

EDUCATIONAL RESEARCH AND QUALITY EDUCATION FROM THE PERSPECTIVE OF THE HUMANISTIC EPISTEMIC MODEL



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ABSTRACT

This essay is a product of the reflection on how educational research and quality education from the humanistic model can be implemented in countries where it is desired to give priority to the human part. Likewise, how research processes help to improve the quality of education. Likewise, a tour is made by different authors who define educational research and quality education and how they influence the development of skills and abilities of students, improving teaching and learning processes. In addition, the importance of the humanistic model in education, research, science and technology is highlighted, taking into account the contributions to educational quality from research as the main axis of the processes which leads us towards a culture of peace and coexistence as established in the Political Constitution of Colombia. Therefore, we must remember that nowadays the main factor of development is combined between human, scientific and technological knowledge. For this reason, if education is offered from this model, a culture of peace and coexistence can be maintained because those who are dedicated to science and technology will be immersed in their research processes in order to contribute to the development of the country.

Keywords: Education, model, humanist, research, quality

INTRODUCTION

This paper refers to the humanist epistemic model, which can be defined as a pedagogical, literary, aesthetic, philosophical and religious movement that arose in Italy during the Renaissance and was based on the idea that man is at the center of the Universe, is the image of God and prevails over all things on Earth. In the educational sphere, its initial

purpose was to train students for a life of active service to the civil community, providing them with a broad and solid base of knowledge, ethical principles and the ability to express themselves in writing and speaking (Junta de Castilla y León, 2012). This model demonstrates how education has an impact on the new man we wish to form for the future and society. Likewise, the humanistic model is born, due to the serious difficulties that traditional and behaviorist educational systems and models are going through, which significantly affect people in their formation process. In the same way, the main characteristic of this model is that it is necessary to start from the idea that the human personality is an organization or totality that is in a continuous process of development.

In order to analyze this model, recognized authors will be approached, who may have differences of theoretical, conceptual and methodological types, but who in one way or another have made a significant contribution to the growth of the humanistic model. The research of this topic was carried out because of the interest of knowing in depth the humanistic model, its characteristics and benefits that it can bring in educational research aiming at the quality of education in general. In the professional field and as doctoral students in educational sciences it allowed us to make a tour through the different epistemic models to deepen in the humanistic model as a way to improve research and quality in education. Consequently, educational systems and models should be focused on education centered on the student as a human being, on educational research and quality education that contributes to form integrated and useful people to society and their families.

DEFINITION OF THE HUMANISTIC MODEL

According to HERNANDEZ (1998, p. 3) humanism refers to the study and promotion of the integral processes of the person. The human personality is an organization or totality that is in a continuous process of development and the staff should be studied in its interpersonal and social context. According to this author, humanism should study the human being from his biological, anthropological and social condition, attending to those factors proper to the human being and that surely make it possible for him to be integrally formed through education, which gives meaning to the cognitive, procedural and attitudinal aspects. As is known, education at the beginning of the twentieth century was immersed in a person-centered education and this in turn gives it the active character where the essential is to develop the human part.

In addition, during the 1950s, two paradigms or orientations in psychology predominated in the United States: behaviorism and psychoanalysis. Behaviorism was deeply interested in the study of the environmental determinants of behavior, and the latter supported an idealistic and pessimistic proposal. In this context, humanistic psychology emerged as the so-called third force; that is, as an alternative to these two psychological positions (Maslow 1978). There is no doubt that years ago, education was oriented to the molding of behavior and consciousness. Behaviorist theory is based on the theories of Ivan P. Pavlov (1849-1936). It focuses on the study of observable behavior in order to control and predict it. Its objective is to achieve a given behavior. In this model, the needs and interests of children are not taken into account and the teacher is the center of the process. It is here, then, where a new model must be born that takes into account the human being as a being that can be formed integrally, because he possesses natural qualities that make him different from others and that because of his capacity he can also learn according to his interests and needs. Therefore, the humanistic model is the answer to those deficiencies that previous models have brought with them and that have not allowed to develop in students those abilities and skills that can only be possible with a quality education centered on the person, constantly investigating how the teaching and learning processes are developed.

From this point on, it can be said that in order to improve education, it is necessary to restructure the educational systems and models that lead to a quality education for life; that people who receive training through a model that facilitates the development of skills and abilities, as well as their way of thinking and seeing things; it should be done from a humanistic model that sees people as a being in the process of development and change in each era and society; that can develop with the knowledge they have acquired and be a role model for future generations.

The humanistic model has to focus on people as biological beings who think and feel but at the same time have the need to continue their academic training always thinking of helping their fellows. Likewise, in this model, a greater commitment is required because apart from training people for a more just society, it has to develop processes that improve educational research and quality education.

EDUCATIONAL RESEARCH TO IMPROVE THE QUALITY OF EDUCATION

Now, if a humanistic model is applied in educational institutions with a vision in educational research and that this in turn allows offering quality education, it would be the beginning of the development of great people with a sense of belonging and more social sense.

Keeves (1988) states in this regard that there is a unit of Educational Research, but with different approaches, mutually complementary. This means that different paradigms and epistemologies, ways of knowing and constructing knowledge come to Educational Research, thus giving rise to different conceptions and meanings of what it means to do research. This means that the humanistic model, apart from focusing on the human, on the being, on the person, on his essence, also has to focus on educational research focused on teaching and learning processes where several main elements in the formation of people are immersed.

Pablo Latapí (1981), refers to educational research describing it as: the set of systematic and deliberate actions that lead to the formation, design and production of new values, theories, models, systems, means, evaluations... educational research is not considered to be any effort to search for knowledge or reflection on educational facts or problems, but only the attitudes that pursue educational innovation intentionally and systematically. Naturally, what is sought with educational research is to find new methodologies and theories that help in the integral formation of people, but always thinking about their welfare and advancement in a changing world increasingly full of information, problems, challenges and new challenges.

This complex path of education, if seen from the perspective of the humanistic model, must be accompanied by an educational system that regulates and creates environments where the person can develop healthily, addressing the different areas of study, research, sports, technology, science, culture, among other areas to be formed integrally and be a good person. Therefore, the educational system must create through its rulers, educational policies that favor the implementation of a humanistic model oriented to educational research and the quality of education.

THE PURPOSES OF EDUCATION FOR THE DEVELOPMENT OF SCIENCE, CULTURE, TECHNOLOGY, AND VALUES.

It seems that the provisions of the general law of education are not in accordance with the educational system implemented in Colombia, because the general law explains in its article 5 (aims of education), which aim to form integrated people capable of acquiring the necessary knowledge for life and living in society.

ARTICLE 5. Aims of education. In accordance with article 67 of the Political Constitution, education shall be developed in accordance with the following purposes:

1. The full development of the personality with no other limitations than those imposed by the rights of others and the legal order, within a process of integral, physical, psychic, intellectual, moral, spiritual, social, affective, ethical, civic and other human values.
2. Training in respect for life and other human rights, peace, democratic principles, coexistence, pluralism, justice, solidarity and equity, as well as in the exercise of tolerance and freedom.
3. The formation to facilitate the participation of all in the decisions that affect them in the economic, political, administrative and cultural life of the Nation.
4. Training in respect for legitimate authority and the law, national culture, Colombian history and patriotic symbols.
5. The acquisition and generation of the most advanced scientific and technical, humanistic, historical, social, geographical and aesthetic knowledge, through the appropriation of intellectual habits adequate for the development of knowledge.
6. The study and critical understanding of the national culture and of the ethnic and cultural diversity of the country, as a foundation of national unity and identity.
7. Access to knowledge, science, technology and other cultural goods and values, the promotion of research and the encouragement of artistic creation in its different manifestations.
8. The creation and promotion of an awareness of national sovereignty and for the practice of solidarity and integration with the world, especially with Latin America and the Caribbean.
9. The development of a critical, reflective and analytical capacity that strengthens national scientific and technological progress, oriented with priority to the cultural improvement and quality of life of the population, to the participation in the search

- for alternative solutions to problems and to the social and economic progress of the country.
10. The acquisition of an awareness for the conservation, protection and improvement of the environment, the quality of life, the rational use of natural resources, disaster prevention, within an ecological and risk culture and the defense of the cultural heritage of the Nation.
 11. Training in the practice of work, through technical knowledge and skills, as well as in the valuation of work as a foundation for individual and social development.
 12. Training for the promotion and preservation of health and hygiene, comprehensive prevention of socially relevant problems, physical education, recreation, sports and the appropriate use of free time; and
 13. The promotion in the individual and in society of the capacity to create, research, and adopt the technology required in the development processes of the country and to allow the student to enter the productive sector.

It is clear that the general law of education establishes that people should be formed as integrated individuals throughout their lives, establishing a basis for their development and behavior, so the humanistic model allows the human being to be seen as a being who thinks, feels and has a capacity for reasoning and learning that can be strengthened from this model. Now, in these times of war and violence, we need people who respect life and only from the humanistic model, people can learn to love their neighbor, because this, always aims to take the best of people to build a more just and equitable society.

From the humanistic model it can be seen that in order to achieve the goals of education in Colombia, it is necessary to integrate science, culture, technology, values, democracy, critical capacity and educational policies that go beyond the development of a traditional model, supporting educational research in order to provide quality education.

In addition to this, the contributions that the humanistic model wishes to provide, taking into account the contributions to educational quality from research as the main axis of the processes, which leads us towards a culture of peace and coexistence as established in the Political Constitution of Colombia. In addition, it must be remembered that nowadays the main factor of development is combined between human, scientific and technological knowledge. For this reason, if education is offered from this model, a culture of peace and

coexistence can be maintained because those who are dedicated to science and technology will be immersed in their research processes in order to contribute to the development of the country.

It is important to determine that the teacher is a humanist when: he/she is interested in the student as a person, maintains a receptive attitude towards new forms of teaching, develops a cooperative spirit, is authentic and genuine, does not allow authoritarianism and egocentrism, understands the students and acts with great tact, makes his/her knowledge and experiences available to the students. It should also be taken into account that in order for a student to reach self-actualization, other needs must be met, which is a difficulty for classrooms in which students have physiological, security, love and esteem needs. Therefore, the ways in which the satisfaction of these needs is approached also becomes a challenge for educational institutions, considering that the shortages of hunger, insecurity, being defenseless, the lack of constitution in the family, among others are very present in the lives of many students, especially those who come from more vulnerable environments, affecting their education and the search for their self-fulfillment. For which the maximum achievement of self-realization of students in all aspects of personality is fundamental, seeking to provide an education with training and staff growth (Quintero; J; 2007).

At this point, it should be emphasized that the goals of education in Colombia can be achieved if the humanistic model is implemented, where quality education prevails and educational research is always supported by the government's educational policies, taking into account that we live in a changing and competitive world.

THE QUALITY OF EDUCATION FROM THE HUMANIST MODEL

Garcia Hoz (1981) defines educational quality as: "the way of being of education that meets the characteristics of integrity, coherence and effectiveness. In other words, a quality education is one that contributes to the development and formation of the human being in all his dimensions, strengthening his abilities and skills, allowing him to be a useful person to society and his family.

Educational research and quality education from the perspective of the humanistic epistemic model becomes a challenge for educational institutions as well as for local, departmental and national governments to develop teaching and learning processes that

include and link research, science and technology according to the purposes of education in Colombia and the postulates of the humanistic model.

Evidently, educational institutions at the primary, secondary, middle and university levels should consider the training of teachers and other professionals in research processes so that the humanistic model combines the technological with the investigative and human as an essential element of the interaction between people in a given context.

To conclude, the humanistic model is actually the model that every country should incorporate in its development plans in order to humanize the teaching and learning processes, improving the coexistence and peace of the inhabitants who live in it.

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