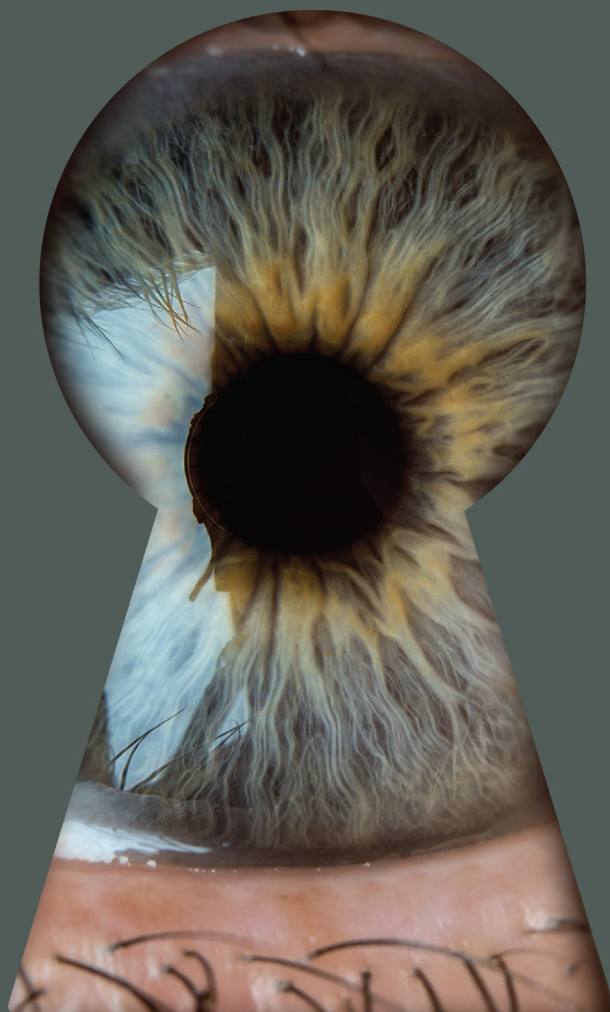


VOL IV

Ciências Humanas:

Estudos Para Uma Visão Holística Da Sociedade



Silvia Inés Del Valle Navarro
Gustavo Adolfo Juarez
(Organizadores)

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VOL IV

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Silvia Inés Del Valle Navarro
Gustavo Adolfo Juarez
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 EDITORA
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2022

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PRÓLOGO

“Las normas morales, al igual que las hipótesis y técnicas científicas, deben ser compatibles con los principios de nivel superior, en este caso, las máximas morales y metaéticas del sistema en cuestión. En el caso del agatonismo, el máximo principio es «Disfruta la vida y ayuda a otros a vivir una vida digna de ser disfrutada»”

Mario Bunge

*Buenos Aires, 21 de septiembre de 1919 - Canadá, 24 de febrero de 2020
A la caza de la realidad (2007). Barcelona. España. Editorial Gedisa S.A., p.373*

Este volumen IV del libro titulado **Ciências Humanas: Estudos para uma Visão Holística da Sociedade** surge como una continuación de los volúmenes anteriores.

Destacándose como la sociedad se manifestó luego del inicio de la pandemia de SARS CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2), asumiendo con mayor énfasis la importancia de las relaciones humanas, como consecuencia del duro aislamiento que ese periodo significó. Por lo tanto, observamos en el tratamiento Holístico que los autores reunidos en esta obra, asumen en las distintas temáticas propuestas, pretendiendo aportar al bienestar general, alentando a la búsqueda de nuevos conocimientos. Tales autores, pertenecientes a diversas regiones del mundo, participan con fines de aportar al desarrollo del bien común, mostrando la forma de contribuir al fortalecimiento de un lazo humanístico, reconociendo los nuevos componentes del ambiente, dados en oportunidades por la tecnología, el método híbrido, los saberes ancestrales, la dimensión emocional presente en las distintas edades, labores y género, entre otros. Indudablemente todo esto, nos lleva a reflexionar en nuestro quehacer diario, el propósito deseado de perdurar la existencia, conservando el ambiente.

Esperando que estos trabajos sean de gran aporte a los lectores, les deseamos una buena lectura.

SILVIA INÉS DEL VALLE NAVARRO

GUSTAVO ADOLFO JUAREZ

PRÓLOGO

“Las normas morales, al igual que las hipótesis y técnicas científicas, deben ser compatibles con los principios de nivel superior, en este caso, las máximas morales y metaéticas del sistema en cuestión. En el caso del agatonismo, el máximo principio es «Disfruta la vida y ayuda a otros a vivir una vida digna de ser disfrutada»”

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Esperando que estas obras sejam de grande contribuição para os leitores, desejamos-lhes uma boa leitura.

SILVIA INÉS DEL VALLE NAVARRO
GUSTAVO ADOLFO JUAREZ

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CAPÍTULO 3

EMOTIONAL AND AFFECTIVE LOGIC IN UNIVERSITY TEACHER RESEARCH TRAINING-19

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ABSTRACT: The present research is justified by pointing out the basic conceptions of emotional and affective logic. These conceptions strengthen the research training of university teachers. The study was developed from a qualitative perspective. The interpretative phenomenological paradigm was applied. As key informants, the participation of 8 (eight) teachers who work at the UTE University of Ecuador during the period 2021-2022 was highlighted.

The research is structured in three phases. The first phase involved the search for and collection of information. The instruments used were the observation guide and the semi-structured interview. In the second phase, the information obtained was contrasted and categorised. Grounded theory and the method of digital contrastation were applied for the analysis. The contrastation was carried out using the current version of the Atlas.ti operating software. The categories emotional logic, affective links and teacher training were obtained. In the third phase, the main objective of a theoretical approach is fulfilled. In the conclusions, the emotional and affective links that the university exerts on the teacher's research training are mentioned. The importance of facilitating a constant updating of the teacher's humanistic vision. University updating through research.

KEYWORDS: Emotions. Teacher training. Humanism. Continuous research.

LA LÓGICA EMOCIONAL Y AFECTIVA EN LA FORMACIÓN INVESTIGATIVA DEL DOCENTE UNIVERSITARIO-19

RESUMEN: La presente investigación se justifica por puntualizar las concepciones básicas de la lógica emocional y afectiva. Estas concepciones fortalecen la formación investigativa del docente universitario. El estudio se desarrolló desde una perspectiva cualitativa. Se aplicó el paradigma

fenomenológico interpretativo. Como informantes claves se destacó la participación de 8 (ocho) docentes que laboran en la Universidad UTE del Ecuador durante el periodo 2021-2022. La investigación se encuentra estructurada en tres fases. La primera fase plantea la búsqueda y recolección de información. Se aplicaron como instrumentos la guía de observación moderada y la entrevista de tipo semiestructurada. En la segunda fase, se desarrolló la contrastación y categorización de la información obtenida. Para el análisis se aplicó la teoría fundamentada y el método de contrastación digital. La contrastación se aplicó el software operativo Atlas.ti versión actual. Se obtuvo las categorías Lógica emocional, vínculos afectivos y formación docente. En la tercera fase, se cumple el objetivo principal de realizar una aproximación teórica. En las conclusiones se menciona sobre los vínculos emocionales y afectivos que ejerce la universidad en la formación investigativa del docente. La importancia de facilitar una actualización constante de la visión humanista del docente. Actualización universitaria mediante la investigación.

PALABRAS CLAVE: Emociones. Formación docente. Humanismo. Investigación continua.

1 INTRODUCTION

In university andragogical practice, the participation of the teaching subject in the research level of higher education is at a stage of complex and systemic action. Through research, spaces are opened for educational innovation, in favor of transformations as a result of theory and practice. The practices are applied as innovations in the social-critical typology characterized mainly by the interaction of those who participate in the innovation process. This participation is a result of the application of the self-reflective method, which suggests the reconstructive analysis of the inherent meanings. Universities possess a humanistic and guiding transformative process in teacher education (Azmi & Noer, 2020).

The andragogical orientation of universities today is not designed to strengthen teachers' research competences (Hirsch, 2016). At the same time, these competences must allow for the consolidation of organisational objectives. Based on emotional intelligence (EI), it is necessary to have a prospective vision of what is happening, with a dialectical sense (Mustafina, et al., 2020). IE raises the various strategies for teacher education. IE facilitates a better understanding of research practice, where holistic knowledge and holistic education are promoted (Supramaniam, et al., 2021). These elements are necessary to be considered by teachers in educational activities (Biesta and S'fstrom, 2018). In the context of university education adjusted to the curricular platform that guides the educational level.

2 THEORETICAL FRAMEWORK

2.1 ANDRAGOGIC RATIONALE

The research is based on different andragogical principles, including participation, self-responsibility, and self-reliance. It is based on conceiving the adult learner as an individual with capacities for self-management, participation and problem-solving derived from his or her needs, interests, and the action of external forces. For Adam (1977), andragogy is the science and art of instructing and educating man permanently. The adult's willingness to learn is oriented towards tasks that favor the development of his or her social roles (Scull, et al., 2020). Therefore, for universities, teachers (generators of knowledge) of their own learning must be provided with tools that encourage ideas, creative processes and innovative proposals. They must also be enabled to master research theory and practice.

In this sense, face-to-face moments should be provided, such as assistance and support events in which, through the workshop technique, interaction and feedback on the andragogical study process is encouraged (García, et al., 2014). Consequently, this principle will allow the integration and maximum development of the adult's individual potential. This potential can be channeled in a constructive direction and change to teacher education. For Alanís (2004), the tendency of teachers in their practices and education is to teach how to handle isolated content, but not to transform it. He also describes the limitation of generating material, techniques or teaching strategies. All of this is a product of the tendency of teaching professionals to be trained under text reproduction schemes (Krichesky and Murillo, 2018).

This supports the idea that education must be in constant change and construction of its meanings (Mendoza, et al., 2021). Therefore, the teacher must be a researcher from the beginning of his or her training. The teacher must be a persevering builder of a practice that aims to be different and efficient, an architect of the classroom, a catalyst of classroom processes (Roessger, et al., 2020). The activity of teacher updating is often carried out consciously and sometimes unconsciously (Snyman & Berg, 2018).

Every educational experience is different. Education is made up of small particular realities, realities that are constructed on a daily basis in the classroom, with the support of students who have realities that are changing, events that condense history, society and culture (Samuel, et al., 2019). The educational reality must be re-signified and reoriented, due to the effective formation that transcends in the learning subject (Standish, 2016).

2.2 THE HUMANIST PARADIGM

The humanistic paradigm challenges behaviorist theories of education. (Mendoza, et al., 2019). According to Hamachek (1987), humanistic education helps to develop people's individuality. It also supports students to recognize themselves as unique human beings and assist students to develop their potential. The university responsibility of humanistic education is essential, as it aims to promote the development of students' personal knowledge between knowledge and belief (Loeng & Omwami, 2018). The humanistic paradigm not only participates cognitively in the university, but as an educational model that flaunts affect.

The inner attitudes of humanism are found among Ausubel's research in formalizing the theory of internalization. Rodriguez (2008) defines meaningful learning as a theory of learning because that is its purpose. The theory of meaningful learning addresses every one of the elements, factors and conditions that guarantee the acquisition, assimilation and retention of the content that the school offers students (Sandín, 2003).

The knowledge of the humanistic paradigm (HP) focuses on relating previous learning to new information. The HP is in opposition to learning by repetition or rote learning, considering that not only knowledge is related, but also understanding (Vásquez, 2012). For this learning to be effective, it is necessary to intuit, to use what teachers know with their interests and research potential.

Social intelligence (SI) establishes an important margin in education, referring to it as an individual ability to perceive information (Salovey & Mayer, 1997). For Wechsler (1940), in his studies of emotional intelligence, the difference he established between "intellectual elements" and "non-intellectual elements" (affective, personal and social factors) is indicated. The full development of intellectual elements in individuals favours their ability to cope with situations. By considering that their emotional act is based on the cognitive assessment of personal circumstances (Rodríguez & García, 1999).

2.3 ONTOLOGICAL FOUNDATION

Ontologically, according to Kuhn (1989), normal science forces nature to fit within the pre-established and relatively inflexible limits provided by the paradigm (Martínez, 2006a). However, the current trend in universities is towards the ontological complementarity of being a teacher (Mendoza, 2016). All this, due to its specific purpose in higher education as a field of training but not of research, through the study of the factors that condition the academicist andragogical teaching and learning processes,

isolated from the emotional intelligence and study-production competences of the university teacher (Campos, 2010).

For Cañón (1993) the ontology of educational entities and even more their epistemology are interpreted in incredibly disparate ways and remain mysterious. The great conceptual diversity between the ontological of being and the epistemological in the educational sciences is established by a limit. This limit in its definition, analysis, description and implementation of the proposal, after the strategic orientations have been elaborated (Adam, 2008).

Thoughts, ideas and memories produce emotions, which are formed in the individual by altered consciousness (Samuel, et al., 2019). They are present in two ways, in an external way by being exalted by emotional reactions, providing joy or sadness. Then internally, by occurring in the thinking of the being, giving therefore, the visualization of low blood pressure, cardiac increase or decrease, especially the remarkable organic functions.

The ability to take control and understand one's own and others' emotions and feelings is referred to as emotional intelligence (Goleman, 1995). EI helps to motivate and engage possible frustrations, which arise in the alteration of impulses. In the same way, EI controls moods by reducing distress, which interferes with the preponderance of rationality and trust with other individuals.

2.4 EMOTIONAL INTELLIGENCE

Emotional intelligence is defined by Mayer and Salovey (1997) as the ability to perceive, appraise and express emotions accurately. It is an ability to access and/or generate feelings that facilitate thinking. It is an ability to understand emotions, the knowledge and ability to regulate emotions resulting in emotional and intellectual growth.

The ability to take control and understand one's own and others' emotions and feelings is referred to as emotional intelligence. Vázquez (2012) asserts that human beings exist in the flow of their emotions. Emotions in philosophy identify cognitive logics in a broad sense. The human being in his natural habitat, recognizing fears, joys and anger, involves them in an eventual way with the desire to interact with or without them, until the moment of formalizing the impulses.

In this sense, in the philosophical orientation of the study, Campos (2010) bases emotions on the functioning of the brain. Emotional stimuli interact with cognitive abilities. Moods, feelings and emotions can affect reasoning ability, decision-making, memory,

attitude and readiness to learn (Goleman, 1995). In conjunction, his studies have shown that bad mood in humans negatively affects harmonious thinking, impairing cognitive, perceptual and emotional abilities. At university, with a climate favorable to its level of adaptation, it is considered an essential factor for learning (Marcelo, 2006).

The outline of the study is based on a philosophical principle, as it considers the aim and goal of the university teacher's research training, as a dynamic conception of knowledge, where the dialectic relationship between subject and object implies learning - knowing - knowledge; elements that the facilitator will subsequently transmit in the development of his or her research procedure.

Therefore, universities in their curricula and study programmed seek to enhance and develop the intellectual level of the participant. According to Mendoza (2016), emotional logic facilitates the capacity for investigative thinking. It allows working in a simple and accessible way, where emotions play a role that can be linked to their environment.

3 METHODOLOGY

The study was developed under a qualitative research approach, through the phenomenological method and supported by an interpretative type of research. Qualitative research produces interpretative data based on people's words, written expressions and observable behavior (Hernández, et al., 2014; Taylor and Bogdan, 2000). From this viewpoint, the qualitative approach is justified in the present study. The study focuses its interest on the natural environment where the vicissitudes occur in order to find the researchers' perception of the situations that occur during the development of university teacher training.

3.1 RESEARCH SUBJECTS

For the study, the informant subjects were selected in a participatory purposive manner (Núñez, 2017). An electronic letter of invitation was sent to 08 (eight) teachers. The criteria were that the informant subjects should be teachers at the UTE University. Have experience in university education. Hold undergraduate, postgraduate and doctoral degrees in different educational areas, both male and female.

3.2 DATA COLLECTION TECHNIQUES

The technique used was the semi-structured interview. In this technique, the interviewer can ask other questions that were not initially contemplated. This is because

an answer can give rise to an additional question (Arias, 2012). From this perspective, the moderated observation guide (Strauss and Corbin, 2002) was applied.

3.3 ANALYSIS TECHNIQUES

Triangulation or contrasting was used as an analysis strategy for the second phase of the study. Triangulation consists of bringing together information through accounts, opinions of authors, theories, observations of a situation from various angles or perspectives. They are then unified, compared or contrasted (Martínez, 2006b).

Information analysis consisted of reducing, categorizing, clarifying, synthesizing and comparing information in order to obtain a complete picture of reality. This process was carried out in a systematic and orderly, but not rigid, way, through a continuous and inductive process. The ATLAS-Ti software was used through the digitalization and formatting of documents. The information was then reduced through coding and categorization, to be presented graphically in structural networks. The links and relationships built from the analysis established the theorization of the study. The theorization was structured by grounded theory (Strauss and Corbin, 2002).

4 RESULTS

The analysis and interpretation of the information obtained is presented as results and conclusions. By means of the events observed in the circumstances in which university educational activities are carried out. The objective was to examine the emotional and affective characteristics of teachers' research training. In order to construct the theoretical elements that support the theoretical approach, a rigorous study of the information was required.

4.1 CATEGORY: TEACHER TRAINING

Training has to do with the ability to learn tools that enhance the performance of subjects, as well as the will to improve. For the researchers, teacher training is responsible for a formative process in which self-training processes are valued.

professional competences for the training of other subjects. To this end, it is essential to provide teachers with training focused on the immediate context of research work, where they are trained to analyse the education system and develop their practice as a work of innovation. The informants highlighted the differentiation in their academic andragogical and/or professional training in comparison, as they are graduates of universities where they are not given a research curriculum in education, visualizing in Image 1, category Teacher Training the lack of research preparation by having a low profile in research methodology.

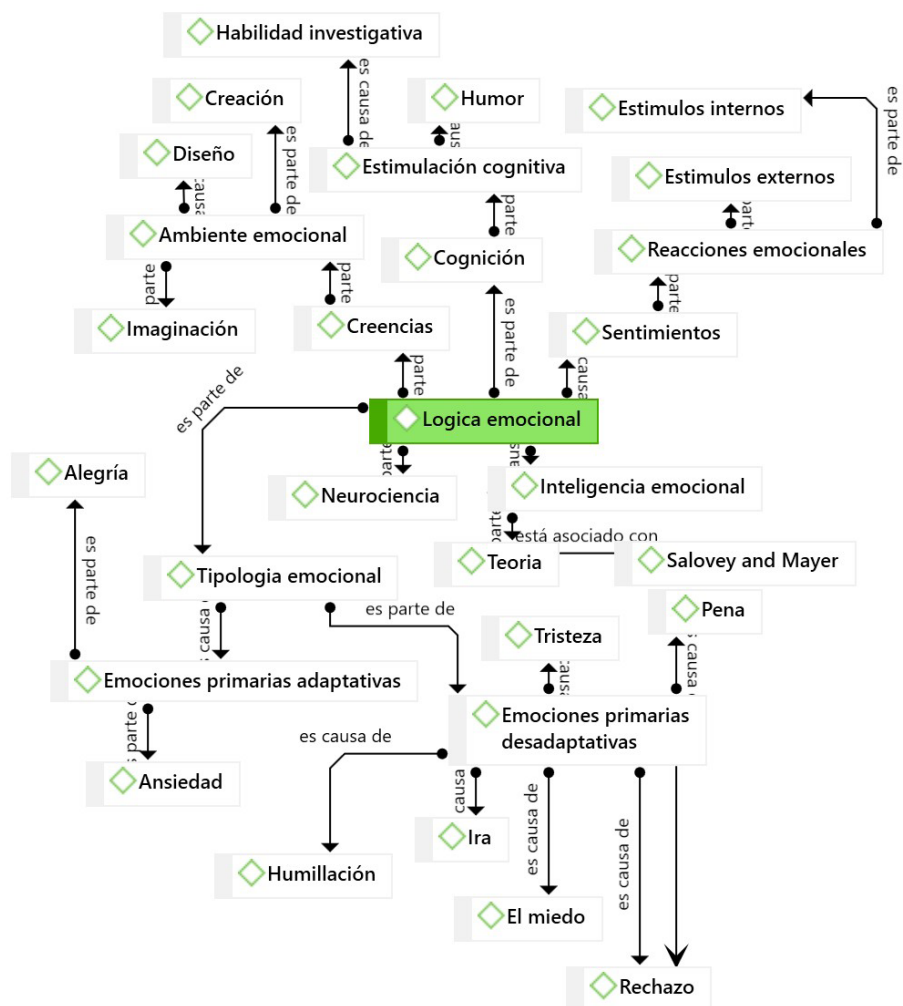
In the same way, the capacity for innovation, reflection and criticism of the educational task is appropriate, so that the teacher is conceived as a born researcher, designer, planner and is committed to the constant change that society implies. It is therefore a question of fostering those capacities that help to overcome the factors that hinder methodological and andragogical renewal, such as lack of awareness, lack of recognition of teaching work, the low value placed on teaching for promotion, lack of training, routine, fear of change, the ageing of teachers themselves and the confusion that the whole process provokes.

For the authors, teacher training in the context of university education involves a series of actions that place the subject who teaches in an incessant search for academic knowledge, which brings him/her closer to making decisions about his/her andragogical praxis and helps him/her to get rid of the uncertainty encouraged by the lack of knowledge in his/her research methodology.

4.2 CATEGORY: EMOTIONAL LOGIC

For the informants, the emotional reason that leads them not to carry out research is the result of beliefs about the complexity of designing a scientific production, as it is conceived as an unattainable goal for teachers. Among the testimonies described by the participants, the emotional reactions stand out, as a result of achievements in articles published in high-ranking indexed journals, in contrast to the teachers who are afraid of being rejected or not having their scientific study accepted.

Image 2. Category: Emotional logic.



Source: Mendoza & Salvador (2021).

The researchers perceived, based on the theories of emotional intelligence, active secondary emotional scars (Mendoza, 2016). Emotional scars allow the adoption of different languages of emission and reception of information, such as fear, anger, sadness, rejection, anxiety, joy and instrumental emotion, this logical language sponsored by natural intelligence prevents external language from taking control of the expressions.

The other form of expression, which opts for primary emotions, is the maladaptive type, detailed in the study environment as grief and humiliation, for example, the rejection of a project, fear of not being able to carry out a scientific article, anger at feeling pressured by the university to demand a research project, categorized as maladaptive primary emotions.

4.3 CATEGORY 3: EMOTIONAL TIES

Image 3. Category: Bonding.



Source: Mendoza & Salvador (2021).

For trainee teachers, it is necessary to break the bonds that hinder decision-making for openness to change (Taylor & Bogdan, 2000). Attitudinal and ideological actions prevent them from working effectively in educational research (Loeng & Omwami, 2018). This is the starting point for a profound change with strategic characteristics that allow for an epistemological and methodological reconstruction in education.

The research results show that affective issues play an important role in university education. For the authors, the affective domain is the elements that make up affect in a general way. Among the affections, tastes, confidence, behavior, emotions, beliefs, preferences and affective relationships were distinguished. Feelings and states of mind were established by the informants by discarding affective relationships as emotional

intelligence, as they did not consider affectivity as a transcendental meeting point between teacher-teaching and teaching-research.

5 THEORETICAL APPROACH

Martínez (2006b) expresses that the theoretical approach is the result of an almost poetic intuition. Hence, the researchers used all their creativity and intuition to theories what they believed they could discover after contrasting the categories.

In this way the emotional link between teaching and research emerges between the applicability of affective links. This link is shaped by different relevant aspects of attitudes, by socio-educational principles, where training ceases to be exact, rigorous and cold and becomes an area of affective knowledge. To introduce teachers to the affective links of research, the provision and knowledge of a wide range of methodology must be undertaken. From the very beginning of their university preparation, teachers must be inquiring into the humanistic principle of teaching. The teacher must be a born and constant researcher. They cannot establish learning by means of the cognitive attainment or prerequisites that a university demands for graduation. The affective and emotional dimension of the educational being must be considered. The affective domain facilitates the emotional logic of being able to understand and encourage constant research by teachers.

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