

Proactive education as a dynamic strategy to strengthen the high school teaching and learning process

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Abstract

Motivation of students towards educational activities, reflected in low school performance, accompanied by harmful and uncompromising actions of changes favorable to a prominent life, as well as the ethical degradation of some teachers has evidenced the need to promote changes aimed at the development of positive attitudes that stimulate the interest of teachers and educating to transform and energize the teaching and learning process. Proactive education is a type of training, in which the authors of the teaching and learning process become active participants in transformative instruction, for which it is necessary for teachers to structure favorable learning environments, incorporate active techniques according to the chronological and cognitive abilities of the student, that promote collaborative learning, favoring criticality and autonomy. The objective of the research is to propose a proactive education as a dynamic strategy to strengthen the high school teaching and learning process. The development of this article corresponds to a bibliographic research, supported by the inductive-deductive methodology based on an exegetical review of scientific articles and reliable texts to provide academic rigor to the research. Among the results, the need to promote favorable spaces to promote the combination and interaction of situations and social interactions that can enhance dynamic, interactive, reflective, collaborative and experiential learning for students.

Keywords---*Proactive education, dynamic strategy, teaching and learning, high school, active techniques.*

Introduction

The human being is cataloged as a bio-psycho-social subject, a being who thinks, who feels, who acts and who builds his own history, a basic definition in which it is possible to find a relationship with the meaning of proactivity (Aguiar & Rodríguez , 2018) From the moment the person is born, they begin to have the stimulus of studies that are developed from their social and affective space. Given that every learning environment involves dynamic conventions in study circles that start from correct and interpretive methodology, that each content application complies with quality standards and uses actions when deciding what is right in life.

The study of the benefits of proactivity is closely linked to the Theory of Multiple Intelligences, which indicates that people have various types of different intelligences, each of which can be developed to an adequate level of aptitudes (Athanasopoulos & Lopez , 2017) The development of emotional intelligence becomes fundamental, by relating to the behavior that governs the qualities of behavioral norms and impulse control of schoolchildren (Castaño & Tocoche, 2018), proactive education should be oriented to alignment of students in all ways critical and analytical, undertake empowering leadership to meet life's challenges.

UNESCO, as part of its development program for global citizenship, has emphasized the importance of proactive teaching and the need for students of all ages to have the means that allow them to reflect on the changes and challenges of today's society. (Unesco, 2018). Therefore, it is a priority that countries guarantee and develop flexible curricula, attention to vulnerable areas, that have exclusive responses to this globalization, have proposals for rights and attention to all people with fair, equitable and tolerant treatment, by At the same time, listen to the diversity of peoples.

At an international level, there is a growing interest in promoting proactivity in the educational field, in Spain research has been conducted focused on the competitiveness of autonomy with a critical sense, from a professional and emotional perspective (Cebollero, 2017). In this regard, in these times of confinement and constant reflection, it is essential that the days of teaching practices (formerly in a classroom, now at home) are of autonomous awareness in homes, where the sensitivity of individuals is affected by complex situations, both internal and external factors that unbalance the procedures won in the classroom.

The Spanish communities have implemented important educational participation projects that offer high expectations of educational acceptance (Alfageme & Nieto, 2017). Colombia in the study of educational and social problems has highlighted the importance of the vocation embodied in proactivity (Arcila & Guarín, 2015), identifying as a specific problem the low assessment of educational agents in class processes, despite the constant interest of teachers to motivate training (Pérez, 2019) The poor disposition of schoolchildren in the appropriation of their process learning has even spread negative implications in the life project, many of them at the end of their educational process do not know how to direct their horizon.

In Mexico, important findings have been established on the relationship between emotional intelligence, academic success, and the conductivity of lives (Fragoso, 2015). The contributions of countries that investigate the human mind are surprised at how the brain works with emotions, and it is there that the teacher must be involved in knowing the degree of neural complexity to model patterns of lesson styles and application of innovative tactics to their students, get to the center of emotions and sensitize the days of classes with due attention of the gradual stage.

In Chile, the achievements related to the teaching methodology to anticipate, provide feedback and establish transformations in the learning processes are remarkable (Díaz, Ossa, Palma, Lagos, & Boudon, 2019). Through the development of different self-learning environments, The methodologies are oriented to get out of the usual and regain leadership, focus on motivational activity and stop being passive agents (Sandoval, 2019). In this regard, it is considered that the organization of educational schemes is evident in the circles of experiences, that teachers benefit daily for the development of the topics, starting from their experiences and articulating with the fresh domains, where participation is established active student.

In the case of Peru, the findings made in proactive behavior workshops in classrooms, particularly in the prosocial workshop on voluntary behavior (Holguin, 2017), are remarkable, as well as the teaching work does not stop exploring the educational fields, estimates that the family is the first school of preparation of values and norms of respect, that is to say, it is the first social entity linked to teaching the first prosocial behaviors to infants; the academies tone the principles, revaluing the work of the parents, where the instructor takes advantage of the sensitive baggage to internalize the foundations of the normative pensum established by the public bodies.

In Ecuador, education has been driven by curricular models with standardized syllabi for the four regions, both in urban and rural areas, it is in the teacher's insight to be self-taught to adapt the topics according to their need and educational setting has led to a degree of complication when giving the chair (Barrera, Barragán, & Ortega, 2017) in order to introduce changes in educational models that have taken satisfactory results from other countries, which many times have not been taken into account local reality (De la Herrán, Ruiz, & Lara, 2018).

At the provincial level in the city of Portoviejo, a scientific dissemination was carried out that establishes an interrelated dynamic between teacher and curriculum, a strategic combination for an education with ethical and equitable attributes (Sánchez & Calle, 2019), communication in all instances must be maintained In order to carry out a good instructive work, not to take an archaic methodology with rote memory to the academic spaces, it must explore the interests that the students seek, using innovative precepts, that involve the boy to manage awareness of how to learn true inductive thinking.

In Chone there is no scientific dissemination of productive teaching, it is appealed that it will be a research topic that will support future intellectuals, where methodologies are identified according to the concretion of the current national curriculum with an organizational climate for development of all. It should be noted that teaching groups are preparing for higher studies and training through different improvement channels, all these preparations correct the pedagogical discipline.

The objective is to analyze the advantages of proactive education as dynamic strategies to improve the process of teaching and learning in high school, which favors the application of skills in the classroom, achieving the role of the student inside and outside of it. Where the use of active-reflexive pedagogy is justified, which invites the teacher from a transforming thought, compromising in his role of professionalism and morality, that encourages the participation of students, meditating in democratic and political spaces, in circles schoolboys promoting a dynamic and much more humane education.

Materials and Method

A bibliographic research was carried out, based on the use of inductive-deductive methods, for the selection, analysis and interpretation of specific information that is useful for reaching general deductions (Rodríguez & Pérez, 2017). Its development is based on specialized information on proactivity and its relation to teaching. It is proposed to digest the exegesis of inferential and bibliographic information, with the reflective purpose of learning, application, exposition and the entire cosmos of its planned events. The interpretation of using authentic language in the teaching-learning process of the activity and arriving at different coding reasoning is necessary.

Analysis and Discussion of the Results

Appreciated under an educational approach, the teacher is the precursor of vivifying the didactic spaces in the place where they are, both in metropolis or rustic areas, must constitute curricular inclusiveness, using didactic and technological resources where it is possible to arrive at the true knowledge, to start from the lessons and to arrive at the conceptualization of an analysis of knowledge effectiveness, for its formative instruction (Santos, Barreto, Bailón, & Bravo, 2020) This thinker states that the action of building a present and a future for children is in the hands of the teacher in training young people with integrity in society, in which it agrees that educational spaces are a solid mechanism to build a true quality education.

In other aspects, the importance of proactive in schoolchildren is revealing, since it has a leading role in all class processes, where the interior and circumstantial forces of the tutor arise to arrive with motivation to those directed, to seek rhythms of teachings that awaken the neural areas of intelligence and thus reach the criticality of knowledge (Martinic, 2015). In total agreement, it is up to all the educational actors in managing the competencies to guide with joy and enthusiasm the classes to assume the commitment of integral development.

In the institutional centers of the different school cycles, appropriate corners must be coordinated, attending to the needs of their young people, developing support matrices for the student to promote good pedagogical practice, incorporating digital tools into their chair, which encourages the autonomous participation of the same. Most educational centers strategically use spaces according to their themes to strengthen inter-learning processes, and others outside the classroom with natural environments that motivate science learning with healthy coexistence.

Undoubtedly, this research alludes that the motivation must be possessed by the teacher, in order to transmit it to the students, promoting empathy, applying role-play exercises of group coordination, promoting equity and respect for the rules of school coexistence, Organizing recreational activities, which are the bridge to make knowledge and enthusiasm viable for your students, a practical way to exercise proactivity. Experiences and personal attributes help explain how the educational past impacts motivation, interests and goals (Quijada, 2018). This author starts off that the experiences and innate qualities of the individuals, are valid to inform the characteristics of the steps to follow, to construct a different way of thinking, to apply the knowledge and to evaluate the decision making.

Despite the fact that there are many assertions of proactivity, it is defined as sets of qualities that the person has to carry out their activities with a good attitude and predisposition to change (Prieto, 2016) Therefore, in classrooms, develop a proactive teaching where curiosity is allowed, create a planned guide with a sense of responsibility, generate creative projects that encourage the active participation of the student, all these elements are fruitful to teach children from the first notion of student stage to completion their educational cycle and achieve significant effects for their entire lives.

In effect, the subject harmonizes the dimensions in their totalities so that they can develop in their fields, supported by positive energy, which entails behavioral attitudes in students (Jiménez, 2018).

Based on every educational process, rules and principles that regulate the order must be seen, therefore, the guide must clarify the appropriate limits to guide any event of pedagogical, social, cultural and sports practice, it is convenient that there is an emotional bond between teacher and student, to show enthusiasm and performance, with dynamism and open to all and to all circumstances.

The reason is that, it is necessary to teach young people not only in the matter of their professional life, but in human quality, who knows how to respect the arguments of other people, see their limitations, be a proactive agent, the result expresses it (Samaniego, and others, 2019). The previous statements suggest that an education is significant when we adhere the axiology to the curricular mesh and it is part of the formative continuity of allowing the incorporation of the necessary tools for the systematization of optimal resources in the activities. The aforementioned, internalizes that the innate qualities of the students have to deploy in a successful profile to healthy coexistence where they act with serenity and control of their emotions, that build proactive proposal plans and are able to adapt to new spaces, new circumstances or conflicts, the most vital thing that you know how to solve.

In general, parental interventions allow learning to flow quickly and practically in children's autonomy. Likewise, the role of teachers with a high sense of vocation in the formation and modeling of the adolescent's personality (Caballero & Sime, 2016). The guidelines aimed at the development of a proactive education conceive of working with ends for social well-being, but the reality educational is defined under the political precepts of governments of turns. Insinuates (Solórzano, 2017), that education in these moments presents vertiginous changes, due to global phenomena, the concentrated systems of emotional perfection should be prioritized to overcome obstacles and not surrender to the slightest difficulty. It is necessary to highlight that these authors, declare that there is learning in conjunction with the family where knowledge is forged, knowing and knowing how to live together.

The current teaching plays a fundamental role in the subject of the curriculum, based on the guidelines is enough to have a group of responsible students in every event with a good attitude to change and is able to guide and produce their own learning. (Pamplona, Cuesta, & Cano, 2019). Traditional education played an important role in its time, which established a school training for its students, generating passivity, rote memory and filling notebooks with tasks; cognitive theories, seeks that the student is the executor of his knowledge, has the ability to argue, be critical and learn to resolve conflict situations with emotional balance.

Highlight the active methodology to favor the processes of appropriation of understandings, including the problem-based project that is conducive to understanding the subject (Núñez, Ávila, & Olivares, 2017). For this purpose, in classrooms it must be energized with collaborative work art where the tutor is a practical guide to innovate their classes, establish collaborative aptitude as the ABP, part of the basis of constructivism, generating question, previous concepts, It begins in a general way and the simplest concept is reached, this will allow a problem to look for an answer, it will be a strategy to prepare its future, the tutor needs a lot of patience to take it to proactive practice.

High school teaching must be productive, where students have a higher degree of mastery, but they go through a personality conflict and apathy of not wanting to comply with the activities of the curricular lines, which does not allow them to focus on studies, where the teacher has to devise the resources to stimulate active methodologies and change the styles of applications, the tutor's initiative to explore the terrain is born, to create a learning sphere that meets his requirement, aimed at formative change.

In the pedagogical sphere, forging proactive controls in teaching, invigorates the students to propose a sustainable academic way of life, which reactivates functional strategies in all perimeters, without excluding anyone, let us make the classroom an open space for students. science and creativity of boys and girls of all ages. This teaching model is manifested from original proposals of psychology and positive education; limited in the value formation of school processes, which falls on the area of tutoring to achieve better school interrelationships and the search for personal satisfaction and other goals.

The proposal of the aspects considered in these investigations show that students need to increase positive teaching skills in the daily coexist, part of the experience where a starting point is sought with lines of actions that systematize the process, where changes allow awareness and value the high

and low moments of teaching, where its projection allows them to declare their suitability before society.

Conclusions

In this scientific investigation it was possible to analyze the advantages of proactive education, they are active methodologies that allow the improvement of teaching and learning, where the student is the architect of their thinking and the teacher is the determining mediator of innovating good practice. significant in the classroom. Proactive education fosters harmonious study spaces between students and teachers, where part of their experiences to achieve the acquisition of new knowledge, combining dynamic strategies and awakening the student's interest, where the student is the protagonist of their knowledge, strengthening personal learning , collective and effective.

The new educational paradigms focus on the student, where the teacher seeks the best teaching tools, proactivity is part of the approach of constructivism since it involves promoting dynamic, interactive, reflective, critical learning cultivated in ethical values.

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