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PSYCHOLOGICAL AND EDUCATIONAL ASPECTS OF P. FREIRE'S PEDAGOGY AND ITS IMPLEMENTATION IN THE TRAINING OF PROFESSIONALS IN LATIN AMERICA

ABSTRACT

The article is dedicated to the results of scientific-pedagogical research, which presupposed the analysis of psychological and educational aspects of P. Freire's pedagogy and its implementation in the training of professionals in Latin America.

The analysis of scientific-pedagogical works of such Latin American scientists as M. Arnold, A. Díaz-Barriga, M. Fernández-Enguita, A. Hirsch-Adler, T. Pacheco-Mendez, A. Richard, M. Suarez-Peñaloza, C. Tunnermann-Bernheim, et al. gives reason to believe that the concept of profession is embodied in certain socio-economic activities recognized by society, and by doing that, the person receives remuneration, appropriate to his/her knowledge, abilities, skills and obtains a social status which is established by community.

The professional education is defined as an organic holistic education – a system that ensures the reproduction of the productive forces (with higher or secondary qualifications) of the society. It is also the process and result of the acquisition (in the formal, informal and non-formal forms) of a certain level of knowledge, skills, norms and values of a particular profession and making a final cultural identity, which, among other values, includes environmental responsibility for our actions. It has an integral connection with adult education.

It has been found out that the training of specialists in Latin America is based on psychological and pedagogical aspects of pedagogy of P. Freire: the separation of powers, foresight that is not vertical, as in a traditional educational model, but has a horizontal location of the participants of the educational process and their active participation in it.

Key words: *psychological and educational aspects of professional education, pedagogy of P. Freire, "pedagogy for oppressed", training of professionals in Latin America, Latin America education system.*

INTRODUCTION

The need for professional development, as both individual and collective human development, arises in manufacturing, defining the relationship between a person and society. Professions and their development in the labor market and the creation of professional structures have a close relationship with the training and accreditation of professional knowledge, which must comply with current economic, social and cultural needs of the society, which requires knowledge, aimed at increasing competitiveness in the professional sphere. In this context the study of psychological and educational aspects of the international approach to professional training, including study of the Latin American experience, is of great importance.

THE AIM OF THE STUDY

The aim of this paper is to report the results of scientific-pedagogical research, which presupposed the analysis of psychological and educational aspects of P. Freire's pedagogy and its implementation in the training of professionals in Latin America.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

Our analysis of scientific-pedagogical works of Latin American scholars (M. Arnold, A. Díaz-Barriga, M. Fernández-Enguita, A. Hirsch-Adler, T. Pacheco-Mendez, A. Richard, M. Suarez-Peñaloza, C. Tunnermann-Bernheim, et al.) gives reason to believe that the concept of profession is embodied in certain socio-economic activities recognized by society, and by doing that, the person receives remuneration, appropriate to his/her knowledge, abilities, skills and obtains a social status which is established by community.

Vocational education in the Latin American scientific space is defined as an organic holistic education – a system that ensures the reproduction of the productive forces (with higher or secondary qualifications) of society. It is also the process and result of the acquisition (in the formal, informal and non-formal forms) of certain level of knowledge, skills, norms and values of a particular profession and making a final cultural identity, which, among other values, includes environmental responsibility for our actions (Peñalosa Suárez et. al., 2011).

Latin American scholars point out that the term “profession” was changing in time and space. Thus, the original Latin “*professionis*” means “sense of action and effect of the confession, the exercise of any activity, set of any action, and “sending”. The concept of a profession is focused mainly in terms of its evolution and orientation on the labor market, term “profession” varies depending on the social context of its use (Fernández-Enguita, 1995).

Professions emerged in the Middle Ages (11-12th centuries) and were inherited by children from parents through practical training and the transfer of specific professional knowledge and skills. The division of labor between different groups of professionals influenced the development of society and argued the importance of professional specialization.

Since the industrial revolution (17–18th centuries), social and economic development has caused population growth, changing lifestyles, mechanisms of learning and integration of people to work, mobilization mechanisms in search of productive spaces. This has led to changes in learning and professional advancement of science and technology in the industry and in various fields of economic activity, causing changes in society, in the production of goods and capital accumulation. In this historical period professions occupied prominent role as a powerful engine of scientific processes, inventions and discoveries, theoretical and scientific production scenarios and a provider of professional specialization of employment structure and the labor market (Freidson, 2001).

Since the industrial revolution a new social order for professions has grown: the need to perform more specialized tasks, the distribution of occupations and differentiation, the use of intelligence work, wage growth. This allowed a person to specialize in one area and achieve a higher status in society. In the 18th century profession was attributed to the development of a particular mission work as a product of industrialization and the division of labor. The concept of profession was associated with the role of personality and his/her activities in an organized social reality. For certain professions accreditation there were elaborated special strategies and appointed collegial bodies (guilds) that evaluated the level of one or another profession (Жижко, 2013).

In the early twentieth century the profession was seen as an opportunity for personal growth and social development due to social life in all its qualities and the ability to respond to the calling time. It makes possible to review the requirements for performance and to determine a person’s ability to grow in various professional fields (Fernández Pérez, 2001).

The free market has prompted the development of occupations and emphasized the important role of social services and enhancing the public good. It was recognized that a



person with their professional knowledge, skills, abilities plays an important role in the management of work and accelerating technological changes in the industry. Social and economic transformation of the world after World War II resulted in a functional approach to the profession (Enebral, 2009).

In the second half of the twentieth century, representatives of the functional approach to the profession (V. Gómez, M. Larson, E. Tenti Fanfani, H. Wilensky) considered the profession as a body of knowledge that allows you to control the labor market and protect workers from competition. Purchase profession is the way to individual progress (Fernández Pérez, 2001).

In the twentieth century the acquisition of one profession involved the ability to use innovative system professionally, use information and communications technologies correctly as well as the definition of business missions that develop in a particular professional field. Since the phenomenon that represents specialized knowledge and skills was acquired over a long period of study and plays a special role in society, the profession became urgent in skills that serve for individual career development (Peñaloza Suárez, 2011).

In the twenty-first century, with the trend towards globalization, humanized social and economic space, concentration of the production of goods, services, capital and energy, professions are seen as the result of specialization of knowledge to meet the needs of the market (F. Arse Gurza, C. Barrón, A. Díaz Barriga, R. Dingwall, M. Fernández Enguita, J. Fernández Pérez, E. Freidson, T. Pacheco Méndez).

The new vision about professions is aimed at disclosing the relationship between the professional schools and the labor market in which industrial organizations would provide needed jobs for professionals. A person performing specific socio-economic activities is a model for society. He/she sells his/her skills and abilities through socially recognized activity receiving economic compensation agreed with the social status given by the community that is interested in the activities of a person to increase the common good.

Every profession expresses the transformation and development of the economy, society, culture, geographical social and political contexts in which it developed. Modern profession sets high demand as to standards of knowledge, transformation and competitiveness of employment that is brewing in the manufacturing and service sectors.

Our scientific-pedagogical analysis showed that vocational education in educational systems in Latin America has an integral connection with adult education, the problems of which were studied by F. Adam, A. Alcalá, P. Casau, J. Fermin-Gonzalez, P. Freire, P. Latapi-Sarre; R. Ludojosky, L. Rodriguez, et al. Our analysis of the concept of vocational education in Latin America suggests that the works of andragogues contributed to its scientific theoretical substantiation in Latin American. One of them is Paulo Freire.

RESULTS

Special contribution to the development of the concept of professional education was made by an outstanding Brazilian scientist Paulo Freire (1921-1997), who developed the so-called "liberation pedagogy" or "critical pedagogy", "education for oppressed". This theory aims to nurture political consciousness in representatives (youth and adults) of oppressed classes in the developing countries. It is based on the idea that any educational activity is ideological and, therefore, it is necessary to reveal the socio-political and economic reality of the oppressed classes. Its main aspects are:

1. The training should be based on dialogue ("education by questions"), rather than a formal curriculum ("pedagogy of answers").



2. Environment is an important part of training, which in any case cannot be limited only to the classroom and getting knowledge from books, students should be taught to “read” and understand its context and the whole world.

3. It’s necessary to raise the political consciousness of representatives of the oppressed classes through education. It is important to clarify for the marginalized groups that their situation is not determined either by genetic, cultural or class factors; marginality is a condition of life, because each person has the responsibility to make every effort to change these terms improving their lives through education (Freire, 1970).

The main principles of pedagogy of P. Freire is the individualization of learning (each person is unique), autonomy (each person must achieve self-liberation), socialization (achievement of self-liberation, along with others), creativity, activity (depending on the person building the reality).

We found out that the andragogical paradigm of public science-based education of P. Freire rose in the 60–70-s of the 20th century and is of a special interest to progressive communities in Latin America. Influenced by the ideas of liberation and fight against global imperialism that prevailed in the region during this period (Cuban revolution, a guerrilla war in Bolivia and Colombia, led by E. “Che” Guevara, student anti-government demonstrations in Mexico, etc.), there was an informal social movement for the implementation of ideas of education in life.

It should be noted that at the heart of public education is the idea of a fundamental restructuring of the social order, based on concern about the person. This restructuring can be achieved only by increasing literacy of marginal groups and their informal education by socio-political organizations opposed to formal education and aggressive capitalist aspirations of the current government (CEPES, 1999).

Our scientific-pedagogical research shows that the methods of teaching adult learners depend on various socio-political and economic conditions. Latin American andragogical model, based on the teachings of P. Freire, defines a person as the creator of their own history and justifies a new type of education that is opposite to the official “market-bank”: trained and educated person gains knowledge indirectly through society (Freire, 1993). Thus, the basic principle of popular adult education of P. Freire is based on andragogical ideas reflected in the fact that each individual has the potential experience from their own socio-cultural context, which is fundamental to his/her learning.

CONCLUSIONS

Thus, we can conclude that in the mid-twentieth century, in the Latin American scientific space there developed a new approach to adult education (including professional education) and the new andragogical paradigm “education for oppressed” by P. Freire, which meets specific conditions of the historical, economic, socio-political and geographical contexts. Under this paradigm, the teacher must: understand the adult learner in terms of all the components that make up a man – physiological, psychological and social; express a special respect and ethical treatment of subjects of educational process; have a high level of awareness and sense of social obligation; have a high level of communication skills. So an adult’s instructor must be professional not only in pedagogy, but also in other areas of knowledge: physiology, psychology, sociology, political economy and so on.

Thus, we can state that the training of specialists in Latin America is based on psychological and pedagogical aspects of P. Freire’s pedagogy: the separation of powers, foresight that is not vertical, as in a traditional educational model, but has a horizontal location of the participants of the educational process and their active participation in it.



The role of each party is different, mediator (teacher) and participant (student) understand that their function in the educational structure is not the same, but they are equal: among the subjects of education relationships of mutual respect, understanding and tolerance are established, which are the basis of a democratic culture.

Results of our analysis showed that in the professional education of specialists in Latin America principles of public education of P. Freire are successfully used for the reason that for many centuries countries in this region have lived under the yoke of authoritarian systems of governance at all levels of government, and educational institutions as an important tool of ideological apparatus served to educate the young generation in the spirit of inequality, exploitation, submission. As we know, the authoritarian model of government gives rise to the oppressed, submissive, dependent citizens. In Latin American society this depression is still felt in the family, schools and other social institutions, political structures, and so on. The feeling of dependence is so strong that on a psychological level it becomes necessary to feel depressed because life lost sense. Thus, in the Latin American region there is a great hope for public education based on the idea of liberation through education of political consciousness in the oppressed masses.

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