

Training and educational practices, teacher training, socio-emotional training, and visions of the future of education and technologies

(esp) Prácticas formativas y educativas, formación docente, socioemocional y visiones del futuro de la educación y las tecnologías

(port) Práticas de formação e educação, formação de professores, formação socioemocional e visões do futuro da educação e das tecnologias.

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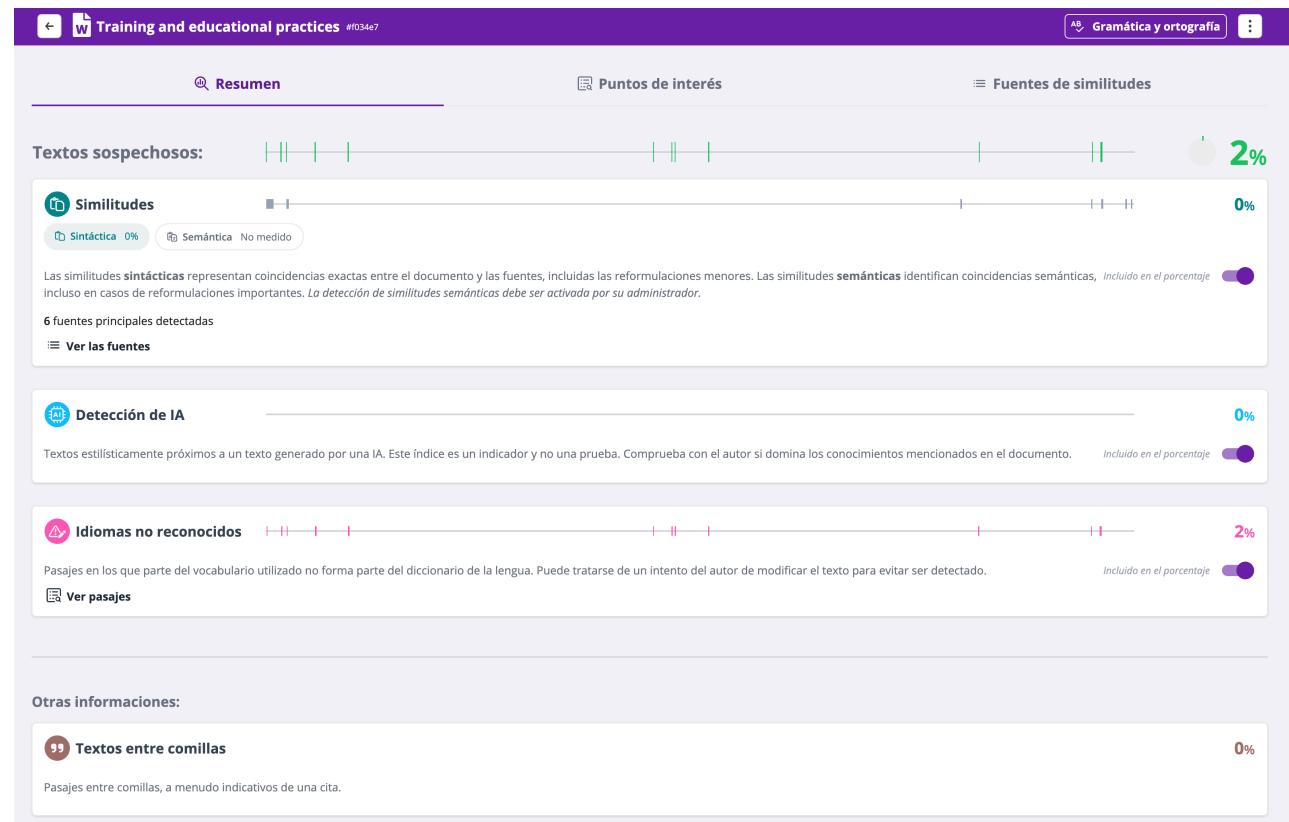
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Ochoa-Rosas, E., & Gerónimo Bautista, E. (2025). Training and educational practices, teacher training, socio-emotional training, and visions of the future of education and technologies. *YUYAY: Estrategias, Metodologías & Didácticas Educativas*, 5(2), 58-72. <https://doi.org/10.59343/v5i2.113>

Recepción: 17-05-2025 / Aceptación: 02-08-2025 / Publicación: 30-09-2025



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Abstract

The objective of this work was to analyze research on the following topics in education: formative and educational practices, teacher training, socio-emotional aspects, and visions for the future of education and technology. It is essential to note that, as these concepts are integral to the daily work of those involved in education, it would be intuitive that there is a substantial amount of scientific research on these topics. In the Methodology, a systematic review was conducted, focusing on libraries and repositories in Latin America and the Caribbean, which are typically open-access and emphasize the dissemination of scientific articles. Some findings, although the concepts are common in educational work, are not so common in the documentation of scientific articles, making it an area that requires attention and potentially a focus on future research. Its contribution to educational research is significant to note, as this work highlights not only the importance of promoting these aspects as strategies in the teaching-learning process, but also the importance of fostering research in various fields or subtopics of education. Among the conclusions, the lack of scientific research on multiple recurring topics in the field of education encourages those involved in the field to conduct scientific research, aiming to have an impact not only on the education sector but also on society.

Keywords: *Education; teacher; training; future; socio-emotional; technologies.*

Resumen

El objetivo de este trabajo fue analizar las investigaciones de los siguientes tópicos de la educación prácticas formativas y educativas, formación docente, socioemocional y visiones del futuro de la educación y las tecnologías. Es importante mencionar que al ser conceptos del quehacer diario de los agentes que están en la educación se intuiría que hay una inmensidad de investigaciones científicas de los mismos. En la Metodología: donde se realizó una revisión sistematizada donde se revisaron bibliotecas y repositorios de América Latina y El caribe que suelen ser de acceso abierto y con énfasis a la divulgación de artículos científicos. Algunos hallazgos, aunque los conceptos son comunes en el quehacer educativo no así en la documentación de artículos científicos por lo que es un área que hay que atender y potencialmente para trabajar en futuras investigaciones. Su aporte a la investigación educativa es importante ver con este trabajo la importancia no solo de fomentar los aspectos como estrategias en el proceso de enseñanza aprendizaje, sino también fomentar la investigación en diferentes campos o subtemas de la educación. Entre las conclusiones la falta de investigaciones científicas de diversos temas que son recurrentes en el ámbito educativo, fomentar entre los actores que están dentro del ámbito educativo la realización de investigaciones científicas para dar un impacto no solo en el gremio de la educación sino en la sociedad.

Palabras clave: *Educación; docente; formación; futuro; socioemocional; tecnologías.*

Resumo

O objetivo deste ensaio foi analisar a Teoria da Atividade no contexto educacional universitário, sendo esta uma proposta originada nos princípios da psicologia histórico-cultural. A metodologia foi analisar essa teoria em conexão com as práticas educacionais da universidade, considerando a teoria sociocultural dos estudantes e da comunidade universitária. Algumas descobertas, incluindo a evolução da teoria da atividade ao longo de suas várias gerações, têm um impacto direto na educação, permitindo que os alunos melhorem seu aprendizado tanto em sala de aula quanto por meio do desenvolvimento profissional. Sua contribuição para a pesquisa educacional é que permite uma conexão abrangente entre psicologia, educação e sociedade, o que tem aplicação direta no contexto universitário. Dentre as conclusões, destaca-se que a teoria da atividade é um dos pilares importantes do contexto universitário, onde a relação professor-aluno é essencial para potencializar as práticas universitárias e seu impacto na formação de profissionais da área educacional em diferentes níveis, além de instrumentalizar sua atuação profissional.

Palavras-chave: *Educação; docente; formação; futuro; socioemocional; tecnologias.*

Introduction

The objective of this work was to analyze training and educational practices, teacher training, socio-emotional education and visions of the future of education and technologies. Where it was possible to systematize that educational practices are diverse in Mexico, depending on the educational and academic models of each six-year term and in turn the models of training of students proposed by the SEP. From this perspective, it can be noted that there are several gaps to be filled from the attention of students in academic development in a comprehensive way.

It is important to highlight that this is already proposed in the 2030 agenda in goal 4 quality education on children must have attention for a better education and it is appropriated by the SEP to guide and frame it in the official documents of the Education Sector Program and the General Education Law in the case of Mexico, precisely to focus on needs such as academic training. In this sense, the educational context has become a space where knowledge can be shared, whether in the classroom or outside it. So much so that new lines of knowledge are emerging to improve the educational practices of teachers and academics, as well as student learning.

On the other hand, the training of teachers and academics is essential for quality education, in this sense it has been considered that the teacher's work does not cope with the different levels of the educational system. In other words, there is a need to be covered, for example, UNESCO (2024) states that there are poor conditions in educational institutions, there is also a greater number of students than expected, as well as teachers' incomes are not adequate. It is known that teacher training is a key piece for academic transformation both in person and digitally.

The training of students and the training of teachers require a comprehensive education and skills to face the challenges that globalization demands, from socio-emotional training, as well as technological skills. From this perspective, identify these skills for self-regulation, self-care and collaboration. Bisquerra (2003) argued that this approach to socio-emotional education is to educate for the well-being of the person, for this, in Mexico some associations are being built such as Atenmente to strengthen the mental and socio-emotional training of children, adolescents, teachers and other people (Sincerely).

Likewise, the education system requires the use of technological tools for the formation of scientific, technical and social skills, which is a fundamental part of quality education from teacher training and educational training practices. The text converges as follows, this introduction is described in the first section, then it is argued from the review of the literature regarding the categories, and finally the conclusions pertinent to said research.

Literature Review

Training internships

In the educational field there are many aspects to address, one of which this systematic review will focus on is from the formative practices how the student from the first day of class at his basic level in Mexico in preschool will have throughout his training various formative practices. Issues that will depend on the academic model that the government promotes throughout their school career. This, which on several occasions is not being followed, implies not having a concise trajectory, but a diverse one, it also implies the context because training in rural, semi-urban or urban areas is not the same as the training of teachers that they had throughout the training trajectory from basic level to university level.

That is why, when we talk about training models, they are those that correspond to different educational orientations, these are pillars even to address and minimize problems within the educational field such as school dropout. One of its primary objectives is the training of students or participants to carry out a comprehensive training and, depending on the program implemented by the Ministry of Education (2025), to develop competencies that can link what they learn in the classroom with daily life and their future in labor insertion. Some areas that educational guidance works on are vocational, psychosocial and school, which are elementary in its teaching-learning process (Government of Mexico, 2017).

In turn, school guidance promotes the good performance of students throughout their training at different educational levels, thereby acquiring and enhancing competencies, metacognitive skills and favorable study habits. In order to facilitate their training process and thereby reduce student problems such as students who are usually absent from school due to external problems such as domestic violence, economic, cultural, among others. Another problem is the failure in which you can see the gaps of many families when they do not pay attention to their children in their academic development. Sometimes the teachers in charge of these students who failed were not able to cope with the alternatives they were looking for as a solution to this problem when it depended on issues that were not within their reach, such as the attention of the parents in buying material, supporting them in carrying out activities that required supervision or accompaniment. E., Román et al., (2008).

With respect to related problems, such as the behavioral problems that some students present throughout the educational trajectory. Problems that range from early childhood to not having clear limits of what is allowed and what is not done within the educational field. In adolescence, being a stage where students are more vulnerable, they may enter into alcoholism, drugs or family issues where they present bad behaviors at school because they do not have the tools of the socio-emotional context that allow them to work on reflection to avoid failure and thus satisfactorily finish their academic training at this level (Corzo & Reyes, 2025).

In order that throughout academic training different educational approaches are taken are the aspects or routes that can be chosen for the teaching process learning in the school or educational environment is often linked by motivation. However, at an early age, motivation is focused on more social than academic aspects that contribute to the motivation to attend school. The classroom becomes not only an academic motivator but also

a place where social relationships are created throughout the academic career and one learns to live with others. Talking about educational approaches seems to be in a general way. But it depends on individual characteristics, the work of educational institutions is to promote the teaching-learning process that best pleases students by promoting activities, teaching profiles, enhancing their learning by making it a constant challenge so that the student does not lose that motivation and concludes their academic career (Soler et al., 2018).

Educational practices:

We will start with the definition of educational practice that according to the National Institute for the Evaluation of Education (2017) as the set of actions that are carried out in the classroom so that students at different educational levels can take place. To achieve the expected learning of each subject or school cycle, which plans the programs and study plans, linking with the student's context. That is why, when we talk about educational practices, we seek to encourage teachers to document their educational practice. With this, to be in a constant repertoire of practices that can be used for other teachers, this to open an extensive panorama of them in order to contextualize the reality that is lived with it. The aim is not to have old or lagging practices, but to innovate and contribute to the creation of new ones in different educational contexts (De la Garza, 2009).

In addition, it is important to promote documented educational practices because students are also changing their way of learning, their ways of acquiring knowledge, skills, competencies nowadays emphasis is given to competencies such as emotional intelligence that previously were not even known about, to social skills competencies such as public speaking, teamwork, problem solving, leadership aspects and the management of technologies that educational institutions are often the ones that teach and develop these topics in students (García et al., 2008).

Following this line, many times only teachers who are trained in normal schools or in areas of education such as pedagogues, educational sciences are those who, from their insertion into the labor field, have tools regarding educational practices. Very different in areas of professions that reach teaching, but that were not or have training or tools as such in education. That is why there is a need to evidence educational practices with essays and research to have documents of practices that have been relevant, innovative to enrich the educational guild. To potentiate educational practice and thereby nourish the teaching, learning process, regardless of the students, teachers, educational context and educational level of any educational system or ministry of education.

Teacher training:

Sustainable Development Goal 4 on inclusive and equitable quality education establishes education as a universal right, defines it as a process that catalyzes and transforms human beings in lifelong learning and seeks to make education compulsory in the formal sphere in all countries. This goal has goals that seek to ensure that children regardless of gender complete their primary and secondary education with free access, achieve quality learning regardless of age, promote sustainable development, as well as exercise human rights,

promote gender equality and global citizenship. Promote life skills, strengthen the supply of teachers and scholarships (Ministry of Public Education, 2025b).

On the other hand, the United Nations Educational, Scientific and Cultural Organization (UNESCO) in its global report on teachers presented some relevant aspects to investigate and address, such as the need to cover more than 44 million teachers only at the basic level, without considering the upper secondary and higher levels. This is serious when many governments seek to promote complete national coverage, but this situation is not so easy to meet due to the geographical implications that are often not the most comfortable or appropriate to be able to teach. As these are usually unfavorable factors, among which are groups with many students and poor conditions in institutional structures, the income in teaching, which, as is known worldwide, depends on the country and educational system in many places, such as Mexico, most are not attractive to dedicate themselves to teaching (UNESCO, 2024).

Also, talking about teacher training seems so common, at the same time there is not much documented research, so it is an area that must be strengthened in research at the international level. But it is a topic that goes hand in hand with the educational practice of the teacher, where one of the few investigations is the one proposed by Nieva and Martínez (2016) on how education as a process of the human being that leads to transformation, not only personal when acquiring knowledge. It is also social by making the teacher visible as an active, motivating agent and a being that depending on their perception of the teaching-learning process. He is in a continuous process of being a student and a teacher at the same time, hence the importance of a teacher training trajectory. On some occasions, with a clear trajectory of where to take their teacher training, in what modalities, how much they are going to invest in this teacher training process and in other cases there is no clarity they carry out training depending on institutional needs rather than having a clear teaching career.

Hence the need to promote research on teacher training, not only to learn about the educational practices that have led to a good trajectory. But also, the new topics that the teacher has intervened in his work, such as emotional, legal, psychological, methodological, with technologies and care in his person. Although he is not considered an authority in a few years, today he takes care that his practice does not lead to physical or mental problems such as burnout syndrome, to mention a few. The need to make trajectories in teacher training is a priority issue not only at the micro level in a personal way in each teacher but at the macro level in educational systems or ministries of education, with public policies, to give value to their work and make the profession of the teacher attractive at any educational level.

Social-emotional education:

Socio-emotional education is a learning process to integrate concepts, values, attitudes, and skills for the understanding of regulations, personal identity, as well as attention, self-care, collaboration, positive relationships, decision-making, and about addressing challenging situations in a constructive and ethical way (Bolaños, 2020). Within socio-emotional education, certain personal and professional agreements are required so that it can be positive, confidentiality is also required, attentive listening, that is, listening to the other person

trying to understand their point of view, you can observe their judgments, on the other hand, attentive speech and having an open mind are also included. The activities that can be implemented in socio-emotional education are the technique of practicing, of calming the mind.

That is why the importance of socio-emotional education has three perspectives: personal experience, scientific evidence, and educational field, that is, generating awareness and emotional regulation (Medina et al., 2019). But, above all, generating a socio-emotional education is when there is greater economic status; physical and mental health; quality of life; professional success; better relationships; security and, on the contrary, less crime, impulsive responses and risky behaviors.

On the other hand, UNESCO (2015) recognizes the need for socio-emotional education through 4 pillars of education, it has to do with learning to live together; learning to do; learning to be and learning to know. This is because emotions are intimately linked to learning processes, just as cognitive skills and socio-emotional skills are developed together, sequentially or in parallel, creating virtuous circles. On the other hand, IMCO (2023) proposes several socio-emotional skills that employers value: conflict resolution; resilience; sense of purpose; self-control; teamwork; initiative; trust and ethics.

Likewise, Bisquerra (2011) alludes to the fact that socio-emotional education focuses on educating for well-being through five essential elements such as emotional, material, physical, social and professional. He states that Mexico is a pioneer country for socio-emotional education, where in the educational system it is not part of what they teach. Where the importance of developing skills such as self-esteem, self-knowledge and teamwork is recognized.

Visions of the future of education:

Education has different visions thanks to globalization; They are influenced by various economic, social, environmental, ethical, political and above all technological factors. Education is increasingly personalized, hybrid, collaborative, sustainable and focuses on integral human development. Where students have a need, learning style, problem solving, critical thinking and above all the formation of global and sustainable citizens, aware of the environment for humanistic social transformation (United Nations, 2025).

UNESCO (2021) proposes several central axes such as education as a common good, which has to do with the fact that education must be a universal right, where shared responsibility is required between several heterogeneous actors, governments, communities and citizens. Subsequently, the second axis is proposed solidarity and collaborative pedagogies where collaborative and cooperative work, critical thinking, intercultural dialogue, as well as peer learning are encouraged. In axis three, it has to do with teaching as professional ethical work to recognize teachers as key agents of change and social justice. Finally, axis four addresses a curriculum focused on care, sustainability, which includes coexistence, care, democratic participation and transformation. In this last axis, it is also argued about the use of technology that alludes to incorporating technology as a tool to expand access and the promotion of critical thinking.

It is important to address the intensive use of educational technology, the change in the role of teachers, the constant evaluation of public policies based on evidence and hard data. Therefore, the OECD (2020) proposes four main scenarios that could evolve in education systems in 2040. The first is Schooling extended, which has to see that the school continues and will continue to be the center of education, without losing sight of its growth in its services, as well as its autonomy, curricular flexibility, socio-emotional care and alliances. The second is education outsourced, where school can be replaced by digital platforms, which focuses on on-demand learning. The third is the schools as learning hubs, which means that schools are transformed into community learning centers for collaboration, hybrid learning, and finally the fourth, learns as you go, where traditional schooling is diluted, but learning occurs in different spaces, without losing sight of autonomy and flexibility. In general terms, education is not unique or linear, it is plural where teacher commitment, political decisions, community participation and technological development can be combined.

Technological

Education is not only limited to the use of digital tools, but can also include the training of scientific, technical, social and above all ethical skills. Where it is necessary to work and actively participate in a technologically mediated society, in this sense students must go through digital literacy, where this twenty-first century demands conscious digital citizens, who respond to the demands of the knowledge economy (Rosado-García et al., 2025).

Current trends in technological education have to do with the use of tools such as Artificial Intelligence (AI), augmented reality, digital platforms for adaptive learning and even educational robotics and mobile and micro learning education. In this sense, Holmes et al., (2019) in their report, examines how AI can enhance and transform education where this tool directly supports student learning. The authors address that AI is two main axes from the point of view of learning, which consists of systems specifically designed to support students, and the other is about learning that guides to analyze and understand processes through data and algorithms. That is, the possibility of adapting content and strategies to the individual needs of each of the students that could improve their motivation, academic performance and school permanence. AI should be understood as a complementary tool and not a substitute for teaching with respect to teaching-learning.

On the other hand, the World Economic Forum (2023) offers an analysis of the transformations of the global labour market, due to economic, technological, social and geopolitical factors. An approximate projection referred to in the report, 23% of jobs will change by 2027, as a result of AI, and emerging technologies. They will have an impact on technology-focused jobs and require skills for the future such as analytical and creative thinking, complex problem solving, digital literacy and above all socio-emotional skills.

Therefore, a systematized quantitative review was carried out based on recognized repositories and libraries with open access to scientific production in order to have clarity of the publications that are made in the categories that were decided to be part of this research such as: training practices, teacher training, socio-emotional education, visions of the future of education and educational technologies. see the reality today as

can be seen in Table 1. It is important to mention that, although it seems that the categories are elaborated by concepts that we hear and read constantly in the educational field, there are not in several cases there are not many publications as would be expected in Latin America and the Caribbean.

Table 1
Categories of publications in the field of education

Categories	Training and educational practices	Teacher training	Social-emotional education	Visions of the future of education	Educational technologies
Eric	1	8	0	7	1
Google Scholar	140,000	2,910,000	64,300	251,000	2,340,000
Scielo	16	5 128	126	6	730
Dialnet	3.453	49.884	1.650	2.753	29.639
Redalyc	534250	311372	314804	528768	441749

Note: Own elaboration

As for Eric, it is an online library of educational research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. In the category of Formative and Educational Practices, only 1 article was found that was published in 2006, it was a research article from the country of Colombia. From 2005 to 2025 he has a total of 8 articles in the category of teacher training, of which the last one was published in 2021, of which 7 were in a second language covering problems in teacher training, education and learning, among others. 6 of them are from research reports, and two from evaluative reports, were from countries such as Colombia 6, Mexico 1 and Spain 1, in what corresponds to the category of socio-emotional education there is no article on this topic. Regarding the category of visions of the future of education, there are a total of 7 publications from 2006 to 2021 showing a variety of countries that submitted their publication such as: Spain 2, Argentina 1, Brazil 1, Chile 1, Hong Kong 1, Mexico, Peru, South Korea 1 and Uruguay. Finally, in the category of Educational Technologies there is only one publication at the secondary level is a research article, the country is Spain (Institute of Education Sciences, 2025).

We continue with Google Scholar, which is a specialized Google search engine focused on various topics and scientific fields, where you can find articles, theses, books, abstracts and bibliographic citations from various sources such as journals, publishers, universities and academic organizations, the figures it saves as we can visualize in table 1. A total of 140,000 subtitles were found among the subheadings that can be found are training practices in educational institutions, popular, educational innovation, social movements, specific cases, teachers at different educational levels, by different countries, evaluations of educational sciences to mention some of the multiple subtopics in training practices. Regarding teacher training, we find more than 2,910,000 articles, however, there are fewer subtopics, among which are teacher training in education, teaching, ICT. Initial, practical, experience, learning, university. In the category of socio-emotional education, 64,300 were found with the sub-themes of socio-emotional education at the different educational levels, the importance, background and Bisquerra. The next category in Google Scholar is visions of the future of education where the results of this topic are shown with 251,000 with the subtopics in this category such as: the vision of the future, inclusive education, environmental, teachers. Finally, the category of educational technologies which the results showed 2,340,000 with the subtopics of: educational technologies strategies, new, emerging, times, educational, among others (Google Scholar, 2025).

Also, SciELO is an online library where scientific journals are stored mainly from Latin America and the Caribbean, mainly in developing countries, its objective is to promote access and visibility of scientific articles by giving open access. In the category of Training and Educational Practices, the result was 16 studies carried out. 5 from Colombia, 3 from Costa Rica, 2 from Chile, 2 from Brazil, 1 from Argentina, 1 from Ecuador, 1 from Cuba and 1 from Mexico from 2022 to 20023 were the publications. In the category of teacher training, the result was: 5 128 where they were carried out: Cuba 983, Brazil 890, Chile 609, Colombia 514, Mexico 481, Costa Rica 392, Argentina 288, Ecuador 202, Venezuela 160, Spain 105, SciELO Preprints 102, Peru 92, Uruguay 79, Portugal 75, Bolivia 63, Public Health 59, Paraguay 32 and West Indies 2. Regarding the category of socio-emotional education, there were 126, of which were published between 2008 and 2024 in the following countries: Mexico 17, Costa Rica 16, Chile 15, Colombia 14, Cuba 11, Brazil 10, Peru 9 Argentina 7, Ecuador 6, Portugal 5, Uruguay 5, Spain 6, Bolivia 3, SciELO Preprints 1, Paraguay 1. In the category of visions of the future of education, only 6 publications were found in countries such as: Chile 2, Colombia 1, Costa Rica 1, Peru 1 and Brazil 1, Finally, in the category of educational technologies with a total of 730 articles published between 1988 and 2024, the countries where this topic has been written have been Chile, Colombia, Costa Rica, Peru and Brazil do not have data on the exact publications as in the previous categories for each country (SciELO, 2025).

Definitely, Dialnet is a repository and bibliographic portal focused on areas of human, social and legal sciences, its objective is access to scientific production and visibility in Portuguese and Spanish journals, it offers a wide range of theses, conference proceedings, books and journal articles, in which we find in the category of Training and Educational Practices 3,453, teacher training 49,884, socio-emotional education 1,650, visions of the future of education 2,753 and educational technologies 29,639.

Finally, Redalyc (Network of Scientific Journals of Latin America and the Caribbean, Spain and Portugal) is a repository of journals with open access to Ibero-American scientific production, it works with an indexing and repository system. Where it found the category Training and educational practices with a total of 534250 published from 1980 to 2025. In the category of teacher training, 311372 published from 1983 to 2025, in the category of socio-emotional education 314804 published from 1983 to 2025, visions of the future of education 528768 published from 1976 to 2025. Finally, the category of educational technologies 441749 published from 1983 to 2025 (Redalyc, 2025).

Conclusions

The conclusions reached in this research were unexpected first, because, although the categories such as: Training and educational practices, teacher training, socio-emotional education, visions of the future of education and technologies with everyday issues in the educational field. Research on these topics was not found in some libraries or repositories as much as expected, it can even be noted not only in the numbers of the articles but also in the countries that have carried out scientific research in these fields.

Another conclusion that can be seen is which countries are publishing such as Mexico, Colombia, Costa Rica, Brazil, Chile, Ecuador among others. The review by libraries and repositories is more focused on publications in Latin America and the Caribbean, especially in places that have free access, which speeds up the viewing of their publications and the authors have greater visibility to their research, for the same reason as the dissemination and dissemination of educational topics. However, we can also conclude that there are topics where there is no research, which are an opportunity to be able to emphasize writing more scientific articles from here on out.

This research seeks to promote agents in the educational field, parents, students, teachers, directors, among others. Write research to have updates on topics that are indispensable and that will contribute a lot to the area of education even regardless of the profession. Because in all areas, regardless of the profession that is taught and transmits knowledge, as well as understanding that the technology that seems to be heard everywhere, there is not as much scientific research as it is heard or read in dissemination.

Another conclusion that is reached is the vision of the future, where it seems that there is no research where researchers see only the topics or theories and do not dare or write research with emphasis on the future of education. This must also be promoted from training, either because it is in the field of education or because in any profession it must be changed and visualized how education is going to change in a globalized world and with digital nomads where there are no longer geographical barriers.

Last but not least, the category of teacher training, where one of the findings is that in the scientific articles they talk about different trainings. However, there is no professional career as such where teachers are not only given a course for the sake of giving them. It is important to have a clear path as a training goal, regardless of the educational level, training or school system, which opens much future research to be carried out in education.

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