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COVID 19. A vision from the educational context in times of pandemic

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SUMMARY

Objective. Analyze the influence of COVID19 in the educational context. Materials and methods. Theoretical review of authors together with the contributions of the author, showing the importance of the educational sector in the prevention of the pandemic. Conclusions. It was concluded in the revised information that the need for changes in training and educational actions by teachers in times of crisis is urgent and it was corroborated that, in the midst of this pandemic, virtual education emerges as a palliative that seeks give normality to daily educational activities. Also, the importance of the support of parents and representatives to consolidate the educational process itself and to achieve the required educational quality.

Key words: Covid 19; Education; Pandemic; Teacher; Educational quality

INTRODUCTION

For some time, human beings has been constantly talking about the future in everything related to the world, it was difficult to think that the date was so close and even less in the conditions that it did, nor unless it had as a triggering factor a virus that came to change things the way they were being done to do it differently. Theory of behavior tells us that it takes time to change habits and behavior patterns; If anything has had COVID-19, it is the ability to radically change our basic behaviors overnight. In this sense, as Paudel, Dangal, Chalise, Bhandari, Dangal (2020) review, coronavirus disease 2019 (COVID-

19) is a recently emerging disease that has become a global public health problem, since it has spread quickly around the world. They also indicate that the COVID-19 outbreak has led to the implementation of extraordinary public health measures worldwide. Similarly, the traditional strategy of responding to public health outbreaks of isolation, quarantine, social distancing and community containment have been implemented in several countries and have played an important role in preventing new outbreaks. In relation to what the aforementioned authors have proposed, the educational sector has taken measures worldwide, including closing all institutions and carrying out the continuation of studies in their different modalities virtually, is nothing more than the so-called distance studies with the in order to help reduce the spread of this virus. This review article describes some elements that from the educational context can be taken into account for these times of crisis.

Development

As everyone goes through extremely difficult times due to Covid19, reporting is not enough before society, perhaps due to the state of mind of people, any information will affect them or not at the right time, therefore it is makes it necessary to apply different strategies or tools that minimize the different risks that such information may cause; It is there where educators play a fundamental role in society, understanding that we are the ones who are trained to do so, with all those own competences that will allow us to put an end to such a situation in human beings. Educators in this situation turn out to be a key piece for the support of the representatives regarding the support and accompaniment that should be given to students of the different levels and modalities, also understanding that above all things the right to education is inviolable in the lives of individuals and so the different legal bases of the countries affirm it; In this sense, it is essential that as teachers we are at the forefront of this situation, with updated educational models and truthful responses so that false expectations are not generated in the academic context in which we are involved.

Based on this, the Education Magazine (2020) indicates that although the COVID-19 pandemic impacts all areas of social life, education is one of the most sensitive and crucial dimensions for the development of society, in general, each person and territory specifically. It is, therefore, an area in which it is essential to reflect and propose elements that contribute to its strengthening. It also points out that it is necessary that all educational institutions that focus their attention on quality education in conditions of equity take measures that point in that direction, thereby seeking the effective transformation of the current educational scenario.

The cited document points out some educational proposals that need to be summarized as follows:

Every crisis is an opportunity: for the particular case, it is necessary to reinforce or constitute learning communities with abilities and skills regarding the different strategies used on the different elements and curricular contents with particular emphasis on the educational systems of the different countries, regions and specific contexts, you cannot make standardized planning, that would be somewhat distorted depending on the fact that each territory has its own particular characteristics.

It is necessary that the rights of the students are above any particular and curricular aspiration, understanding that the main thing is the achievement of learning, but significantly, making the caveat that, if it is sometimes done uphill in normal conditions, such as It will be in the current moments.

In the same way, it is necessary that the different government agencies suspend the delivery of collections that were planned before the start of the pandemic, given that at this moment the most important thing is the quality of the processes that take place between teachers and students.

Here teachers must be committed to the work that is being carried out, since in the vast majority of cases some do not even have an intelligent team, let alone

strategies that are consistent with the requirements that the system and society thus demand.

Based on what has been raised, teachers must be prepared for an update and training in digital technologies according to the level of the different tools they carry out.

In the same order of ideas, it is also important to highlight what was stated by Sandison (2020) when he points out that the situation fostered by COVID-19 has given the opportunity to advance more rapidly in certain areas in which the educational community had begun to work slowly. , like digitization and virtual / online education, also recalled the added value and solidarity that it has unleashed between educational institutions and colleagues to provide support as well as share resources in the face of the pandemic. In relation to what the aforementioned author has exposed, I can contribute that education not only at this time but must always be connected with the different areas of knowledge and, more specifically, the institutions based on the fact that they are the link that makes up a whole, it is a system and like any system, one of its characteristics is the articulation with the various scenarios.

Farnsworth (2020) also points out that the current situation is unprecedented, since the United States had never closed the entire educational system simultaneously. Therefore, there are no precedents and this means not being able to have a clear long-term vision given the lack of data and information on the consequences for the education sector. However, he highlighted the opportunity of the lessons learned and the transfer of those lessons to reinforce the future of higher and university education. Regarding the above, it is important to highlight that any negative situation brings with it a learning lesson, it is important as an individual or society to interpret it and extract from it that message that would bring the necessary consequences to be able to redirect each of the actions taken for the moment.

Sadinson (2020) indicates in the same way that the current emergency will accelerate the process of expansion towards online education, but with some conditions: many educational institutions were already carrying out this modality, being

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excellent tools to provide a more individualized learning experience and personalized, in the long term, online education will probably take much more weight than now, not only because of online tools and channels, but because of evaluation methods, face-to-face teaching will continue, but with a model diversified to also leave room for new tools and remain competitive and sustainable in the long term. It also highlights that, regarding the students, the changes that the current situation entails will affect them in two ways: - Greater obstacles to international mobility due to health and safety problems and the infeasibility of being able to travel abroad, negative economic impact that the crisis will have in many countries and for its nationals, mainly for developing countries, preventing students from having the opportunity to study abroad.

In relation to the aforementioned, if we review the panorama from other countries, for example the Venezuelan case, the educational situation in relation to the pandemic becomes somewhat complicated depending on the fact that other elements are added to the educational scenario that make the results not the same. More encouraging, due to the complex humanitarian emergency that impacts all levels of national life, among these factors, for example, electricity service in most of the country fails between 6 or 8 hours a day, that goes from the hand of the internet service who according to figures from the Institute of Press and Society (2020) reports that the conditions that citizens in Venezuela have are precarious, since they exercise their freedoms online in the worst digital ecosystem in Latin America, also refers that in terms of quality of internet access IPYS Venezuela and the MLAB internet data laboratory collected more than 6 thousand speed tests in Internet in the 23 states of the country, which determined that Venezuelans surf an average of 1.61 Mbps in fixed broadband (BAF), the lowest figure in Latin America, in addition to this, another factor that can be mentioned is that depending on the economic deterioration of the salary of Venezuelan teachers (\$ 4 per month) it is insufficient to be able to acquire smart equipment (telephone, computer, modem for

internet connection, among others) tools necessary to be able to provide a distance education of quality.

In relation to what is raised, it is important to mention what was raised by UNESCO (2020) when it states that coronaviruses (CoV) are a large family of viruses that cause diseases ranging from the common cold to more serious diseases. The Coronavirus COVID-19 was first detected in China in December 2019 and has since spread to all regions of the world; Based on this, the organization is monitoring the impact of the Coronavirus in education. As of April 20, 2020, school closings are estimated impacting more than 91.3% of the world student population, this represents 1,575,270,054 million.

UNESCO (2020) also emphasizes that it is urgent that the governments and institutions of those countries where the epidemic is beginning to manifest plan adequate measures that protect the health of citizens while avoiding violating the right to education. At all educational levels, the authorities must ensure the implementation of measures that encourage students to continue learning despite the temporary closure of educational institutions. As can be seen despite the fact that the agency emphasized education, in the Venezuelan case the measures taken were insufficient to be able to project quality education.

It is equally important to point out that the current conditions of the current Venezuelan educational system face-to-face make it impossible to ensure access, permanence, quality and prosecution in an equitable way for children and adolescents, as well as to provide tools to their families and teachers to that adequately accompany the learning process.

Therefore, not only in the Venezuelan case but in any other, in these circumstances, migrate to a distance education model without considering the minimum provisions or proposing actions to correct the structural flaws that the system suffers from, also imposing on the families a role that does not correspond to them or for which they are prepared, is to aggravate the conditions of vulnerability that students of all ages confront in the exercise of their right to education, which the State must inescapably guarantee.

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In the same order of ideas Turiso (2020) expresses some recommendations to take into account Educating adapting to the ability to understand, but also to emotion, the author says that emotions can enhance or slow learning at certain times. The situation generated by COVID-19 is highly emotional and it will be difficult for an educational proposal on the subject to be successful if it is not in tune with the emotions of our students. In relation to the emotions that can arise, there is insecurity, fear, anger, irritability, stress, uncertainty, solidarity, among others, here it is important that teachers adapt to different levels with the appropriate strategies, Turiso says that if we realize which is the emotion that is prevailing, we will be able to establish a connection with the content through it. Ideally, we should be able to use an educational approach to help alleviate negative emotions and reach those emotions (solidarity, hope, trust ...) that allow us to guide children and adolescents to obtain valuable learning from this situation.

Another recommendation to take into account refers to Turiso (2020) would be to educate with added value, understanding that every crisis tests the resilience of people, that is, no crisis is good but it can help to learn things that will be worth all the life for example solidarity, empathy, humility with others; These learnings are not in the formal curriculum and are accessible to families. The punctual delay that a student may experience in math or history these days may give him an opportunity to learn things that are equally valuable and do not go into tests and assessments. Another aspect to consider would be to educate to develop, not to evaluate, in exceptional situations we all have to make an effort, for the good of the students, and accept that continuing with results-oriented teaching models in this context is, not only little realistic, but counterproductive. In this aspect, educational institutions or centers play a fundamental role; they must be innovative; curricular adaptation is key in this situation. The author states that this is an ideal time to transmit knowledge related to health, healthy habits, microorganisms, the human body, human geography, diseases in history, population statistics ... and countless curricular

subjects for all. the levels. These topics, in a "normal" situation, could go unnoticed or be "boring" or provoke a "and know what this is for." In the present circumstances, many students will have real interest and curiosity about these contents, which is something that will make the task easier for teachers and families.

Paraphrasing the author in another recommendation of interest is the one that families need patience, that is, they cannot demand 100% of their children in their activities, it is necessary to understand that precisely the pandemic situation may also be affecting them psychologically, for both can consult teachers about any strategy or alternative care in reference to any of the assigned tasks, understanding that students must also do their part and understand that they are citizens with full rights and, except for the smallest or those who are especially vulnerable, they cannot stand idly by when the whole of society faces a crisis. This is not the time to add problems in their families and we adults must make them aware of them, making it easier for them to be part of the solution, not the problem.

CONCLUSIONS

One of the main unforgettable lessons to be learned within a society is that despite having citizen participation in different scenarios, if it is not organized, trained, equipped and prepared to handle contingency situations, the results will undoubtedly not they will be the best.

In the educational context, as it is one of the main entities in situations of this type and level (pandemic), it is necessary to train the educational entities involved in order to structure the educational model necessary to face this situation.

If the importance of building an educational system that meets the collective needs of the nation and individual citizens is understood once and for all, we will be in the presence of a failed educational model.

Emergency education does not constitute the continuity of a regular curriculum plan. Homework or homework submitted should be a reinforcement of what you have already learned. Students' skills and abilities should not be exceeded with subjects they have not yet learned.

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The main task of education is to contribute to the integral well-being of students. On the one hand, the teacher plays an important role in the transmission of messages to prevent the spread of the virus, such as hand washing and hygiene practices. The fundamental reason would be to send messages of prevention of violence, which would contribute to promoting good mental health, which is one of the essential factors.

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