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### A Look at Teacher Training in Colombia: The Utopia of Emotional Training

*Una mirada a la formación docente en Colombia: La utopía de la formación emocional*

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#### RESUMEN

El presente artículo se inspira en la convicción que la educación que requiere la nueva sociedad supera el paradigma cognitivista y exige avanzar hacia una educación más integral en la que es un imperativo la educación emocional. Como resultado de la investigación, abordaba desde un interés comprensivo de la formación de docentes en Colombia y bajo la lógica metodológica del círculo hermenéutico, el presente artículo aporta en la pretensión de abrir espacios de reflexión en torno a la formación de docentes en las Escuelas Normales. La investigación permitió comprender aspectos críticos del proceso de desarrollo de competencias emocionales; a partir de un estudio de casos múltiple en 75 Escuelas Normales, complementado con el abordaje de una de ellas, asumida como caso instrumental.

**Palabras clave:** education management, emotional education, emotional skills, teacher training colleges.

#### ABSTRACT

This paper is inspired by the conviction that education required by the new society goes beyond the cognitive paradigm and requires progressing towards a more comprehensive education in which emotional education is an imperative. As a result of research, and based on a comprehensive interest of teacher training in Colombia and under the methodological logic of the hermeneutic circle, this article contributes to open spaces for reflection on teacher in training colleges. The research allowed to understand critical aspects of the process of developing emotional competencies; based on a multiple case study in 75 teacher training colleges, complemented with the approach of one of them assumed as an instrumental case.

**Keywords:** educación emocional, escuelas de formación docente, gestión educativa, habilidades emocionales.

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## 1. INTRODUCCIÓN

In the context of a period of time marked by huge changes, the society has encountered the educational system at their own constant transformation of multiple social phenomena (Hontyova & Ivanova: 2012); the society of information, the sharp increase of science and technology, the universalization of markets, globalization of the economy, identity of the global village, incorporation of the technology of information and communication of daily life, consumer society, structural violence, family disintegration and many other phenomena that apprehend educational organizations, and in those the teachers, who face the challenge of their profession, as well as the psychological and emotional toll, as the rational and development of the domino effect of the students in the learning process (Tomas, Rigano & Ritchie: 2016).

This change has been so frenzied and exacerbated by the demands of the legalization mechanisms or imposition of government systems (Tikly: 2017), that educations organizations have not responded to the demands of new generations fostering an education, which, in many cases, is outdated of the needs of the context. The family, as the main setting for society, changed its dynamic to be less and less structured, creating more unstable fathers of socialization, requiring and delegating the educational organization homework, such as emotional instruction (Zenbylas: 2001; Robledo, Arrubla & Valencia: 2015). This challenge urgently demands the need to resignify the pedagogical and didactic practices, seeking to make the utopia of a comprehensive education more cognitive, an education for a democratic, peaceful and plural society (Maulucci: 2013), developed by the academic organization and emotional maturity of the teachers (Intrator: 2006).

This article presents the results from research developed as a doctoral thesis, based on the belief that education requires the new society to overcome the prevailing cognitivist paradigm and progress toward a more comprehensive education in which it is important to incorporate emotional education as a pressing need for new generations. In order to achieve this new perspective of education, the need to resignify teaching training is the starting point, boosting their strategic role as modelers and emotional instructors.

The central argument of the thesis is sustained in affirming that the training dynamics, especially emotional in an educational organization, do not only depend on the didactic processes that occur in classroom interactions, but also, and in a relevant way, the interpersonal relationship between teachers and students, as the entire organization, with its culture, its network of instituted and instituting, which apprehends the development of training skills among students, including emotions. In this perspective, and from the support of Sánchez (2014), It is assumed that educational organizations as autopoietic and self-referential systems that have a mission to offer and/or manage educational processes that question and promote the development of the individuals and of the society, from the perspective of their multiple learning experiences. Here, the connection is anchored between the development of the emotional competencies and the role of organizations as contexts of feeling and meaning for training, as spaces that influence the learning process (Chica & Sánchez: 2015).

In this framework of meaning, the goal of this research is configured around the axial category of the emotional competency, assumed once as a dual and complex competency that combines two categorical units: competency and emotion. The competency was understood according to the contributions from Ortiz (2009) as a capacity that human beings have to solve problems in diverse contexts from the configuration of their knowledge, abilities, attitudes and values in order to transform the reality and be successful and happy. And the second categorical unit, the emotions, understood according to Bisquerra (2005) as "a complex state of the organism characterized by an excitement or disturbance that predisposes the action" (p. 20). As the initial epistemological position, it is necessary to differentiate this concept from others that colloquially are used as synonyms to emotion, such as effect or affectivity, which, in the framework of this research, and according to Bisquerra (2009), are assumed exclusively as the cognitive dimension of emotion, meaning as a subjective component of emotions.

According to the aforementioned, the emotional competencies are assumed as "the group of knowledge,

capacities, abilities and attitudes necessary in order to understand, express and regulate the emotional phenomena in an appropriate way” (Bisquerra: 2009, p. 146). As a reference taxonomy for this central category, the pentagonal model of emotional competencies was assumed (Bisquerra: 2009), which separates five groups of basic emotional competencies: emotional conscience, emotional regulation, emotional autonomy, social competencies and competencies for life and wellbeing. Each one of the five groups is comprised of various specific competencies for a total of 29 competencies.

The social transcendence of the research is based on that it explores the emotional training of teachers or school leaders as a key element, which influences educational organizations due to the generation of training patterns for good understanding and comprehension of emotions (Grobler: 2014), positively questioning the development of competencies of the studies in their learning processes (Qualter, Gardner, Pope, Hutchinson & Whiteley: 2012; Sheinin, Taylor, Avery & Parker: 2016; Garrido & Gaeta: 2016).

## **2. METHODOLOGY**

### **2.1 Methodological routes travelled**

The epistemological nature of the methodological approach is based on the confluence of postulates of the so-called critical theory, the theory of complexity and complementarity. From the perspective of critical development of the sciences, an option was proposed to configure the socially pertinent scientific knowledge, or knowledge that is validated and legitimate, in addition to its methodological rigor, due to its high transformative potentiality in terms of the social contexts in which it is configured. In this framework, it is designed as an object of studying the phenomenon of the development of emotional competencies of teachers in Colombia, looking for spaces of reflection around the need to transform the educational practices in the Complementary Training Programs of the Teacher Training Colleges.

From the perspective of the theory of complexity, in particular from Morin's (1998) contributions, a research process is developed that overcame the simplifying thought that is linked blindly to only one dimension of reality or of the theory without being capable of going beyond the limits and possibilities, searching to overcome the one-dimensional and simplistic investigative analyses. In this perspective, training teachers is assumed to be an objective/subjective, diverse, multidimensional reality, with generalities and particularities. Particularities include those from Colombia, which is a diverse country, from contexts and regions, from educational projects conceived by communities in scenarios and diverse historical moments. And regularities in phenomena shared as the nature of formal education governed by a unique legislation that frames policies and requirements established from the normative framework

From the coordinate of the complementarity, a methodological trajectory is configured, which in the same line of complexity, approached the phenomenon in study, seeking to integrate and complement a research process that adjusts to the diverse and complex nature of training emotional competencies, because “(...) the designs of the research are valid in that they are according to reality and with the circumstances that are presented in this knowledge” (Murcia & Jaramillo: 2008, p. 10) and therefore the complementarity is boosted of social actors, theoretical sources and information practices, methods, techniques and instruments.

From this perspective, it was possible to approach in a complementary way the qualitative and quantitative dimension of the phenomenon of developing emotional competencies in the Teacher Training Colleges. Qualitative implied the analysis and comprehension of the social processes in the sense that people act on daily life, the construction of reality, since human subjects are analyzed and understood as intents, the concepts and development practices of emotional competencies of the teachers.

The quantitative dimension was present because it also assumed the training of teaching in their quantifiable and measurable dimensions, establishing regularities, objective data, results of census tests, intense course schedules, available resources for the process, frequency of events or past events, amount of hours dedicated to processes related to the emotional training and analysis of them through statistic methods.

In order to materialize this epistemological concept, there was evidence of a methodological design under the rationality of the denominated Hermeneutic Circle, which configured a comprehensive cycle that is expressed in permanent circles and that, in a spiral, understood the phenomenon of developing emotional competencies in Teacher Training Schools, complementing other methods and techniques as a documentary analysis, the focal groups of discussion, the study of the case, the interview and questionnaire.

The hermeneutic circle as a research route entailed three research moments: A moment of reconstruction that denotes the comprehension of analyzed texts through the ways of "grammatical and psychological interpretation" (Schleiermacher: 1997, p. 76); the first is linked to the objective sense of the words in the text, seeking language regularities and their possibilities of expression therein, while the second, psychological interpretation, intends to capture "the individual and subjective footprint in using words, which means value understanding the meaning of what is said" (p. 76). A moment of theorization understood as the process of reduction and categorization of the information which generate substantial theory and its contrast with the formal theory. And one moment of configuration as an emerging process in the comprehensive dynamic of the hermeneutic circle which delivered two theoretical configurations as a result, which are made up in academic results central to the research.

Each moment of the hermeneutic circle supports the reconstitution of the general circle in a dialectical way, so that each one permanently fueled the elaborations of the other processes, conforming therefore the comprehensive concentric circles that, in a spiral, denoted a continuous process of interconnection, communication and relationships among the different interpretive and comprehensive processes.

Consequently, with the nature and direction of the Hermeneutic Circle, the research process assumed the Complementary Training Programs of the Teacher Training Schools in Colombia as a comprehensive unit. These are understood according to Article 3 of Decree 3012 / December 19, 1997 as the last level that Teacher Training Schools offer once education is finished through grade 11 and has a duration of four semesters offered in the complete schedule, during which educators are trained to teach at preschool and primary school levels. Of the 137 total Teacher Training Schools in Colombia, a discriminated sample was defined that had a goal of maximizing the possibilities and conditions to obtain important information for the analysis. The sample consisted of selecting formal texts or executive summaries of the Educational Institution Projects (PEI, for the Spanish original) of 75 Teacher Training Schools. These texts were collected voluntarily, sent from institutions at the Colombian Institute for Superior Education Superior (ICFES, for the Spanish original), and were made available from the PhD in Education Sciences at the Universidad de Caldas for reasons other than research through the "Teachers and Contexts" Research group. From these documents, there was a focus done through a documentary analysis of the teaching intents, profiles and study plans of the Complementary Training Programs. These PEI were intentionally configured as comprehensive units of the multiple-case study planned in methodology.

This discriminated sample was complemented with the approach of a particular comprehensive unit, assumed as an instrumental case that allowed for studying and understanding the specificity of developing emotional competencies in a Teacher Training School, creating a systematic and critical research process of the phenomenon in study. In this way, the case studied implied that exhaustive research and from multiple perspectives of complexity and uniqueness of the Teacher Training School selected, but not as a special case, but with the spirit of complementing and contrasting the findings and theorizations resulting from analyzing the other 75 cases. The information gathered from the instrumental case was achieved through a participant observation, field journals of student practices and discussion groups.

In a complementary way, through an open questionnaire, 63 directors from 40 Teacher Training Schools were researched in the framework of the National Assembly of the National Association of Teacher Training Schools (ASONEN, for the Spanish original). The 32 questioned directors pertained to Teacher Training Schools that were already with the PEI. The remaining eight expanded more information on different Teacher Training Schools from those included in the multiple-case study.

### 3. RESULTS

From the research process developed, a series of argumentative thesis were configured on the emotional training processes. Two are substantiated in this text.

#### **3.1. Thesis 1: From the cultural and social diversity in Colombia, it is evident that there is a prevalence of a homogenous tendency toward not knowing the emotional competencies in the educational processes of the Complementary Training Programs in Teacher Training Schools in Colombia**

One of the relevant aspects considered in carrying out this research was the cultural and social diversity of the context of Teacher Training Schools. This is a constant and a challenge throughout the qualitative research. In each moment of the Hermeneutic Circle, a respectful attitude was assumed from the context of origin of each feeling expressed, each semantic unit, turning to when it was necessary to the general context of the documents or their own actors, in the case of the journals, focus groups or the questionnaire, in order to clarify the psychological interpretation of the information.

Apart from epistemological notice, the regularities were a constant and the heterogeneities expected from said cultural and social diversity of each Teacher Training School did not emerge in the reconstruction process. What emerged were the comprehensions that consider regularities that occur in different scenarios, as well as the diverse languages: training intents of the PEI, the questionnaire applied to the directors of the 40 Teacher Training Schools, the field journals of the teachers in training and the focus groups all showed a recurring homogenous tendency that obscured its own diversity of the context; the comprehension that was confirmed in lectured in depth that made the instrumental focalized case.

The more relevant differentiating characteristics were marked in writing styles or pedagogical models basis. In coding and categorizing document after document, it was maintained that the differences of regions, contexts, ethnicities or socioeconomic strata are forgotten in homogenous educational projects following a legislation that does not promote the contextualization of education.

This homogeneity that sustains the achieved comprehension is made evident from the moment of reconstruction to apply the grammatical and psychological interpretation to the text of the intents of the PEI. Throughout the methodological course, to extract the training intents and study plans from the PEI in order to begin the open coding process with the support of Atlas ti, the feeling expression was extracted, which showed evidence of the training impression of each Teacher Training School. Simultaneous to this open coding, a theoretical coding is proposed in which the emotional competencies proposed by Bisquerra (2009) are established as initial categories in the hexagonal model. This classification established five basic groups of emotional competencies with 29 dimensions, for a total of 34 categories to start, for the initial theoretical categorization. In this complementarity of open and theoretical codification finalizing the process of reconstruction of the Hermeneutic Circle, some emerging categories were maintained, which derived a final classification of 6 categories and 46 dimensions in total.

The first time of grammatical interpretation, approximately 3,000 units of meaning were extracted, and average of 40 unities of meaning per Teacher Training School.

The first evidence derived from this category was the fact that the total of the intents of the Teacher Training School (3,000) was only considered to be associated directly with the emotional competencies of 2.1%. This perspective was confirmed in the responses to the questionnaire of the directors of the Teacher Training School in facing the question of the thematic structures that develop emotional competencies in the Complementary Training Program. Only eight, or 20%, of the 40 directors alluded to categories that include emotional competencies. The majority referred to their performance. From the grammatical and psychological interpretation, the theoretical confusion in differentiating these competencies was made evident.

In this way, to apply the grammatical interpretation to the study plans of the 75 PEI assessed, only 3 curricula, 4% of the total, were found with thematic structures that use the categories of emotionality affectivity.

Only one PEI approaches these categories in the profile of the directive and the other to define their comprehensive education concept. This marks a clear tendency in the level of importance that is given to them of the Teacher Training Schools studied.

The thematic structures mentioned were:

Teacher Training School 52: "Affective competencies."

Teacher Training School 65: "Multiple intelligences A. Linguistic, B. Math, C. Music, D. Emotional, E. Interpersonal."

Teacher Training School 73: "Affective and Effective Relationships I." "Affective and Effective Relationships II."

This tendency is equally evidenced in the training intents, where only 8 PEI contain intents that use these equivalent categories. The intents found were:

Teacher Training School 13: "Emotionally stable, dealing assertively with difficulties."

Teacher Training School 19: "Train students who are consciously and affectively integrated with the natural environment so that it contributes to the conservation and protection of the environment and to increasing the quality of life of the population."

Teacher Training School 34: "Construct peaceful and affective relationships that contribute to a healthy coexistence."

Teacher Training School 38: "Emotional stability and control, including good relationships with the students."

Teacher Training School 41: "Strengthen their values and cognitive and affective capacities."

Teacher Training School 54: "Maintain equanimity, personal control, emotion management."

Teacher Training School 57: "Know the circumstances that go around each one of their students and responds to the affective needs, important in this stage so that learning occurs."

Teacher Training School 75: "Develop their professional and intellectual ethics training in a comprehensive way (intellectual, psychic, spiritual, social, affective, moral and other human values.)"

These eight intents are divided into three groups. The first four are clearly marked in the environment of "emotional regulation," understood according to Bisquerra (2009) as the capacity to manage emotions in an appropriate way. In the second group, its focus is toward the didactic competencies focused on generated an adequate learning environment for their students; here, the focus is not in the emotional competency of the student, but in the training process of the group, benefited for their work. For the third group, where the emotions are assumed from the Cartesian reason-emotion duality, in which the cognitive prevails, and in this case the ethical-rational behavior or the cognitive capacity prevails and is charged to regulate emotions. This little appearance of direct and express training intents, as well as of thematic structures, sustains and makes evident the tendency to propose this first thesis: the lack of knowledge on emotional education.

In terms of the plan of studies of the 75 PEI assessed, only 4 Teacher Training Schools were found with thematic structures that approach the topic directly (5.3%). In these Teacher Training Schools, they equal two credits, and each credit is equivalent to 48 present work hours and 96 autonomous work hours, which is not important in the general context of the total credits of the PFC, with 60 credits on average for each Teacher Training School, for a prevalence of 2.6%, more evidence that supports the lack of knowledge and exclusion from emotional training in the Complementary Training Programs. For the rest of the Teacher Training Schools, the situation is still more critical since from the grammatical analysis, there is no direct references that makes it possible to be contained as a subtopic in other thematic structures referred to specific didactic or workshops, but if it is dedication to work in hours or credits would be less and therefore less significant.

From these comprehensions achieved when reconstructing the hermeneutic circle and in the words of Strauss and Corbin (2012) in order to refine the theory in a complementary way and in selective coding processes, information is approached in regards to focal discussion groups and in the field journals.

The first focal group was done in a ASONEN assembly in which the Colombian Ministry of Education (MEN, for the Spanish original), through a sensitization workshop on the work of Teacher Training Schools and seeking to hear the voice of their directors for the departure of legal limbo of these institutions in the country, grouped 93 participants in discussion groups regarding the following question:

Question: How does a Teacher Training School make an educational professional?

Justification: It identifies the elements of professional identity of the Teacher Training School, their implications in the training processes and the details regarding the political and normative elements that regulate their training. (MEN: 2013)

Response: Personal Dimension: Vocation, ethics, respect for diversity, continued self-evaluation, leadership, identity, feeling of belonging, empathy, ability to learn autonomously and tolerance.

The discussion group, in which researchers participated, was made up by 12 Teacher Training Schools in the country. Simultaneously, with seven other groups, it arrived at the conclusion of the aforementioned response; each group delivered a particular response as a conclusion to the debate.

As it can be observed in the response, no emotional competency was considered and although the other four dimensions were discussed (citizenship, pedagogy and discipline), during the entire discussion, no director referenced the categories directly or indirectly associated with the emotional competencies. This is new evidence that supports the lack of knowledge of nature and implications of emotional training by the entire Teacher Training School community.

Enforcing thesis 1, other evidence that substantiates the lack of knowledge of emotional education in the Complementary Training Programs of Teacher Training Schools is derived from the selective coding applied on the field journals on focal groups carried out before and after the practice processes of students in the Teacher Training Schools' PFC of the instrumental case, where the inability to name emotional states is made evident by all people involved. In this aspect, according to the classification of base emotions, Classification of Educational Psychology (Bisquerra: 2009), there are 13 basic emotions and 129 secondary emotions; 80 negative, 46 positive, 1 ambiguous and 3 aesthetic for a total of 142 possible categories to use. From this range of possibilities, the students only made use of 11 categories: sadness, happiness, anger, fear, respect, indignation, confusion, pride, wrath, sadness and exasperation for a total of 7.7%, which makes the training insufficiency evident in that respect. And in the teacher questionnaires, only three categories were used: happiness, respect and confidence, for 2.1%.

Derived from the comprehensive circles simultaneously applied to comprehensions on the homogenous tendency, an underlying paradigm is seen that required proposing a second thesis.

### **3.2. Thesis 2: The emotional education in the complementary training programs of the Teacher Training Schools in Colombia is approached with a pre-scientific focus and there is evidence emerging of initiatives and practices that advance toward a scientific focus**

As it was argued in the previous thesis, this characteristic of education was endorsed in the assessment that the Ministry of Education of Colombia did in the document of Teacher Training Policies, published in July 2014, in which it is affirmed as one of the weaknesses in training teachers in Colombia, "(...) persistence of academic training practices, centered on the content of the academic discipline and far from the development of competencies" (MEN: 2014, p. 93)

This academic training with cognitive prevalence is derived from a Western philosophical tradition in which the mind/body duality is enacted. This characteristic can be seen from the Greeks, but fundamentally it is

enriched and widespread due to the work by René Descartes (1596-1650), who is attributed with the basis of the paradigm of positivism and the classic scientific method.

This rationality through multiple theoretical developments affirms that once reason/emotion duality as defined by human nature and based on a dichotomy between the superior being (reason, mind, cognition) and inferior being (body, passion, emotion).

Furthermore, in this paradigm, in an overwhelming and radical way, the emotions are distinguished from cognition and are assigned an inferior and uncontrollable condition that affects reason and therefore is considered to be repressed and controlled. In this perspective, reasoning can exist separate from the body. This Cartesian dualism, as it is theoretically named, is an active paradigm and has sunk its roots so profoundly in Western culture, especially in education, that it still continues to follow large difficulties for human sciences, especially in order to understand the world of human subjects and hindering evolution of a concept of a more comprehensive education.

This Cartesian dualism is clearly evidenced in the research through many regularities, several of which are analyzed in order to argue thesis one. In the first instance of evidence of this prevalence of cognitive training regarding other dimension of training, it can be seen in the percentage of training intents that are assigned to each training dimension in the PEI texts, as well as 3,000 expressions of extracted meaning of the PEI, only 17.8% (534) are geared toward processes related to the humanist training or related categories to the emotional education; ethics, aesthetic, citizenship, communication. In the case of emotional training, the relationship is less given that it finalized the process of reconstructing the Hermeneutic Circle. It was determined that the number intents directly related to this dimension was 2.1%, as well as it could be concluded that the prevalence relationship of cognitive training over the emotional is 82.7% compared to 2.1%.

Other evidence of this Cartesian duality in the unit of analysis is found in the thematic structures of the PEI studied where only 4 thematic structures were found, 5.3% of the total, geared toward emotional training. Although the aforementioned could determine that emerging advances are presented toward new focuses of conception of the emotional training. Further, they achieved to see the PEI intents or introductory argumentative texts that affirm the important of the emotional dimension. This dimension is presented in Teacher Training Schools different from the four that presented the directs intents geared toward the emotional training, Teacher Training School 34, 13, 38, 54, which is contradictory, but at the time it is evidenced of the emerging irruption of the topic. This means there is no systematic reflection that achieves a coherent process between teleology and practical development in the curriculum, but still the topic begins to barge in the discourse and educational practices.

In this same way, from the complementarity of sources of information, thesis 2 is endorsed in the responses given by the directors to investigate the strategies that are implemented in the Complementary Training Programs in order to develop the emotional competencies; in this way, they refer to their own activities of the institutional dynamic, whose central objective is the training in other fields: pedagogical, didactic, research; but the rationality of Cartesian duality as an indirect consequence is assumed that they develop the emotional dimension:

Questionnaire 25: "Through the living manual..."

Questionnaire 4: "From the practice manual..."

Questionnaire 30: "Pedagogical schedules in charge of the teachers in training"

Questionnaire 32: "Consult and research."

Questionnaire 34: "...Investigative pedagogical practices."

Questionnaire 36: "Research from pedagogical practice."

In a general way, it is seen in the strategies mentioned by the directors in order to develop the emotional competencies a clear, pre-scientific conception; the prevalence is endorsed of the cognitive on the emotional and a conception is perceived that assumes that the emotional dimension does not require the direct or



intentional intervention for its development. In addition to that, it is clearly seen that lack of approaching the theoretical with the thematic and the way it is intuitively addressed in the organizational dynamic.

Following the argument of this thesis, the emerging rupture of the pre-scientific paradigm is seen in the Teacher Training Schools 15, 29, 35 and 14 in which the intentional strategies are described and formally developed for emotional training; however, these Teacher Training Schools did not have as a support training intents in their PEI or thematic structures included in their curricula, nor did they reference the emotional competencies in the profiles of the students, which is seen that it is still an emerging process, but it opens up the topic.

In the same perspective, the Teacher Training Schools in which it is identified in their express intent profiles of emotional education, PEI 34, 13, 38 and 54, their corresponding directors, except the director of the Teacher Training School 13 who did not participate in the information recollection process to answer the questionnaires, did not consider the developed strategies in order to achieve these intents. This situation makes it evident that the theme is barely out in the open and that the presence of the theme in Teacher Training Schools does not achieve permeating the areas of these educational organizations.

The intentional direct strategies that are mentioned by the directors are:

Questionnaire 15: "Everyday within the distribution schedule, each course lecturer has 15 minutes that are to find as a group to receive instructions for the day (communication) and then reflect on a topic of this type."

Questionnaire 29: "Development of Core DIDI (Comprehensive development of a person); Coexistence; Workshops-seminars."

Questionnaire 35: "The institution has the life project."

Questionnaire 14: "The space that the school opened for an hour of human relationships; The educational project for sexuality and citizen construction."

It calls attention, among the responses, the case of two Teacher Training Schools that argue to have had the expressed space to develop this type of competencies, but had it eliminated; this shows a regression and it is symptomatic of how educational organizations are eliminated or cut activities of human nature due to considering them to be less important:

Questionnaire 23: "Initially, it had a specific area called human development. Then it was decided to articulate transversally where in each area teachers must be supported from the pedagogical matrix."

Questionnaire 24: "Initially, it was implemented through a discipline of Human Development, then planning was incorporated of each one of the disciplines from the program of sexuality and citizen construction."

Although more important, it is the response from the directors of two different Teacher Training Schools, who openly accept to not have considered them in their organizations.

Questionnaire 40: "We believe that through inclusion as a strategy, they could, at a determined time, develop the socio-emotional competencies, but in the moment, we do not have them included in PEI."

Questionnaire 32: "They have not been defined. We are not bothered by forming them with the ability to decide and respect yourself and others (recognized yourself and others)."

Similarly, in line with the emerging openness, it is seen in the directors' responses that they formed a lack of knowledge and theoretical imprecision in their institutions that denotes a superficial knowledge on some theories in the field of emotions, which mixes categories of diverse theories and different focuses in an imprecise and indiscriminate way.

As such, how competencies appear associated to psychology, pedagogy, the democratic formation, citizenship, the theory of multiple intelligences, proposals by Gardner (1995), at the Program of Ethics and Leadership with Emotional Intelligence from De Zubiria (2007), or the Theory of Emotional Intelligence from Goleman (2007), among other authors; but apart from this variety, these same categories were not used in the other responses and as it has been seen, neither have they been used in the PEI or in the case of

contrasting with the instrumental case, nor are they used by the students. This, in part, results in the topic hardly irrupting, and although they are theories already known by the academic community, they have not been studied systematically and they have not entered into educational practice of the organizations in an intentional and conscious way.

Other evidence of the prevalence of the prescientific paradigm of the emotional competencies is identified through psychological interpretation of the answers given by the directors to the question about the strategies implemented for the development of emotional competencies; in these, in a direct way, 11 of the 45 directors, or 28%, used their own expressions of the dichotic paradigm and cognitive predominance.

Teacher Training School 1: "The teacher will recover their authority only through knowledge."

Teacher Training School 71: "Where their rational activity is projected to the personal, familial, work, social and cultural..."

Teacher Training School 60: "Model of Praxiology in an especially critical context of the long history, their social horizons with the appropriated cultural semiotics."

Teacher Training School 25: "Develop their abilities for critical judgment, establish a just hierarchy of values and make free options."

Teacher Training School 71: "Where their rational activity is projected to the personal."

Another one of the characteristics of the paradigm of the prescientific conception was the dimorphism maintained and reinforced across history from different religions. From this moral dimorphism, it was proposed that the soul, as part of the rational, is fighting to control the lust of the desires and appetites that originate the emotions and passions. In this perspective, the person that is incapable to control his or herself sins and, therefore, must be punish and do penance. This type of prescientific thought of the emotions is characterized by ideas inherited from the Catholic-Christian philosophy and theology, in which emotion prevail as affection, in which emotions are classified as virtues (positives) or passions (negatives) depending on the doctrine of Thomas Aquinas or the importance of the notion of will in order to control the active character and degrade the emotions of Saint Augustine. In this paradigm, reason and will are potentially superior to being human.

This type of affirmation that is seen in the moralist characteristic of the prescientific focus is present in 60 of the 75 PEI, with 80% prevalence, endorsing the prescientific idea that argues this second thesis. Below are listed some of these expressions.

As it can be interpreted in each one of the intents, perfection is expected in the Teacher Training School graduate profile, and it must be accepted by society the characteristics that are not specific because they are already known. Appellations like the following consider the moral influence of the prescientific conception.

Teacher Training School 1: "Humanist"

Teacher Training School 2: "Acceptable teacher, of healthy customs"

Teacher Training School 5: "Worthy behavior."

Teacher Training School 8-75-36: "Righteous"

Teacher Training School 9: "To be the most cultivated in society."

Teacher Training School 15-23-34-43-47-52-64-67-72: "Coherent behavior" Teacher Training School 15: "Healthy personality"

Teacher Training School 20-26-51-58: "High quality human"

Teacher Training School 19: "to be the best, and for the best"

Teacher Training School 5-14-23-39: "Shows dignity as a person"

Teacher Training School 39: "Integrity"

Teacher Training School 54: "Decency"

Teacher Training School 53: "To act well"

Teacher Training School 1-3-6-17-22-26-32-35-42-44-47-59-54-61-75: "Comprehensive"

Teacher Training School 42-17: "Mature personality"

Teacher Training School 46: "to act correctly"

Teacher Training School 47: "Profoundly human"

This characteristic, from the prescientific focus, is an expression equally derived from Cartesian dualism in which emotional education is not viable, to consider emotions as irrational conduct that makes for a confusing trial: "Human conduct is the result of a rational soul, while impulsive conduct (irrational) is from emotions"; this is the famous error of Descartes, considered in the writings of Damasio (1996). This Cartesian dualism is based and sustained equally on education with predominance of the cognitive-rational, assuming that it is a consequence of an educated person to show certain behavior and attitudes in using reason. In this aspect, education is tasked to educate reason and people, therefore, to control "passion." In this logic, reason and emotion are totally separated.

#### **4. CONCLUSIONS**

It is the time to assess the training that is giving the new generation of teachers due to changes that require this new society. Therefore, the paradigms must be mobilized in the perspective of a more comprehensive and human education; a training that attends to the concept of human in its entire complexity. Education in a systematic and rigorous way assumes all the dimensions of being human scientifically, especially the emotional. Science and the advances of many sciences today have been understood scientifically the emotional life and that must be evident in the educational organizations, especially those in charge to form new generations of teachers. The emotional life is not a topic of intuitions and subjectivities. It is a topic of scientific and didactic approach that contributes to the perfectibility of being human. In this sense, education must be assumed with equal rigor. In this work, it is necessary to open your eyes to the academic communities of the world and see how they open spaces and initiatives that propose a better education from the implementation of emotional education programs (Sánchez & Chica: 2016).

The 21st century proposed the challenge to teachers to work in classrooms with a volume of information that had never before been considered. But beyond this information, human beings are required to have the capacity to manage, process and critique this information consciously, to be capable of putting into context of acting out this knowledge. Therefore, only academic and cognitive training is not sufficient; teachers are required to aim the training of different competencies that give the necessary tools in order to navigate the society of knowledge without wrecking in a complex world, filled with turbulences and traps. Emotional education is required and invaluable. The prescientific vision that is had from the emotional process is not still active. It must see the context and world tendencies in order to see how it begins to give a special role to the educational work of emotional training. It is time that teacher training organizations begin to break the old molds and implement more comprehensive and holistic visions of human training. In this way, to identify the prescientific vision of emotions prevails in Teacher Training Schools, must go beyond a simple diagnosis, a pretext in order to see within and seek new routes.

An argumentative journey has been done to reveal evidence of the first thesis from the training intents of the PEI, the responses of the directors, the focus groups of discussion with students and the questionnaires applied. All these endorse and show evidence as, apart from the cultural and social diversity of our country, there is a homogenous tendency in the lack of knowledge of the emotional competencies in the processes of training the Complementary Training Programs of the Teacher Training Schools in Colombia, and how the policy of the Ministry of Education of Colombia, in order to mainstream education with the project of citizen competencies, has not been sufficient to be able to put in place the emotional competencies, although this focus of the Ministry is restrictive.

These arguments sustained and evidenced through the achieved comprehension in the moments of reconstruction and theorization of the Hermeneutic Circle, traveled during this research, again it is an invitation to the training teachers to improve the training conditions of new generations of teachers; compelled in a time where emotional competencies can mean the difference between a truncated generation or a generation that can overcome the adversities of reality that correspond with living.

The affective processes implied in the teacher's work are more than evident and the link to these processes with the creation of an enabling climate or not for learning.

To see how a vulnerable generation of teachers is being trained affectively and without the sufficient tools in order to manage the emotional situations of their teaching performance, must raise commitments with new ways to understand and conceive comprehensive education.

The Complementary Training Programs of the Teacher Training Schools have a high impact in the country's education, and therefore they must assume their responsibility of being pioneers in transforming and qualifying the training practices of their teachers in training. This implies analyzing and considering the affective dimensions of the teacher and above all consider the competencies of their training teachers as strategic actors in the implementation of changes that are required for the utopia of a new education. "Utopias are the measure of man's infinity in facing a finite reality. It is not very probable that utopias fully exist. They tend to partially exist, but the fact that they are created and fought for corroborates more than any other thing of the human condition." (Botero: 1997, p. 137).

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