evidenced through quantitative indicators, usually expressed by weighted qualification in the vigesimal system and, under the assumption that it is a "qualified social group" sets the approval ranges, for areas, specific contents or for specific subjects (Loc.cit. 2017). That is, academic performance is the one that measures the abilities that a student has, to express what he is learning or has learned during the training process.

Academic performance plays a very important role in the educational life of a student, as it is the one that sets the tone to really know if they acquire the expected learning; in order for this to be carried out in the best way, several factors must be involved, such as: personality, level of knowledge, motivation, student skills, interests, study habits, self-esteem, skills, among others. All these factors must influence the student to carry out a correct development of their academic performance, which will generate a better quality in terms of education.

The purpose of academic performance is to achieve an educational goal, a learning. They are learning processes promoted by the school and involve the transformation of a given state into a new state; it is achieved with the integrity of a different unit, with cognitive and structural elements. Performance varies according to the circumstances, organic and environmental conditions that determine skills and experiences (Lamas, 2015).

It is because of this situation that an academic institution must provide its students with the strategies and programs appropriate to the way each student learns, in order for them to increase their academic level. However, the participation of the student is of the utmost importance for this process to be carried out, since students can also participate in finding and improving school activities that help them in the academic process, such as: looking for adequate study schedules, comfortable, good environmental conditions, etc., all this in order for the student to find the best way to increase their academic performance.

Methodology to develop

Once the main question of the research was established, we proceeded to inquire about the bibliography that supports the main proposal of this work, both general and specific objectives, research questions and research hypotheses were developed, which coincide with the simple and complex variables of the instrument to be used. It is worth mentioning that a standardized instrument was taken from Spain and certain expressions that could cause confusion in the subjects to whom the survey was applied were adapted, this in order to avoid bias.

The sample size was determined based on pre-established criteria that indicated the need to apply the instrument to 1412 people, which proceeded to adapt the instrument to a digital version given the social conditions in which this work was developed. In such a way that the application was made using a Google form, which allowed to omit the data capture to go directly to its treatment.

The instrument consists of three sections: in the first are the general data where the variables Age, Gender, City where they study, Modality of studies, Currently works, Average, Has worked, University where they carry out their studies are observed. The second section was carried out using the semantic networking technique, where the respondent wrote the first 5 words that come to mind when he hears the phrase "Learning Styles in Times of Pandemic". The third section corresponds to the dimensions of Learning Styles some of them with subdimensions that are constituted by 150 items that are measured with a scale from 1 to 6.

Once organized in a concentration matrix, the data obtained are given statistical treatment to explore the results where a cronbach's alpha of 0.91 is obtained. In addition, the information is processed through statistical analysis a: descriptive (frequencies and percentages), comparative (Student's T test for independent groups) and integrational (with exploratory factor analysis); is a quantitative, synchronous and cross-sectional investigation of an exploratory and descriptive type.

Results

To analyze the values of the signalitic variables that represent the sample studied, an analysis of frequencies and percentages applied to the subjects under study is carried out, whose total corresponds to a value n of 1412.

After the results obtained from the sample, it is observed that 64.38% are women (n = 909), while 35.05% are men (n = 495) and that their age range ranges from 14 to 52 years, being their average 21 years, whose value is 17.4% (n = 246).

In addition to this, 78.61% (n=1110) of the surveyed population, most of whom study in the City of Saltillo, as well as in the City of Acuña with 5.7% (n=80), while the smallest population studies in Mexico City with 1.0% (n=14). On the other hand, the state with the largest population where students carry out their studies is in Coahuila de Zaragoza with 92.4% (n= 1304), as well as in the state of Nuevo León with 2.1% (n=29); while one of the states with the lowest population is Veracruz with 1.4% (n=5) and Yucatán 0.1% (n=0.1).

Of the total number of subjects attending an educational institution, 46.31% attend the Autonomous University of Coahuila (n=654) and 8.6% the Technological Institute of Coahuila (n=121), these being the highest values; among the institutions with the lowest population is the Autonomous University of Durango 1.3% (n = 19) and the Benemérita Normal School of Coahuila 0.4% (n = 6). Of these students it can be mentioned that 11.98% study the career of Lic. in Psychology (n = 165), 8.0% the career of Lic. in Education Sciences (n = 113); while the smallest population studies the careers of Mechanical Engineering with 0.6% (n = 9) and Engineering in Materials with 0.8% (n = 12).

On the other hand, 77.8% of students state that the modality of the institution they attend is semester (n = 1098), while the minority 0.8% have an annual plan (n = 12). Likewise, 15.79% of students have an average of 90 (n=223), 8.2% have an average of 80 (n=116), while the lowest values are concentrated in the average 70 with 0.7% (n=11) and 60 with a total of 0.7% (n=1).

Finally, most of the respondents stated that they have not currently worked (n=719), while 80.24% state that they have worked previously (n=1113).

Student T-Test

Descriptive

Among the main results of the analysis of frequencies and percentages, it was observed that 64.4% correspond to the female gender (n = 909) while 35.1% are of the male gender (n = 495).

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On the other hand, of the total number of subjects attending an educational institution, 46.31% attend the Autonomous University of Coahuila (n=654), among the institutions with the lowest population is the Autonomous University of Durango 1.3% (n=19).

Comparison

In the comparative analysis of the age variables between the "agentic" processing, five variables of utility for the research were found. The 18-year-old students mention that they work and solve part by part the problems only once, seeing them rationally and logically, do things in an orderly way, however, they show difficulty concentrating on a single activity, unlike the 23-year-old students.

The analysis of comparison of the career variables to which the students belong between the study method, five important variables for the study phenomenon were found. The students of the Degree in Philosophy use schemes and graphics to remember a subject, defining the unknown words and setting a study schedule to review the school material in order to increase their vocabulary with new terms, unlike the students of the Industrial Engineer.

In the comparison of the general average variables between conventional attitudes, four useful variables are shown. Students with a general average of 93 said that going against gifts is bad, especially going against the laws of society, because it is important to have a sense of morality and well-founded principles in order to please parents and teachers, unlike students with a general average of 80.

Integration

The third Perfectionist-Pretentious factor, shows aspects where students refer to the fact that the teacher's job is to provide them with all the answers, since being successful in life is more a matter of good luck than their own aptitudes, to which they allude that their life is determined mainly by other people. On the other hand, they state that they maintain a daily schedule of time to study and memorize everything they have to learn word for word, however they maintain that they learn more when teachers limit themselves to the facts and do not give their own ideas; this helps them never forget the data they have learned before, they never get bored when they have to expose some class, since their work is always perfect, thanks to the perfect memory that characterizes them; they never fail in anything they try to do, much less when it comes to presenting an exam, this is due to the continuous preparation in terms of reading all their textbooks from top to bottom, in order to never do wrong a mathematical problem when it comes to this subject.

The fifth Moral-Virtue of Sovereignty factor, it is appreciated that students are very interested in family values, however, they do not like people to go against the rules since they believe that going against the laws of society is bad; for this reason they do not want to be in any protest march because their sense of morality and especially their principles are quite conventional since they care a lot about pleasing their parents and teachers.

Conclusions

Students must use logical reasoning, to solve various situations that are presented to them in the best possible way, that through the knowledge obtained previously they are able to provide conclusions and connections according to the knowledge they acquire.

ESPERICUETA-MEDINA, Marta Nieves, SÁNCHEZ-RIVERA, Lilia, VILLARREAL-SOTO, Blanca Margarita and AGUILAR-AGUILAR, Alejandra. Analytical-assertive learning styles in university students. *Journal Education Sciences*. 2022

Students must be trained in an integral way, that is, in each and every one of the dimensions of the human being, to provide society with individuals capable of respecting the norms and rules imposed by the Law, who know how they should conduct themselves in the face of the problems of society, but always providing the most convenient solutions.

The student must be a self-critical thinker, who questions what he does not understand or simply proceeds to inquire about the aspects that are difficult for him to understand, thus managing to expand his knowledge, which will be theoretically based.

Discussion

According to Schmeck (1988), cited in Santos & Santos (2014) mentions that students can become academically empowered, as long as they develop a learning style based on depth, conceptualization and a superficial style; According to the results of this research, it is in agreement with what was established by this author, since the students stated that they make schemes, memorize the information and inquire about the definition of concepts, with the aim of being prepared for an exam and obtaining new knowledge.

Jung (1923) quoted in Pantoja et al., (2013a), points out that a learning model involves personality and two bipolar functions: sensitive and intuitive and relationships; so, it is agreed with this statement since students manifest according to the results that they are perfectionists and pretensions, because they believe that they generate learning through their qualities, their personality, logical reasoning and to please others.

Schmeck (1988), quoted in Chillogallo (2015) expresses that, if when studying a subject, it is memorized and synthesized, the training of the student in learning strategies helps him to be analytical, critical, creative and thinking beings; therefore, according to the results of the research, we agree with the author since the student constantly makes strategic plans.

For their part, Alonso and Gallego (1994) cited in (Varela, 2014), emphasize that there are three psychological elements that make up the style: Affective, Cognitive and Behavior, that is, the styles are linked to the learning environments and the socio-cultural context in which the subject develops; therefore it is agreed with this statement since students according to the results of the research adhere to morality and the sense of sovereignty in order to establish good interpersonal relationships.

Willis and Hodson (1999) cited in (García et al., 2012), states that in most students there are no learning difficulties in any thematic content if they are taught according to their own learning styles. Success in learning is based on the ability to adjust to each of the students their own way of learning; however, it can be said that the stipulations of these authors are not in favor, since the results of the research indicate that each student builds their own learning methods and strategies; so that in this way you can reach the creation of your own knowledge. Since the teacher is only limited to providing information in one direction, hoping that they can understand it in the best possible way.

Proposal

Formulation of relevant educational programs, which meet the needs of the educational society.

Constantly train both students and teachers on the newest strategies to apply in the classroom and obtain knowledge more effectively and concretely.

Develop school environments that encourage students to recognize their learning style and adopt appropriate techniques for their cognitive development.

That teachers can strengthen logical reasoning in students, for better decision making.

Put problem-based learning into constant practice where the most appropriate method is adopted, developed and established to give relevant solutions and develop reasoning.

Promote the integral education of students, managing to create a person who serves and helps society.

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Education to transform the current reality in Mexico. The role of the psychologist in educational intervention

La educación como medio para transformar la realidad actual en México El papel del psicólogo en intervención educativa

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Abstract

Objective: to identify the conditions of the New Mexican School (NMS) from the approach of educational intervention in order to sensitize its agents on the demands that it requires. Methodology: for this inquiry, the hermeneutic approach was identified for the research, for which the reading of several texts was carried out, among them the "Plan de estudios de educación básica 2022", "La Nueva Escuela Mexicana: los principios y orientaciones pedagógicas" and the "Aportes de la psicología a la educación. On its Denomination, History and Development", a personal interpretation was made to understand the current needs of education and in turn, from the perspective of educational intervention, to translate the importance of education for the elaboration of proposals in this field. Contribution: a series of reflections on the multiplicity of functions that the psychologist specialized in educational intervention can perform to improve the current reality of education in Mexico.

New Mexican School, Educational intervention, Psychologist

Resumen

Objetivo: identificar las condiciones de la Nueva Escuela Mexicana (NEM) desde el enfoque de la intervención educativa con la finalidad de sensibilizar a sus agentes sobre las exigencias que ésta demanda. Metodología: para esta indagatoria se identificó el enfoque hermenéutico para la investigación, por lo cual se llevó a cabo la lectura de diversos textos, entre ellos el "Plan de estudios de educación básica 2022", "La Nueva Escuela Mexicana: los principios y orientaciones pedagógicas" y los "Aportes de la psicología a la educación. Sobre su Denominación, Historia y Desarrollo"; se hizo una interpretación personal para comprender las necesidades actuales de la educación y a su vez, desde la perspectiva de la intervención educativa, traducir la importancia de la educación para la elaboración de propuestas en este ámbito. Contribución: se aporta una serie de reflexiones sobre la multi Facultad of Psychology and Human Communication Therapy, Mexico. plicidad de funciones que el psicólogo especialista en intervención educativa puede realizar para mejorar la realidad actual de la educación en México.

Nueva Escuela Mexicana, Intervención educativa, Psicólogo

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Introduction

The historical moment in which our country finds itself today makes an urgent call to reflect and analyse the current needs of people, society and all the areas in which we are immersed.

Education is one of the most important areas in which we must reorient our actions to respond to the problems that are arising. Schools reflect the ideas that a society has, its interests, values and perspectives. With this in mind, we must consider having a curriculum that is adapted and viable in order to offer what students in schools need to learn.

The New Mexican School (NMS) bases its proposals mainly on Article 3 of the Political Constitution of the United Mexican States, which states that "education shall be based on unrestricted respect for the dignity of persons, with a focus on human rights and substantive equality" (SEP, 2022).

In this article we will review the proposals of the Basic Education Curriculum 2022 and the NMS that it proposes and, from the perspective of educational intervention, raise awareness about the importance of generating proposals in the educational field to improve the current situations of the reality that our country is living.

Justification

The New Mexican School is the commitment to provide quality in teaching, due to the fact that there has been a historical lag in improving knowledge and developing skills and abilities in students. Therefore, it has been proposed to guarantee the right to education by implementing four necessary conditions: affordability, accessibility, acceptability and adaptability of educational services.

In the NMS, individuals are postulated as the central axis of the educational model, students are seen in an integral way, with personalities in constant change and development; it urges that all learners be capable of actively participating in the diverse contexts in which they are immersed in order to collectively confront the problems they experience.

It is important to consider what are the challenges that this demands in order to improve the problems that arise, therefore, the NMS is a growing field of action with a multiplicity of functions that the educational psychologist can perform to promote the improvement of the current reality of education in Mexico.

Problem

Prior to the proposal of the NMS, measurement instruments were applied to students in basic and upper secondary education that showed a historical lag in improving the knowledge, skills and abilities of students, mainly in areas such as communication, mathematics and science (SEP, 2019).

As students progressed through the different levels of education, it was possible to observe that they dropped out for multiple reasons, socioeconomic and family reasons, but above all because the school did not satisfy or offer life expectations for all students.

With the above, they also realised the difficulty that the students who were graduating from higher education had, since they were not prepared for the problems that real life presented to them. In response, resources were allocated to improve students' socio-emotional skills.

This was not the imminent solution, given the reality and the failure to apply a model that did not fully respond to the needs of its students and that did not reflect the diverse scenarios that students would face in their daily lives. The consultation was carried out in open forums in which teachers, students, management staff, family members and specialists from all over Mexico presented ideas that would form the basis for a new curriculum that was better adapted and viable for the historical context in which our country finds itself.

Objective

To identify the conditions of the New Mexican School (NMS) from the approach of educational intervention in order to sensitise its agents to the demands that it requires.

Theoretical framework

The theoretical references related to the 2022 basic education curriculum from the perspective of educational intervention, as well as the field of action of the psychologist specialising in educational intervention, are presented below.

The New Mexican School

The NMS is the educational and pedagogical project of the Ministry of Public Education (SEP) and the government in force to provide quality in education. In it, the SEP develops a 23-year plan to strengthen the education offered to all students at all levels in our country.

It prioritises attention to disadvantaged populations, with the aim of offering the same opportunities for all Mexicans; it also guarantees conditions of excellence in the educational services provided at each level; it is committed to students acquiring skills that allow them to develop personally and collectively.

For the NMS, students are integrated individuals, with a constantly changing and developing personality, immersed in an interpersonal context. It considers students to be autonomous moral, political, social and economic subjects, with personality, dignity and rights; it expects them to continue their education based on values, honesty, respect for others, a culture of peace and the pursuit of the common good (SEP, 2019).

It is also committed to all students being able to participate actively in the different contexts in which they develop, bringing them closer to everyday reality in order to face the different problems that arise in groups. From its educational model, it envisions a quality education, which implies guaranteeing that all students have the right to education and that this education forms them as critical, reflective individuals who can face any adversity that may arise in their daily context. Citizens who work for the common good, collectively and in collaboration with others to improve our current life situations (SEP, 2019).

This model aims to better respond to the needs of today's Mexican society, to propose a school that is attractive to students and that provides life options for all. Education is the most democratic mechanism of social ascent that we have in our country, transforming and improving it so that it fulfils its main objective is what the NMS symbolises (SEP, 2022).

The psychologist in educational intervention

Currently in Mexico, not much is known about the work carried out by psychologists in educational intervention, however, there are many of these professionals working daily to improve the educational system in our country.

This professional works in different scenarios and interacts with all the agents involved in the educational process; his or her training has led him or her to develop knowledge and skills that allow him or her to develop beyond the educational field.

Similarly, he has theoretical and practical assumptions that allow him to participate in the resolution of problems in any aspect of education, from teachers to students, because he has knowledge that allows him to understand the cognitive, moral, social, affective, emotional and psychological development that students go through (Cabrera et al., 2015).

Its function can range from individuals to groups of people; in the educational space it aims to contribute to improving learning processes; from its perspective it analyses, evaluates, guides and develops actions that respond to the situations to be resolved in the different contexts in which it is found.

In this educational proposal put forward by the NMS, their main role is to attend to and promote psychological development in all its components. From this perspective, the work of the educational psychologist has two objectives: 1) to provide an analysis or research from the psychological point of view of different situations (diagnosis); 2) to propose action plans that respond to the research obtained (intervention) (Villamizar, 2020).

Background

The Basic Education Curriculum has as its antecedent the New Educational Model that emerged in 2016. Since 2012, the main political forces set in motion a change in the educational process: the Educational Reform, which obliged the state to improve the quality and equity of education in Mexico.

The main objective of this reform was for all students to be educated with integrity and to achieve the necessary learning for the 21st century. In July 2016, the SEP presented the proposal for the update of the new educational model, which consisted of three documents:

Letters on the aims of education in the 21st century: it briefly explained what Mexicans were to be educated with the new educational model.

The New Education Model 2016: explained the five axes of which it was composed and the idea of the model derived from the Education Reform, i.e. the way in which the system was organised to achieve maximum learning achievement in students.

Curricular proposal for compulsory education 2016: It contained the curricular approach for basic and upper secondary education and covered the structure of the contents and components of the curriculum and study programmes.

This educational model, which was approved and articulated by the Official Journal of the Federation (DOF) in June 2017, was intended to be implemented in classrooms gradually, starting with the first cycle and later with the rest of the school grades, a situation that was not clearly determined and failed in the attempt to be applied in all grades of basic and upper secondary education.

In May 2019, a legal reform was consolidated in Articles 3, 31 and 73 of the Political Constitution of the United Mexican States, from which three secondary laws were approved, one of them very important, which began to lay the foundations for a new study plan and programmes that would respond to the current reality of our country, as well as to the needs of Mexicans (SEP, 2022).

An international curriculum review, consultation with teachers and principals, interdisciplinary team work sessions, dialogues with teachers, educational agents and community education leaders were carried out in order to build a new basic education plan and study programmes that would respect the essence of previous plans, while retaining the fundamentals of each one of them.

In June 2021 it became possible to begin the process of structuring the curriculum framework, the plan and the study programmes. The DOF decrees the agreement 19/08/2022 establishing the study plan for preschool, primary and secondary education.

Foundations

The approach of previous curricula and even that of the current plan, has been based on a constructivist model, its principle is based on the construction of knowledge, person-centred, focuses on learning rather than teaching, students as responsible for their own learning process, suggests that learners create their own knowledge and develop understanding through meaningful tasks (Aparicio and Ostos, 2018).

From this learning theory, the teacher and the student interact constantly, through the dialogue they establish as a means for the learner to construct their knowledge; learning involves the total development of the student's skills and abilities, it is a process in which they incorporate what they have previously learned with the new competences, content and information they are provided with (Ortiz, 2015).

In addition, the 2022 curriculum is developed from a humanistic vision that allows it to propose an education for students based on a culture of peace, values and the pursuit of the common good. This humanistic vision focuses on helping students to decide what they are and what they want to become; it maximises their abilities and skills; teaching is based on the personal needs of each student; the teacher is a facilitator who is interested in them as moral, autonomous, emotional and social persons; he/she is open to new ways of teaching, always trying to achieve meaningful learning in them and promotes a learning of respect, understanding and collective collaboration (Munguía, 2014).

Based on these approaches to learning, SEP (2022) bases the NMS on eight principles necessary to achieve its objectives in education:

- A. Fostering identity with Mexico. Promoting love of country, appreciation of its culture and teaching in the values embodied in the Political Constitution. It emphasises the importance of this principle to make students specifically human, rational, critical and ethically committed beings.
- B. Civic responsibility. It implies the acceptance of personal and common rights and duties. NMS students respect essential civic values: honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity and gratitude, among others. They are trained to be responsible and support the fulfilment of human rights; they promote a culture of peace to strengthen society.
- C. Honesty is the fundamental behaviour for the fulfilment of social responsibility, which allows society to develop on the basis of trust and the underpinning of the truth of all actions to enable a healthy relationship between citizens.
- D. Participation in the transformation of society. Self-improvement is the basis of this principle in the NMS. Educating citizens implies educating critical people, who actively participate in improving the quality of life and well-being of all. The necessary knowledge is provided to contribute to the transformation of society.
- E. Respect for human dignity. It favours the integral development of students in order to fully and responsibly exercise their capacities. It assumes a humanistic approach to education, placing the students at the centre of the educational model, and it strengthens the approach of teaching to their daily reality so that they can confront the problems that they face.
- F. Promotion of interculturality. The NMS fosters understanding and appreciation of cultural and linguistic diversity, seeks to form an in-depth knowledge of the diverse cultures that exist in our country, generating relations with all of them, projecting equity and mutual dialogue between them all.
- G. Promotion of the culture of peace. It trains students in a culture of peace that favours dialogue, solidarity and the search for non-conflictual solutions that are more appropriate for Mexicans. This culture of peace is made up of a series of values and attitudes that completely reject violence, allowing for a better option for solving problems.
- H. Respect for nature and care for the environment. It promotes environmental education to favour the protection and conservation of our surroundings; it provides the development of critical thinking to generate new ideas for sustainable development, as well as to reflect on the current conditions of the environment.

Other elements that are considered fundamental in this proposal are the notion of learning and community, as two pillars that support the curricular content embodied in this curriculum.

The community is positioned as the social, cultural, political, productive and symbolic space in which the school is considered the centre in which students carry out their learning processes in order to develop all their potentialities to the maximum (SEP, 2022).

The first is that the school is not considered to be isolated from the community; they are related to each other by knowing the lives of the students who attend an educational institution. The school acts as a meeting point.

The second reason he describes is that all the knowledge, skills, values and relationships that students form are determined by a curriculum and can only be used in their daily lives within the general framework of the community in which they find themselves, including the school. The aim is to bring all learning to the current reality in which the students live.

The third reason is that educational institutions must consider the knowledge and skills learned in the socio-cultural context in which students are immersed, thus situating learning and relating it to the experiences they face on a daily basis.

In addition, a curriculum is set out in which the contents addressed are linked to articulating axes that relate knowledge and know-how to situations of their immediate reality, all of this organised in four training fields.

These approaches refer to the way in which children and adolescents (NNA) should be viewed, as they are individuals in constant interaction with other people and in different contexts to which they are given a unique and personal meaning; this allows them to be given a meaning, which forms in them a personality and their own perception of the world.

Similarly, priority has been given to a model of learning assessment that can be represented quantitatively. This idea is based on the fragmentation of knowledge grouped in concepts, theories and methods into learning objectives and/or competences which are used to establish an order and serve as objective evidence, allowing the fulfilment of a task or criterion which in turn is expressed in a numerical grade (SEP, 2022).

Research methodology

The hermeneutic method was used for this inquiry; it offers an alternative for research focused on the interpretation of texts; it involves a dialectical process in which researchers navigate between the parts and the whole of the text to achieve an adequate understanding of it (Hermida and Quintana, 2019).

The reading of various texts was carried out, including the "2022 basic education curriculum" and "The New Mexican School: pedagogical principles and guidelines", which contribute to the approaches that these proposals have, the principles on which they are based, in addition to the perspective with which they are intended to influence the improvement of the reality facing our country.

A personal interpretation was made to understand the current needs of education and in turn, from the perspective of educational intervention, to translate the importance of education for the development of proposals in this area. Here the role of the educational psychologist was defined, bringing together the diversity of functions that this specialist can perform in the field of education and in various other related fields.

This method also involved a translation process, as a new text was produced that respects the essence of the original texts. The latter represents the particularity of this method or approach which was the basis for the realisation of this research.

Procedure

Curricula are the basis for any educational project. For this article, it was necessary to analyse the 2022 basic education curriculum, its background, rationale, approaches and the objectives it mentions for students. In addition, the pedagogical guidelines that provide key principles and foundations for education were reviewed. For this process it was essential to inspect the information obtained, interpret and choose the information that complemented the ideas that were to be developed, it was a dialectical process in which the researcher inquired between the parts and the whole of the text in order to achieve a proper understanding of it.

Similarly, the review of other articles and texts added relevant information that complemented the reflection of this section, both of the essential ideas of the plan and of the role of the psychologist specialising in educational intervention. Once they had been analysed, an interpretation was carried out in order to take the necessary ideas and from this, structure a new text that would reflect the final reflections abstracted from the contents read.

Results

From the analysis obtained from the SEP texts consulted and from the articles that gave us a broad overview of the functionalities of the psychologist specialising in educational intervention, the following results were obtained:

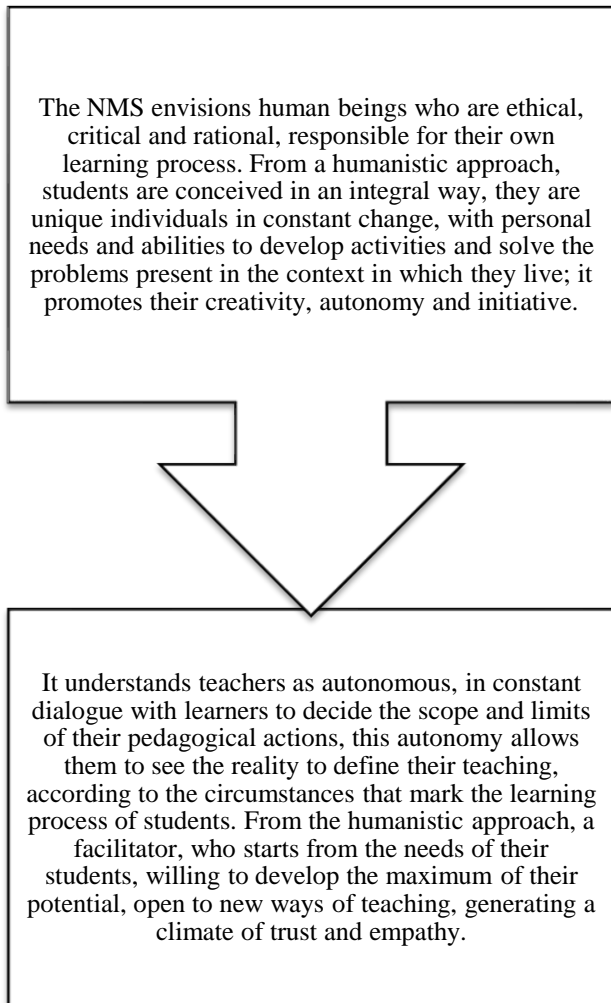


Figure 1

The psychologist in educational intervention carries out various activities with all the agents of the educational system. In this context mentioned in the NMS, their main role is to attend to and promote psychological development in all its components, cognitive, emotional, affective, motor, among others.

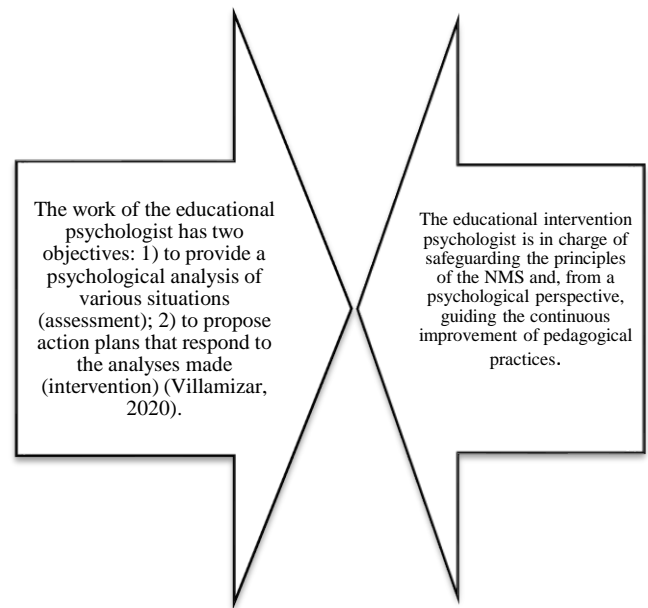


Figure 2

Working together with all the people involved in the learning process, students, teachers, directors and the community and thinking about responding to the problems that these agents face within the educational process; contributing with concrete strategies and actions that contribute to optimising student learning. Educational psychologists are faced with the need to rethink their frames of reference, knowledge, skills and changes in the perspective of psychoeducational intervention.

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Analysis and conclusion

The NMS's educational model envisions a quality education, which implies guaranteeing that all students have the right to education and that the education they receive is aimed at forming critical, reflective individuals who can face any adversity that may arise in their daily context. Citizens who work for the common good, collectively and in collaboration with others to improve our current life situations.

For this to be possible, teachers and managers must be constantly reflecting on and improving the pedagogical practices they offer in the classroom, being aware of the emotional, social, economic, cultural and cognitive processes that their students are undergoing. This is where the psychologist in educational intervention comes in, who, from a psychological perspective, analyses, evaluates, guides and develops actions that respond to the problems that they have.

The multiple actions that the psychologist specialising in educational intervention can carry out to improve the current reality of education and Mexican society are numerous, ranging from modifying the curriculum, improving teaching practices, treatment of learning difficulties, among others. In short, developing actions to optimise educational processes.

Proposal

In this research process, a series of reflections were generated on the proposals derived from the NMS that have an important transcendence to optimise the living conditions in Mexico today, through these changes to the education provided, but, above all, of the occupations that one has as a specialist in educational intervention in this field and the importance of their participation in it.

Linked to the conclusions obtained, new possibilities emerge for research on the psychologist in educational intervention, as well as an attentive call to be included within educational institutions, in which he/she can contribute by making multiple interventions according to Tirado et. al (2010) in the following areas:

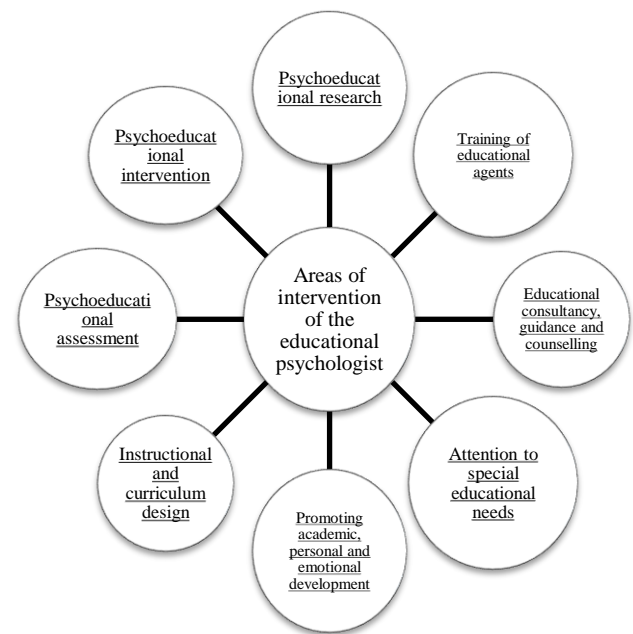


Figure 3

- Psycho-educational research: The educational psychologist possesses knowledge and skills that allow him/her to venture into psycho-educational research and the generation of new knowledge. This research is the basis for any intervention that this professional intends to carry out.
- Training of educational agents: The educational psychologist is a competent professional in the training of trainers; he/she can conduct an analysis of needs and of the school context that allows him/her to make decisions regarding the areas to be developed through training, coaching or qualification processes. A central task of the educational psychologist is to be a trainer of trainers.
- Consultancy, guidance and educational advice: contributes in different scenarios as a consultant or advisor, providing opinions and qualified proposals according to their knowledge and experience, which enable them to prevent and solve problems or generate innovative educational programmes and environments.

- Attention to special educational needs: considers important the attention to people with special educational needs or with different abilities, students with different situations of vulnerability such as indigenous people, abused minors or groups at risk or who suffer exclusion from educational opportunities.
- Promotion of academic, personal and emotional development: this area offers ample opportunities for the psychologist specialising in educational intervention, not only in the academic or intellectual area, but also involves comprehensive training or strengthening, covering all areas of human development and including inclusion and interaction in society.
- Instructional and curricular design: among the different topics that can be researched or intervened in are curricular conceptualisation or theorisation, the development of curricular models and innovations, professional training, curricular evaluation and the analysis of educational processes and practices that are carried out in the classroom related to the curriculum.
- Psychoeducational intervention: refers to action aimed at the prevention and solution of psychological problems, or the achievement of certain objectives in working with the persons or groups to whom the intervention is directed.
- Psychoeducational evaluation: this evaluation refers to the understanding and improvement of educational processes. It involves obtaining essential information, observation of educational agents and processes, the construction and relevant use of certain instruments, conducting interviews and studies, analysis of the educational context and the difficulties encountered, among others. Interpret and understand the psychological aspects of a specific situation and context and use the information obtained to support decision-making with regard to the direction of the intervention of this specialist.

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Evolution of socioemotional skills in higher education

Evolución de las habilidades socioemocionales en la educación superior

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Abstract

Objective: Provide an approximation on the evolution of socio-emotional skills as part of the educational competencies to be developed in higher education.

Methodology: This is the product of bibliographical research carried out with a holistic approach, focused on a process that helped explain the origin, legal bases and importance of the development of socio-emotional skills in young people who study higher education, as part of the competencies to acquire at this educational level.

Contribution: Socio-emotional skills are extremely important because thanks to them it is possible to consolidate healthy personal and/or professional relationships, as well as the construction of solid environments and internal and community well-being. Its purpose is to provide an approximation of the evolution of socio-emotional skills as part of the educational competencies to be developed in higher education. To elaborate this, a process of collecting bibliographic information carried out with a holistic approach was used, a procedure that allowed explaining the origin, progress, legal bases and importance of the development of these skills in young people who study higher education, as part of the skills to be acquired at this educational level.

Socioemotional skills, Youth, Higher education

Resumen

Objetivo: Brindar una aproximación sobre la evolución de las habilidades socioemocionales como parte de las competencias educativas a desarrollar en educación superior.

Metodología: El presente es producto de la investigación bibliográfica realizada con un enfoque holístico, centrado en un proceso que ayudó a explicar el origen, bases legales e importancia del desarrollo de las habilidades socioemocionales en jóvenes que estudian la educación superior, cómo parte de las competencias a adquirir en este nivel educativo.

Contribución: Las habilidades socioemocionales son de suma importancia debido a que gracias a ellas es posible que se consoliden relaciones personales y/o profesionales saludables, así como la construcción de entornos sólidos y de bienestar interno y comunitario. Tiene como propósito brindar una aproximación de la evolución de las habilidades socioemocionales como parte de las competencias educativas a desarrollar en educación superior, para elaborar el presente se utilizó un proceso de recolección de información bibliográfica realizada con un enfoque holístico, procedimiento que permitió explicar el origen, progresos, bases legales e importancia del desarrollo de estas habilidades en los jóvenes que estudian la educación superior, cómo parte de las competencias a adquirir en este nivel educativo.

Habilidades socioemocionales, Jóvenes, Educación superior

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Introduction

Talking about social-emotional skills in higher education is of vital importance, since human beings present situations that involve social relationships and emotional ties on a daily basis. For this reason, this paper presents a critical literature review on the background and theoretical and practical contributions of socioemotional skills, as well as the difference between social skills and emotional skills, which will allow the reader to identify each of them in order to highlight the importance of these in the development of the population of higher education students.

There are studies carried out by Argyle, Bryant and Trower in 1974 on social performance in university students, where it was observed that they present deficits in their social competence; these authors found that "from 10% to 30% of a sample of Oxford students presented great difficulties in common social situations such as approaching other people, going to discos, taking the initiative in a conversation, talking to people of the other sex, among others" (Herrera et al., 2012, p. 278).

Currently, we live in a complex and changing world, which requires young people with a solid academic background, as well as a strong development of socioemotional skills that allow them to successfully face the demands of the context in which they develop (Hernández, Trejo and Hernández, 2018, p. 88).

The importance of developing socioemotional skills with higher education students has been identified as essential for the proper functioning of students and future professionals. For this reason, it is necessary to highlight the importance of social competence in university students, as it constitutes an emerging professional class that has in social interaction the basis of its actions; in social sciences, "in psychology in particular, the interpersonal difficulties of students are even more critical, given the interpersonal nature of the performance and the object of study of these disciplines" (Herrera et al., 2012 p. 279).

Justification

Social-emotional skills are elemental for an individual to develop in a holistic and operationally functional manner. Through them, people achieve the necessary social reinforcements to be able to adapt to the immediate environment in which they develop. On the other hand, not having them generally leads to rejection and often even isolation, resulting in a very poor standard of living.

"It is not enough to develop the knowledge and technical skills that prepare people for the development of work strictly and concretely linked to the object of their profession, it is necessary to foster a permanent disposition for the analysis and improvement of individual communicative behaviour" (Ordaz, 2013).

It is important to consider that although it is true that it is in the early stages of primary education that Social Skills (SSH) are acquired, "it is during the higher education stage when it becomes crucial to strengthen them for professional life, especially in careers where interpersonal relationships are part of the field of work" (Padilla et al., 2019, p. 71).

The ethical criteria of this research correspond to the critical reflection on the background, similarities, differences, contributions and limitations of the proposals found and the way in which the results are described on the subject of the challenges of socioemotional skills in higher education (Noreña, Moreno, Rojas, Rebolledo-Malpica, 2012). For this reason, it is considered important to make a theoretical journey that leads to the explanation, understanding and evolution of these skills throughout history.

Objective

To provide an approach to the evolution of socioemotional skills as part of the educational competences to be developed in higher education.

Theoretical framework

- Social skills:

The study and determination of what social skills are began in the 1930s with a great variety of authors, such as Thorndike, Combs, Slaby, Alberti, Emmons, Goldstein, Sprafkin, Gershaw, Klein, Anaya, Kelly, Monjas, Pelechano, Caballo, among others. At the beginning, social behaviours in children were studied, later in other areas, including from various psychological currents such as behaviourism and cognoscitivism.

"HHSS (social skills) are defined from a behavioural model in which the explanation of human behaviour is based on the analysis of behaviour, the environment in which it takes place, personal variables and their interaction with each other" (Morán & Olaz, 2014, p. 94).

Currently, the importance of social skills in the development of human beings is widely described, however "there is still no universally accepted definition by all researchers, and there are numerous definitions that affect one or another characteristic of what constitutes socially skilled behaviour" (Gallego, 2009, p. 61).

Social skills are acquired through a process of learning and experience throughout life, which influences the behaviours and actions that the person has in their interpersonal relationships, so they form the repertoire of behaviours that allow them to perform functionally in the social sphere and are the basis of social competence (Del Prette and Del Prette, 2002).

It is essential to emphasise the development of social skills, as they are indispensable for adaptation to the environment in which they develop, as they can provide the necessary tools for good social development, in some cases becoming the key to survival.

From birth, human beings need to relate to others and participate in society, where values, norms and beliefs are involved; the social contexts in which they interact (family, work, school) help them to acquire and learn social skills.

"The deficit in the development of the HHSS lies in the maladjustment or difficulty in establishing interpersonal relationships, since there are a series of negative consequences such as low social acceptance or social rejection, psychological maladjustment, emotional and academic problems and antisocial behaviour" (Bueno, Durán and Garrido, 2013 in Pulido and Herrera, 2014, p. 262).

The HHSS are a set of behaviours that allow the person to function functionally develop both in the social and professional spheres, which is why importance is given to the issue of social skills in university students, as they are defined as the basis of social competence, which students must face.

Different authors have pointed out the importance of having HHSS for the professional development of university students, "there are two types of competences that are indispensable for effective action and good professional performance, instrumental competences and social competences" (Gore, 1996 in Herrera, et al., 2012, p. 279):

- Instrumental competences refer to the specific skills that enable the individual to be more effective as a professional, and include short- and long-term time organisation, goal management, coping with problems and task-specific knowledge.
- Soft skills enable the individual to interact effectively on an interpersonal level in the workplace.

Unfortunately, there are few education curricula that include the development of social skills, and in some cases theoretical and methodological tools are not provided to address them, "sometimes finding themselves in situations of isolation and vulnerability reflected in a sense of lack of control and loneliness that can lead to a phenomenon such as depression and insecurity related to their personal integrity" (Ortiz & Beltrán, 2016, p. 2).

The need to improve interpersonal skills, manage stressful situations and enhance the well-being of healthcare staff has been identified as essential for the proper functioning of university students.

Castro (2004) mentions in a study conducted with university students that the basis for understanding the emotions of others is based on an adequate knowledge of one's own emotions, so that a person with a good understanding of their emotions extrapolates this knowledge to the interpersonal field.

Higher education should not only provide solid competences for the world of today and tomorrow, but also contribute to the formation of a citizenry endowed with ethical principles, committed to the construction of peace, the defence of human rights and the values of democracy (Ordaz, 2013).

Other studies show the case of the Health Sciences, where if students do not have a special initial level of social skills, the need for training to increase it becomes imperative and they declare the little effort that would be involved in integrating this subject into university studies (Villegas et al., 2018).

- Emotional skills:

For Villanueva, Clemente and Adrián, cited by Pérez, Filella and Soldevila, (2010) (1997), "all social interactions possess an emotional tone and all emotions experienced arise from the interaction of the subject with his or her environment". This statement emerges from the incorporation in the 1970s of the emotional component as a fundamental element of social competence. Since then, difficulties in interpersonal relationships have been explained as a result of a deficit in emotional skills - lack or poor repertoire - or as a consequence of a high level of conditioned anxiety or of interfering cognitions or emotions such as irrational ideas or beliefs, prejudices, etc.

For Goleman, Mckee, David, and Gallo (2017, p.58), "emotional intelligence is the result of a mixture of learned skills and natural talents, part genetic predisposition, part life experience and the result of some old lessons".

From a scientific point of view, emotional intelligence is the ability to accurately perceive your own emotions and those of others (Goleman, et. al., 2017).

A person with high emotional intelligence can be realistic rather than optimistic, and insecure rather than confident. The danger is in assuming that because a person is optimistic and confident, they are also emotionally intelligent when, in fact, the presence of these characteristics says nothing about the rest (Goleman et. al., 2017).

For Bisquerra (2013), emotional education aims to develop emotional competences and well-being, it is based on the principle that well-being is one of the basic objectives of personal and social life, therefore, it has developed parallel to the interest in positive emotions, emotional well-being, flow, positive psychology, etc.

In the scientific literature we find clear evidence linking the constructs of Emotional Intelligence (EI) and Social Skills (SS). We are currently in a position to state that there is a consensus that both competences correlate positively in both adolescents and adults (Pérez, Filella & Soldevila, 2010).

Emotions are immersed in the school environment and intervene in the way in which students learn, hence it has been pointed out that experiencing positive emotions could help them to solve problems, develop activities and favour self-regulation, however, if manifested in the opposite way, it would hinder their academic performance (Valencia, 2015, cited by Treviño, González and Montemayor, 2019).

Kelly (2002, p. 137), defines emotional skills as "those learned behaviours that people put into play in interpersonal situations to obtain or maintain reinforcement from the environment". Understood in this way, they can be considered as pathways or routes to an individual's goals.

For Zavala, Valadez and Vargas (2008), cited by Salazar, Mendoza and Muñoz (2020), emotional skills are observable behaviours, learned and used in social exchanges to obtain concrete ends, and are therefore susceptible to change, and therefore play a preponderant role in the individual's ability to face the challenges of adolescence, contributing to social acceptance.

There is evidence in different areas of the scientific literature that shows the importance of emotional skills in the success or failure of people when developing in society (Herrera et al., 2012, cited by Salazar, Mendoza and Muñoz, 2020).

"Emotional ability must be considered within a given cultural framework, communication patterns vary widely across cultures and within cultures, depending on factors such as age, gender, social class and education" (Caballo, 2007, p. 87).

The individual also brings to the situation their own attitudes, values, beliefs and cognitive abilities and a unique style of interaction, there can be no one right way to behave that is universal, but a number of different approaches that may vary according to the individual (Wilkinson and Canter, 1982, cited by Caballo, 2007).

Similarly, a number of definitions of social skills or socially skilled behaviour have been found, for example:

- The complete ability to engage in behaviours that are positively or negatively reinforced, and not to engage in behaviours that are punished or extinguished by others (Libet and Lewinsohn, 1973, cited by Caballo, 2007).
- Interpersonal behaviour that involves the honest and relatively direct expression of feelings (Rimm, 1974, cited by Caballo, 2007).
- Behaviour that allows a person to act in his or her best interests, to defend himself or herself without inappropriate anxiety, to comfortably express honest feelings, or to exercise personal rights without denying the rights of others (Albertí and Emmons, 1978, cited by Caballo, 2007).

It can then be said that, "socially skilful behaviour is that set of behaviours emitted by an individual in an interpersonal context that expresses feelings, attitudes, desires, opinions or rights of that individual in a way that is appropriate to the situation" (Caballo, 2007, p. 98).

- Social-emotional skills:

The term social-emotional skills or emotional learning is now used to refer to the tools that enable people to understand and regulate their emotions, understand the emotions of others, feel and show empathy for others, establish and develop positive relationships, make responsible decisions, as well as define and achieve personal goals. When they are referred to as skills they have the connotation of the possibility of their educability or trainability (Zavala, Trejo and Hernández, 2018, p. 88).

Articles 16 and 59 of the General Education Law (2019) state that the education provided by the State, its decentralised bodies and officially valid private institutions will be comprehensive because it will educate for life and will be focused on the development of capacities, cognitive, socio-emotional and physical skills in such a way as to achieve well-being and contribute to social development, acquire and generate knowledge, strengthen the ability to learn to think, feel, act as a member of a community and in harmony with nature.

Due to its importance, social-emotional education has been incorporated into the formal curriculum of compulsory education in Mexico, and "the National Educational Model has included social-emotional skills and the life project as a fundamental part of the graduation profile of students in Higher Secondary Education" (SEP, n.d. Quoted by Treviño, et al., 2019, p.8).

Treviño, González and Montemayor (2019), cite several authors, mentioning that socioemotional skills are necessary for learning (Villaseñor, 2018), in addition, they contribute to achieving better academic performance (Pahl & Barrett, 2007; SEP, n.d.) and make it possible to achieve successful employment trajectories (Murrieta, Ruvalcaba, Caballo and Lorenzo, 2014).

On the other hand; Zavala, Trejo and Hernández (2018) classify skills into three types:

1. Those that enable personal knowledge (self-knowledge and self-regulation).

2. Those that regulate relationships with others (social awareness and collaboration).

Those that help to choose and define goals (responsible decision making and perseverance).

Methodology

This is the product of bibliographical research carried out with a holistic approach, centred on a process that helped to explain the origin, legal bases and importance of the development of socioemotional skills in young people studying higher education, as part of the competences to be acquired at this educational level.

With the support of qualitative techniques as recommended by Londoño and Tabares (2002) for the collection and interpretation of the historical process experienced in relation to the origin and evolution of socioemotional skills and their development in higher education.

In the sequence of the holistic cycle of this research, the first five phases were put into practice in this process (Londoño and Tabares, 2002, p. 23), which in turn marked the procedure to be followed.

Exploratory: in which the analysis of the development of socioemotional skills in higher education students was defined within the range of possibilities.

Descriptive: a stage in which the theoretical references and models that would be integrated into this process were decided upon.

Comparative: in this stage, the antecedents were identified and reviewed, locating their similarities and differences.

Analytical: a moment dedicated to analysis and reflection, recognising the contributions and limitations of the theories and models analysed.

Explanatory: stage dedicated to the interpretation of results regarding the challenges of higher education for the development of socioemotional skills through the triangulation of information.

Results

Socioemotional skills are defined as learned behaviours that help us to relate to others, based on an understanding of our feelings and the feelings of others in order to make responsible decisions (Carbajal, 2020, para. 1).

Over the years, and particularly from the 1930s onwards, the study of social behaviours from different approaches such as behaviourism and cognoscitivism gained great importance; behaviours that are essential for the adaptation of the individual to the environment in which he/she develops, highlighting them for the adequate academic, social and professional functioning.

- Social skills:

Contributions: In education their acquisition and strengthening is crucial for school life and in their professional case. Limitations: There is still no definition of social skills universally accepted by all researchers.

- Emotional skills:

Contributions: They develop within a cultural framework and depend on factors such as age, gender, social class and education.

Limitations: For their development correlates genetic predisposition and experience.

- Socio-emotional skills:

Contributions: they are not only developed for the benefit of academic activity but also for personal and working life.

They have the connotation of the possibility of their educability or training.

Limitations: The development of socioemotional skills is not yet included in the higher education proposals of many higher education institutions.

At first, social skills were analysed as a fundamental basis for development in the educational context, which becomes a model of reinforcement as well as interaction with peers (Jeraldiny, 2013). However, it was identified as necessary to foster a permanent disposition for the analysis and improvement of individual communicative behaviour (Ordaz, 2013).

The approaches from which the skills that enable better social performance are viewed have been evolving without leaving aside previous references. From the 1960s onwards, under the name of emotional skills, the term emotional was incorporated into the study of the behaviours developed by the individual in a social context that makes it possible to perceive one's own emotions and those of others and thus improve academic performance (Bisquerra, 2013).

At the dawn of the twenty-first century, the term socioemotional skills was coined as the tools that allow people to be, live together and make responsible decisions. Due to their importance, they have been included in the educational model for upper secondary education (SEP, s/f, cited by Treviño, et al, 2019).

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Conclusions and recommendations

The development of socioemotional skills currently represents a challenge for higher education in Mexico, with the aim of enabling this population to face the future, whether in the workplace, academically or socially:

- Integrating the development of socioemotional skills in educational institutions in our country.
- Improving the skills of higher education students so that they are able to express their points of view, aspirations, feelings, rights, among others, with due respect for others.
- That this population perceives itself as a member of a community and in harmony with nature.

- That the management of socio-emotional skills is a strategic element for the employability of the student community graduating from higher education.

Recently, the Mexican Educational Model integrated the development of socioemotional skills, based on the General Law of Education, both in basic and compulsory education, but not in higher education (DOF., 2019). For this reason, it highlights the importance of including them in the training of higher education students. However, if any higher education institution includes them, it is on its own initiative. Likewise, the development of socioemotional skills during vocational training has positive implications for the work activity that young people carry out, either in parallel with their studies or upon completing their studies in higher education (Inter-American Development Bank, n.d., para. 1).

No conflict of interest

The authors declare that they have no conflict of interest in the publication of this article.

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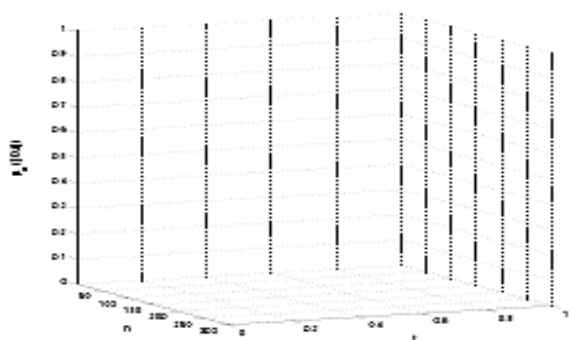
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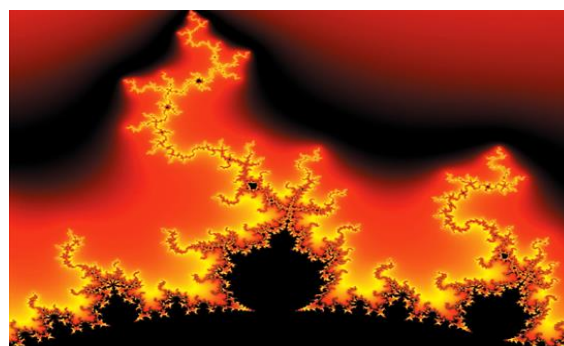


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