

Main problems that threaten the teaching-learning process

Principales problemas que amenazan el proceso de enseñanza-aprendizaje

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ABSTRACT

The problems that threaten the teaching-learning process are diverse, however they are not always adequately recognized in the educational environment nor addressed. Thus, the objective of this study is to reflect on the main problems that threaten the teaching-learning process in basic general education. For this purpose, a systematic review investigation is carried out in Scopus, Science Direct, Scielo and EBSCO databases on the topic, considering the last 5 years of publication, obtaining 43 reviews of which 14 met the parameters for inclusion in the study. The results show an important approach to social problems associated with education due to its impact on it, such as migratory conflicts, family violence, school violence, sexual violence, street situations, substance and alcohol abuse, depression, as well as derived from inadequate intercultural processes, impact of social networks or poor quality of education. The problems that threaten the teaching-learning process are diverse, however they are not always adequately recognized in the educational environment nor addressed. Thus, the objective of this study is to reflect on the main problems that threaten the teaching-learning process in basic general education. For this purpose, a systematic review investigation is carried out in Scopus, Science Direct, Scielo and EBSCO databases on the topic, considering the last 5 years of publication, obtaining 43 reviews of which 14 met the parameters for inclusion in the study. The results show an important approach to social problems associated with education due to its impact on it, such as migratory conflicts, family violence, school violence, sexual violence, street situations, substance and alcohol abuse, depression, as well as derived from inadequate intercultural processes, impact of social networks or poor quality of education.

Keywords: Social problems, education, society, coping, quality education.

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RESUMEN

Los problemas que amenazan al proceso de enseñanza-aprendizaje son diversos, sin embargo no siempre son adecuadamente reconocidos en el entorno educativo ni tampoco abordados. Es así que el objetivo de este estudio es reflexionar sobre los principales problemas que amenazan el proceso de enseñanza-aprendizaje en la educación general básica. Para ello se realiza una investigación de revisión sistemática en bases de datos Scopus, Science Direct, Scielo y EBSCO sobre el tema, considerando los últimos 5 años de publicación, obteniéndose 43 revisiones de las cuales 14 cumplieron con los parámetros de inclusión en el estudio. Los resultados evidencian un abordaje importante de problemas sociales asociados a la educación debido a su impacto en la misma, así se tienen conflictos de tipo migratorio, violencia familiar, escolar, sexual, situación de calle, abuso de sustancias y alcohol, depresión, así como derivados de procesos de interculturalidad inadecuados, impacto de las redes sociales o mala calidad de la educación. Los problemas que amenazan al proceso de enseñanza-aprendizaje son diversos, sin embargo no siempre son adecuadamente reconocidos en el entorno educativo ni tampoco abordados. Es así que el objetivo de este estudio es reflexionar sobre los principales problemas que amenazan el proceso de enseñanza-aprendizaje en la educación general básica. Para ello se realiza una investigación de revisión sistemática en bases de datos Scopus, Science Direct, Scielo y EBSCO sobre el tema, considerando los últimos 5 años de publicación, obteniéndose 43 revisiones de las cuales 14 cumplieron con los parámetros de inclusión en el estudio. Los resultados evidencian un abordaje importante de problemas sociales asociados a la educación debido a su impacto en la misma, así se tienen conflictos de tipo migratorio, violencia familiar, escolar, sexual, situación de calle, abuso de sustancias y alcohol, depresión, así como derivados de procesos de interculturalidad inadecuados, impacto de las redes sociales o mala calidad de la educación..

Palabras clave: Problemas sociales, educación, sociedad, afrontamiento, educación de calidad.

INTRODUCTION

Today's society faces situations that have derived from its own evolutionary condition, in addition to problems that are general to the world's population, including environmental deterioration, armed conflicts, terrorism, drug trafficking and consumption, among others, which have repercussions on the cultural identity of a people, on their families, educational

systems, etc. etc. These problems influence the way of redefining the world and the emergence of new scales of values, with the most important being the interest in "having" and "power" over "being" and "feeling" as expressed by Rodríguez & Rey (2017).

Thus, the transformations derived from social, economic, political, cultural and environmental problems affect the educational environment and the way of conceiving the process that it has as its end, from the basic to the higher level. Therefore, the education of current and new generations cannot be kept exempt from the social reality and the problems that arise in the context, as well as the approaches that are made for their solution, so it is of great importance that it is considered within the formative process, to educate in values and contextualize them for the preservation of humanity.

This is understood insofar as the problems that affect societies according to their contexts and realities can be dealt with from educational environments, making it possible to conceive a comprehensive education of learners, based on new knowledge, behaviors and values to face and eradicate them. In this sense, the study of the main problems that affect the teaching-learning process allows the understanding of another reality reflected in the detriment of values, as stated by researchers such as Brigido (2019), Olivé (2021) and López et al. (2023) who have made important contributions regarding education in values, also explaining the relevance of the society-school relationship and the impact of teaching for the comprehensive formation of individuals.

In spite of this, the researchers do not make direct reference to the social problems in the localities or communities, nor do they allude to their treatment from the educational approach, that is, from a perspective that favors the development of an action that enables the formation and enhancement of the values of which they speak. From this perspective, it is possible to indicate that social problems represent important obstacles to the development of educational processes, therefore teaching-learning, so they can hinder the development of the personality of students, for example. This is due to the fact that if the conflicts of their social context are not assumed as part of the educational contents to be analyzed and understood in how they affect the progress of society or the locality itself, as well as with the attention to the needs of individuals at their different levels, the learners will not have sufficient elements to substantiate their attitudes, beliefs and behaviors (Blancas, 2018).

In view of the above, the goal of educational systems must be a quality education based on integrity, focusing on the understanding of the current problems of society, since it is about forming individuals capable of facing the different environments in which they develop, that is, autonomous and responsible subjects. In this line of thought, it is clear that the impact and relevance of education in the development of society is still not recognized. Therefore, the work with social problems from teaching must have a critical approach, thus favoring interdisciplinary research of social reality (Ocampo & Valencia, 2019).

Therefore, in coherence with the above, the objective of this research is to reflect on the main problems that threaten the teaching-learning process in basic general education, contextualizing the reality in South America, insofar as in recent years the social, economic, political and environmental problems have become more acute and their impact on education has been a reason for study. generally in isolated research, that is, they point out an approach, which has focused on social aspects due to the latest event that affected all humanity, referring to the Covid-19 pandemic or the traditionalism of the approach to alcoholism and drug use; However, there are other aspects that are worth acknowledging and exposing for the approach of approach strategies in teaching-learning contexts.

METHODS

The research comprises a systematic review, i.e., a synthesis of available evidence is carried out from a qualitative approach of primary level studies with the intention of extracting essential and relevant information in relation to the topic of inquiry (Manterola et al., 2013). To this end, a search was carried out for scientific articles published in the last 5 years, i.e. between 2019 and 2023 in databases such as Scopus, Science Direct, Scielo and EBSCO. The search terms are: "Social problems in education", "Social conflicts and education", "Society and education", "Social problems and education", "Social environment and education".

The inclusion criteria implied that they should only be scientific articles, that they had been published within the established reference period, that their content (topic, results, conclusions) corresponded to the topic of study, that their contextualization corresponded to countries or localities in South America; while the exclusion criteria considered were not being within the referred years, being other types of publications other than scientific articles, addressing issues related to education but of a different nature from the current research or contextualized in countries outside South America, not having complete information in their report or inconsistent (results and conclusions).

For the processing of the information, we proceeded with the systematization of the articles, considering those of greater relevance to the topic of study, so 14 investigations were selected from a total of 43 articles identified in the search. The selected articles were subjected to a strict review process to later make the respective inferences, deductions and analyze the information in order to structure it logically according to the topic and research objective.

RESULTS AND DISCUSSION

In addressing the main problems that threaten the teaching-learning process, there are relevant contributions, such as that of López & Fraile (2023), in which active didactic methodologies are analyzed in the face of traditional paradigms. Thus, it was identified that there is a greater use of knowledge in students when active methods are used in learning vs. traditional ones, with the least effective actions being the teacher's lecture or simple reading, while those with the highest results were simulation, review of audiovisual materials, reflective analysis. However, in practice, the main problem in education is that the traditional methodology governs, either due to the teacher's lack of knowledge of the technologies and lack of mastery of them, or due to little interest in their application, and even due to motivational factors and scarcity of resources and time due to the pressure to which they are subjected, especially in public environments.

Likewise, Paredes & Carcausto (2022) who focus on a social aspect of great importance in the educational context and that has been the subject of study in recent years, interculturality. This practice is understood by researchers as a process that involves communication and relationships between different cultures, in which equitable and egalitarian exchanges take place, which produces learning between individuals and allows the development of skills and values. However, in their review, they detected that at the Latin American level there are still problems at the curricular level insofar as the curricula focus on folklore rather than interculturality, and they tend to incorporate separate cultural aspects when dealing with indigenous and Afro-descendants without legitimizing the experiences of students from different cultures. In addition, there are no inclusive and coherent proposals with a training process for all students.

Morales et al. (2022), on the other hand, add an expanded view of social problems such as school violence and poverty, but from the students' own vision in Chile, which allows a contextualization more adjusted to their reality. In this inquiry, the researchers found that pedagogical practices were not welcoming to students, which led to boredom and therefore behaviors that caused problems for teachers, who responded aggressively, which could be interpreted as an act of educational injustice. As a result of these recorded events, it was learned that the students developed behaviors that put their education at risk, as they tried to escape from their classes or cause them to be interrupted through conflicts such as fights or destroying furniture.

Another issue related to behavior has to do with bullying, which has been addressed by Da Silva et al. (2022) in Brazil, who identified a prevalence of aggressors of 33.1%, 14.1% of victims, while a frequency of 58.1% of aggressors-victims or vice versa was also known, which highlights a possibility that the victim becomes an aggressor or failing that, the role is reversed. In addition, the researchers determined that victim-aggressor learners had lower social skills, while students who did not engage in these acts had more developed empathy, self-control, and participation skills. This study highlights bullying as a complex phenomenon associated with different factors and contextual variables such as the lack of school regulations, poor monitoring of teachers and monitors, classrooms with too many students, high levels of social inequality in the localities, as well as self-esteem problems in students, lack of social skills, etc. Its consequences are very negative for the victim (depression, anxiety, eating disorders, sleep, etc., with sequelae until adulthood and even suicide) but also for the perpetrator and the educational environment.

In another line of study, Díaz (2022) exposes the situation of children and adolescents on the streets, and that is that many of them work in them and many others live in them, this is known as a process of streeting, its consequences being variable according to gender. Mention is made of their dangerousness when many of these children and adolescents commit crimes in order to survive or because they are forced to move away from what is considered socially determined and permitted according to their age, such as education. On the other hand, it is recognized that child labor in Latin America has a component of subordination of children to their parents, based on the precept of retribution for being life-givers and for their maintenance in their childhood and adolescence. Thus, child labor on the street is not only complicated, but it is recognized as typical of capitalist economies, therefore it is an activity that accommodates minors with an interrupted education, who now learn discipline, skills and competencies from their work activity and not from an educational environment.

In addition, Oliveira et al. (2022) identify the forms, expressions, and practitioners of domestic violence witnessed and experienced by adolescent learners in Brazil, of whom 52.6% had been victims and face-to-face figures. Regarding the forms

of violence, 58.3% referred to psychological violence through insults and forms of humiliation, 53% said they had been victims of physical violence, with pinches and slaps being common in 77% in addition to kicks and punches, and 5.2% indicated acts of sexual violence in which their private parts were touched. On the other hand, the perpetrators of acts of domestic violence are generally fathers and mothers, and other relatives. The researchers conclude from their findings the possibility of legitimizing the practices of domestic violence as a way to correct the bad behaviors of children, however it is clear that their rights are being violated. In relation to these results, the researchers emphasize the importance of joint work between educators, health professionals and the family for the prevention of this type of problem, since its repercussion on the lives of the victims is evidenced in an affectation of self-esteem, depression, suicide in the worst case and lower academic performance.

It should also be noted that Morais et al. (2022) analyzed the emotional and physical aspects of children and adolescents who were victims of sexual violence in Brazil, identifying that some of them were under 5 years of age, even minors with physical and mental disabilities, while adolescents were characterized by not presenting emotional or sexual maturity and were unaware of sexuality. These findings denote a significant physical and psychological impact on children and adolescents who are victims of sexual violence, which has repercussions on their development and development in different contexts, including education, if they are not provided with adequate support for coping. In this sense, the authors consider the importance of educational contexts to instruct children and adolescents in health and sex education, as these topics favor their empowerment, autonomy and the recognition of their rights. To this they add the relevance of the socialization of these issues with the family and society to develop self-protection strategies for children and adolescents.

From another approach, in Argentina, there is the contribution of González (2022) in which the problem of the condition of migration and precisely its impact on the educational trajectory of learners is taken into account. Thus, the researcher found that in Argentina there are harmful practices on the part of teachers towards migrant students by treating them in derogatory ways or based on prejudices due to their origin that catalog them as slow, backward, culturally poor; They also qualify certain cultures (in a comparative realm) as obedient, quiet, united, polite, etc. This way of labelling learners negatively affects their self-esteem, highlighting actions that reproduce inequality. There are also socioeconomic factors that condition people, so migrants are generally located in areas where access to services and infrastructure is limited and educational institutions have a lower performance than in other areas. In addition, migrants who are in periods of adaptation and from low socioeconomic backgrounds tend to have lower performance. Thus, the reproduction of social differences in the Argentine educational context, inequality and selectivity, affecting the identity of migrants, is evidenced.

In another study, Silva et al. (2022) analyze the acculturation processes of Venezuelan migrants in Colombia, identifying that it is an adaptive, sociocultural and psychological process that presents its difficulties, since on the one hand they want to come into contact with the new culture but also maintain the culture of origin. Thus, elements such as music, games, traditions, parenting practices, school support and positive interactions are presented that allow the transmission of values of the original culture, so they are not modified and can result in difficulties in their process of adaptation to the new environment as soon as the receiving society does not understand and accept them and even questions them. This leads to a distrust on the part of Venezuelan migrants in educational environments, as they consider that they are spaces of discrimination against migrant children and can cause the relationship with them to be tense and not very dynamic, affecting the student and his or her integration and cultural adaptation.

In the digital context, on the other hand, the research of Gómez & Jiménez (2022) is presented, who explore the impact of social networks and identity on adolescents in Chile, based on the approach that the processes of socialization, the setting of personal limits and self-expression, have been affected by technology as they have transformed the forms of relationships, presentation and exposure to other people, as the spatio-temporal barriers of previous generations are overcome. The characteristics of digital media and social networks make it easier to access a person's information, therefore for it to be shared, with potential risks of violating their privacy. In this research, it was determined that 31% of adolescents assumed that they try to appear happier than they really are, and 50% hide their problems or fears, while 27.6% share real and personal facts. In this sense, the authors consider the importance of family and educators being companions and being able to minimize the risks of exposure to virtual environments so that they do not impact their self-esteem and search for identity.

On the other hand, in the approach to social conflicts, there is also the study by Álvarez et al. (2020) who focus on the consumption of psychoactive substances, a problem that in Colombia, where the research is carried out, has been a topic of interest even at the international level due to the internal conflicts in the nation due to criminal organizations dedicated to trafficking them and even those armed ones such as the guerrillas whose impact on the Society, and in childhood and adolescence has been very impactful because of recruitment at an early age. In this study, the indicators show that 65.9% of students consider that they can acquire any substance in the surroundings of their educational unit, in addition to 70.6% explain that their classmates bring substances to school. Regarding consumption, it was recorded that 36.6% had consumed some psychoactive substance at least once in their lives, being generally men (58.4%), in addition to 17.8% expressed that in

the 30 days prior to the investigation they had been offered to consume some substance.

On the other hand, in Ecuador, the study by Moreta et al. (2020) on alcohol consumption, another social problem that has had a serious impact on educational environments, was found. The researchers found that 44% of adolescents between the ages of 12 and 14 consumed alcohol moderately and 15.7% consumed alcohol intensely. In addition, they record that as they advance in age, adolescents increase their level of consumption in both men and women. Even 1.8% of consumers already presented physical and psychosocial problems, with a probability of dependence related to the intake of alcoholic beverages.

In the same Ecuadorian context, the analysis of Suasnabas & Juárez (2020) referring to educational quality is identified, in which the search for the constant preparation and updating of knowledge by educators is highlighted, it is recognized that there are still deficiencies in the development of infrastructures, low salaries of teachers, centralized system for educational management, among others. But perhaps one of the biggest problems is the lack of commitment of educators to develop an adequate system, which could be understood in the lack of support they receive from national authorities. All this prevents learners, at different levels, from having access to a comprehensive education that is coherent with their needs.

In Peru, the contribution of Mercader (2020) stands out, in which it is identified that 25.4% of adolescents do not have good self-esteem, 11.8% with depression, 9% insecurity about the future, 8.8% family conflicts and psychosocial risk. In addition, 7.4% abuse psychoactive substances and 5.8% already have anxiety conditions. There are no significant relationships with academic performance, however the author explains that emotional aspects can have a negative impact on the development of antisocial behaviors and the perception of satisfaction with life, in view of this, it is important to approach emotional education from educational environments as a way to support students to face challenges and to preserve their mental health.

Therefore, once the main problems that threaten the teaching-learning process in basic general education in the South American context have been reviewed, identified through systematic analysis, it is possible to indicate that they are characterized by their diversity, thus those related to the teaching-learning methodology have been registered, with modern techniques being the ones with the best results compared to traditional ones. In addition, there are difficulties related to the quality of education and have to do with the processes carried out by educators, fundamentally, highlighting their continuous training. But there are also problems related to the violence of which students are victims, such as school aggressions, bullying, domestic violence and sexual violence. In addition, street conditions, migration, consumption of psychoactive substances, alcohol, depressive problems, intercultural factors as well as the impact of social networks on students are highlighted.

In this regard, Fernández (2022) mentions that social problems are important from the perspective of teaching-learning, but they are not always linked to the environment or to the emotions of the learners. Thus, the living social aspects can be understood as transcendental problems related to the immediate and daily context of the students and the community, they are then open conflicts to debate that cause disparities in their study and alternatives of attention. In this sense, social problems can be risk factors for the teaching-learning process since, for example, in places where disorder prevails, characterized by the lack of waste control, abandonment of homes and public areas, there is a higher rate of crime and violence, which threatens the educational dynamic (Dueñas et al., 2021).

However, problems such as inequality prevent learners from going to school, or put their permanence in school at risk. Its origin is understood in the levels of development of nations and the conceptualization and internalization of fundamentals such as the general well-being of people, respect for social and cultural origins, etc. And, although it is thought that it is something simple to work with, in reality there are 258 million children and adolescents around the world who have not been able to be schooled precisely because of conflicts of inequality (United Nations Educational, Scientific and Cultural Organization, 2020).

In view of the above, it is necessary to develop social thinking that allows students to understand the events that occur in their environment and also to know how to carry out interventions in different situations, no matter how complex they may be. However, achieving this is one of the greatest challenges in favor of the construction of identity and heritage for children and adolescents (Magoga, 2017). An example of this can be seen in a problem of recent impact at the global level, which although it was not directly exposed in the research analyzed, its impact is observed in the macro factors that affect education, which is how the Covid-19 pandemic impacted the Latin American region. Specifically in the educational context, the crisis was one of the most affected, as the countries of the region had to suspend classes for longer than in other regions and despite efforts to work on educational continuity, an adequate level of participation could not be achieved (World Bank, 2021).

As part of the adaptation strategies in the face of the aforementioned crisis, the issue of connectivity and access to

the internet was raised, however, in South American countries the availability of these was low both at the urban and rural levels, with the ratio being 77% vs 45% respectively, a figure that varies between nations. Students at different levels were also not fully familiar with virtual devices and environments, which also implied problems in the process, in addition to the lack of knowledge of the teachers themselves, the inflexible curricula to be quickly adapted to virtual education, etc. (World Bank, 2021).

In this sense, social problems and their impact on education are diverse, but from the experience of the learner it is very important to validate them, because individuals carry them in their psyche either directly or indirectly every day, even when attending school, obviously the way of assuming them will be different according to age, sex, and other variables; but the important thing is that educating in any way perceives what happens in their environment, so it is important to approach and treat them in the classroom, not doing so will only favor them to be transformed into barriers to learning, so the social problem should rather be seen as a state of content in the education process that will enhance its effectiveness (Sánchez et al., 2019).

Contextualizing social problems in each educational environment is the challenge, since it is fundamentally required to have a true intention for the formation of positive social values, insofar as these train students in a reflective and committed procedure. The contextualization of social conflicts allows the strengthening of teaching-learning processes due to its pedagogical nature, it also allows students, from their formative perspective, to contribute to the strengthening of social commitment.

FINAL CONSIDERATIONS

In accordance with the above approaches and considering the problems that threaten the teaching-learning process in basic general education, it is possible to conclude about the diversity of social, political, economic and environmental conflicts that can be presented as weakening the educational system. In this review, social problems have been identified, including methodological and intercultural aspects, coexistence and social dynamics, family dynamics, related to the educational context itself, as well as caused by technological progress with the impact of social networks, or as a consequence of political-economic phenomena that result in migratory movements.

These aspects, identified as social problems that affect the education system, have different approaches, so they can be seen as strong complications or also as opportunities for progress. In view of this, it is of great importance to carry out analyses and research regarding the contextualization of social problems in different educational environments in order to assume a correct position for their confrontation and treatment with students as part of the pedagogical processes. By addressing social problems in the classroom, it allows students to deepen the content, expand it, look for connections from it; This has a positive impact on the development of processes at the psychic cognitive level and on the acquisition of intellectual and practical skills.

In this context, the acquisition of skills derived from learning by addressing social problems is favorable in the fulfillment of the development of skills that are considered transversal to the curriculum and that are also flexible to changes, since they are associated with human capacity. This is how learning to learn, learning to do and learning to be is recognized and put into practice, but also learning to live in community through awareness of personal and collective issues, those that occur in the environment where the student develops daily and with which he or she maintains direct or indirect relationships.

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