

EDITORIAL

Presentation

It is gratifying to be able to once again reach the readers of *Sophia: Collection of Philosophy of Education*, on this occasion we are pleased to present publication number 23 of our Journal. The central topic that guided the authors and the ideas contained in this volume was: Philosophical foundations of the sociology of education because we believe that there can be no discipline in charge of studying education without having philosophy as an essential reference, hence there can be no sociology of education without a philosophy that supports its theories and proposals.

39



Introduction

Rethinking the philosophical foundation of the sociology of education directs the gaze to different trajectories, involves digging into the depths of philosophy, into the basic principles of sociology in general and the sociology of education in particular; Implies understanding the educational fact as a decisive factor for cohesion, stability and for the advancement of society.

From this perspective, the philosophy of education, the sociology of education, and the psychology of education cannot be ignored by educators; on the contrary, all of them are indispensable for the scientific study of the constitutive elements of education in the singular contexts with a view to providing comprehensive knowledge to improve the different educational processes and teaching-learning mechanisms.

Philosophy, Sociology and Psychology play an important role for the development of the theoretical part, foundation and planning of the educational process as they allow to delimit the objectives, essence, meaning and significance of the educational process as is the case of the philosophy of education; allow to explain the learning, the behavior, the teaching-learning process delimiting restrictive or conditioning issues as it is the case of the psychology of the education; allow to analyze the different forms and manifestations in which the different social structures,

the various institutions (class, family, community and power) and social problems have an impact on society; always visualizing the different interactions that are woven and coexist between individuals in society as the case of the sociology of education.

Thus, as from the contributions made by philosophy one can understand and encourage the process of structuring thinking, the development of creative and creative imagination, as well as the various forms of personal expression and human communication.

From the contributions made by psychology (based on philosophy), it is possible to understand the evolutionary development process of the human being, the socio-affective growth and the strengthening of ethical-moral values.

From the contributions made by sociology (with a philosophical foundation) it is possible to stimulate and understand the habits of social integration, norms of coexistence, the basic principles of solidarity and cooperation as keys of human coexistence.

The sociology of education becomes a perspective for the analysis, understanding and interpretation of the educational phenomenon, it helps the concepts, methodologies and theories of sociology to understand education in its social dimension; is enriched by the contributions of pedagogy, psychology, anthropology and philosophy, thus becoming an area in which interdisciplinarity finds its fullness.

In any case, it is important to remember that the sociology of education as such is a relatively new discipline that shares its roots with philosophy, which is nourished by the contributions of other sciences and which arises from the principles of General Sociology Formulated by Augusto Comte and Emile Durkheim.

In this sense, the sociology of education is oriented to the understanding of the social function of education, it aims to provide an explanation on the incidence of the social context in the educational process and vice versa since pedagogical practices are marked by the environment and The mediate and immediate problems that surround the subjects and their interaction in the world, since it is clear that society has repercussions on educational processes and these in turn require an appropriate treatment to determine their problems, objectively look at their fragmentations and generate alternative proposals for mutual benefit where the human is the main reference of the actions and reactions that occur.

This leads to the question of why certain phenomena occur in the educational environment, why situations of violence, discrimination, injustice, crisis, etc. are experienced. And in turn, it is questioned why edu-

cation becomes an instrument that reproduces the interests and ideology of certain sectors of society? Why education can also be understood as a constituent element of social mobility? How does social interaction take place among members of educational institutions? What is the relationship between educational level and the possibility of committing crimes? Is there a relationship between educational growth and the economic growth of a society? Does the educational level determine the level of population growth of a society? What are the effects of education on the system and politico-social practices? What is the incidence of political-social laws in educational processes?

These are some of the unknowns that find their space in this publication 23 of *Sophia*.

Structure



In this edition 23 of *Sophia*, ten articles intellectually and conceptually well-structured are inserted, the same that are distributed in four itineraries, grouped according to the nature of the reflection presented in each one of them:

1. Theoretical fundamentals of the sociology of education
2. Sociological perspectives of education
3. Think about the social character of education
4. Rethinking some social problems

Theoretical fundamentals of the sociology of education

To this itinerary belongs the article *Reflections on philosophy and sociological of education: a paradigmatology approach*, elaborated by Javier Collado Ruano. The document contributes to the debate between philosophy and sociology of education through a co-evolutionist vision that integrates the human being in his cosmic and earthly context. The author proposes to review the epistemological and paradigmatic problems inherent to the processes of educational transformation, combining transdisciplinary methodology with complexity theory with the aim of organizing knowledge horizontally. It establishes that individuals know, think and act according to the predominance of the cultural paradigms existing in them. It considers the need to create a liberating education that emancipates the human being in the 21st century.

Durkheim's contribution to the Sociology of Education, presented by Verónica Simbaña, Lilian Jaramillo and Santiago Vinueza, is located in this same itinerary. The article analyzes the contribution of sociology to education from the main postulates of Durkheim; reflects on the interactions between society and education; In order to establish that education and all its processes are modulated with the sociological guidelines raised by the Durkhenian theory.

This itinerary closes with the article *The symbol as a field of philosophical reflection of the sociology of education*, developed by Mauro Avilés. The author considers that Western civilization has restricted the understanding of social phenomena to the paths proposed by the scientific method but reality shows a greater complexity that requires an integral understanding of the actors and the scenarios involved. In this context, the author considers that a study alternative is presented by the symbol. It establishes that it is necessary to analyze social and educational phenomena from a hermeneutic exercise of the artistic and religious symbols prevailing in society.

42



Sociological perspectives of education

In this itinerary is inserted the article titled *Sociological approach to the use of b-learning in the digital education of the university teachers*, elaborated by Jesús Valderde-Berrocoso and Jorge Balladares Burgos. The authors consider that the Blended Learning or hybrid education is an integrative learning modality that uses in a combined way classroom and virtual components that contribute to the systems of training and digital training of the university teacher and that in turn allow to improve the educational processes from a Sociological approach. They state that the processes of training in the e-learning modality have not been sufficient to respond to the challenges of higher education in the digital age, so that b-learning constitutes one of the best alternatives of education to generate virtual communication, to improve social interactions among the main agents of education.

Likewise, within this itinerary is the article *A sociological approach to the patterns in the formation of university teachers*, authored by Vinicio Alexander Chávez Vaca. This paper analyzes the theoretical references of sociology that are present in the models of preparation of university teaching staff. The author believes that a change in education leads to a transformation of teachers and the context in which they act. It recogniz-

es the importance of higher education in the development of countries by proposing approaches and perspectives that should guide the curriculum, mechanisms to guide the development of teachers and guidelines to promote understanding of the university and social environment.

Think about the social character of education

Following the process established in this itinerary, we find the article *Current political-social-educational thinking of Rousseau*, developed by Edwin Prieto Vergara and Elvia Patricia Arango Zuleta. It is an article that has as its starting point the socio-political analysis of Rousseau's *The Social Contract* in order to determine the validity of his thinking in the formation of citizens in Colombia. The authors state that, regardless of the time and context in which the philosopher lived, the reflections on concepts associated with political formation, the general will and the sovereign are linked to concrete situations of society and education in the Colombian context.

In addition, in this itinerary of reflection, we present the article *Education as social practice: the question of the other and their recognition*, proposed by Darwin Joaqui Robles and Dorys Noemy Ortíz Granja. The authors argue that due to the proliferation of social problems experienced in the current era, it is important to rethink about the need to promote mechanisms to achieve the recognition of the other. The writers consider that the lack of recognition of the other is due in part to the impact of the use of virtual reality that has replaced the way of communicating the ideas that are now transmitted as messages addressed to a faceless community.

Finally, we have considered the article *Hannah Arendt and the problem of education*, developed by Gerardo Miguel Nieves Loja. This paper aims to rediscover the crisis of contemporary education in the light of the political and educational thinking of Hannah Arendt who discovers that education cannot be separated from tradition and authority under the pretext of effective quantifiable innovations in the field of education. On the contrary, it is necessary to educate citizens who are capable of exercising their freedom. This is why the return to Greek wisdom is necessary to look at the present and to project the future of education, which must lead to the encounter of others and of the world. The author considers that education has a task of resistance and reconstruction against



the darkness of any educational and political system that undermines the basic freedoms of citizens.

Rethinking some social problems

In this itinerary is located the article *Brief notes on the “Right War’s” Theory according to Francisco Suárez* de Mauro Mantovanni. The study analyzes the main issues related to the doctrine of just war in the thought and work of Francisco Suárez that has contributed to the birth of modern international law. Based on the postulates of Suárez, the author invites to reflect on questions such as the following: can there be a “just war”? And can or should there be a “humanitarian war”?

In the same way, the *article The impact of the crisis on the integration process of Ecuadorians in Spain*, presented by Gorka Moreno Márquez, Juan Iglesias Martínez and Mercedes Fernández García, analyzes another of the social problems of recent times. Explains the impact of the economic and financial crisis of Spain on the processes of social insertion and social mobility experienced by the Ecuadorians living in Spain. The authors present some reflections on public policies that allow to respond to the requirements of the present and future migrant population.

To conclude, we hope that the content presented in each of the lines of this publication 23 of Sophia, become seedbeds for the production and for the construction of new ideas. That each manuscript be considered as a track that generates new cognitive conflicts that invites to rethink, to ask new questions, to resize expectations, to pose challenges and to propose new guidelines for research.

Floralba del Rocío Aguilar Gordón