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Current Curricula Applied in Ecuadorian Education

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Abstract---Teacher training is currently necessary, due to its relevance in improving educational quality. Teachers during their training must acquire knowledge that contributes to the pedagogical sciences and develop skills in the profession, which carry with them the task of educating. One of the essential contents that every education professional must master curriculum theory and practice. The article addresses the issue, based on the current curricula in Ecuadorian education, where they respond to psychological and educational theories that generate pedagogical models and these, in turn, originate ways of teaching and learning, contained in the fundamentals of a curriculum; All this knowledge in teacher training contributes and makes possible the monitoring, validation and possible curricular changes that can be assumed and developed during the practice of the profession; of the proposals and dispositions of the authorities and academic experts who design at a macro-curricular level in the educational system of a country, to pay tribute to it and enrich it.

Keywords--- Ecuadorian education, educational curriculum, curriculum design, pedagogical sciences, teaching-learning,

Introduction

Education, as a product society changing and historically-culturally situated and directed to man as a social being, facing the challenges on how to prepare it for life and how to allow it to face the postmodern challenges in its entirety. Education is the way for the gradual formation of the new generations for their self-transformation and the transformation of society (Alava & Martinez, 2019).

Knowing the types of educational curriculum is of great importance since it lies in its use and adaptation to the needs of the educational environment in which the study of the types of curriculum has been projected as an objective, is to know its importance and purpose, in this way Know the characteristics of each one and figure in the

different educational spaces in which they can adapt. The implementation of the curriculum is an essential element that must be analyzed since it is such an essential factor that the teacher, as students achieve results when putting them into practice, constitutes the sequence of plan, process, and result, it is necessary to know the types of curriculum which can be used to adapt them to the reality of each institution and, will contribute to the comparative analysis with current curricula in current education.

According to Gimeno (2010), the functions of the curriculum are, on the one hand, to inform teachers about what they want to achieve and provide them with guidelines for action and guidance on how to achieve it and, on the other, to constitute a reference for the accountability of the educational system and evaluations of the quality of the system, understood as its ability to effectively achieve the established educational intentions". A solid, well-founded, technical, coherent and adjusted curriculum for the learning needs of the reference society, together with resources that ensure the minimum conditions necessary for maintaining continuity and consistency in the realization of educational intentions guarantee processes Quality teaching and learning.

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The Ecuadorian state (Constituent, 2008) guarantees the right of people to an education of quality and warmth, pertinent, adequate, contextualized, updated and articulated throughout the educational process, in their systems, levels, sub-levels or modalities; and that includes permanent evaluations. Likewise, it guarantees the conception of the student as the center of the educational process, with flexibility and ownership of content, processes, and methodologies that adapt to their fundamental needs and realities. It promotes adequate conditions of respect, tolerance, and affection that generate a favorable school climate in the learning process.

Ecuadorian education, as in many countries has not followed a continuous process, has had a development with variable rhythms depending on the importance given by the governments of the day, this means that in our country projects of the reform have been formally proposed basic education. With different priorities, including evaluation systems that allow measuring their impact on quality and efficiency in education through general indicators to know how the practice of the teacher in the classroom and thus improve the national educational quality.

Materials and Methods

A descriptive analysis of certain articles on the aforementioned subject was carried out, where some authors explain the influence of curricula in the educational training process, including in academic planning for the improvement of teaching-learning processes, shown in figure 1.

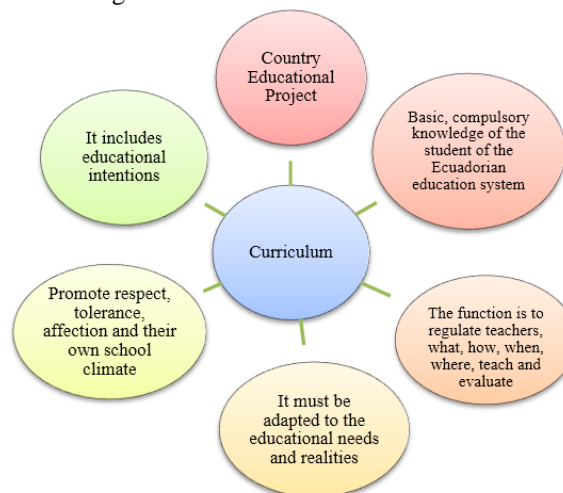


Figure 1. Curricula in the educational training process
Source: Ministry of Education. Current Education Curriculum 2016

In Figure 1, it is shown that the curriculum is the expression of the educational project that the members of a country or a nation prepare to promote the development and socialization of new generations and in general all its members; The curriculum reflects to a greater or lesser extent the educational intentions of the country, indicates the guidelines for action or guidance on how to proceed to realize these intentions and verify that they have been achieved.

A solid, well-founded, technical, coherent and adjusted curriculum for the learning needs of the reference society, together with resources that ensure the minimum conditions necessary for maintaining continuity and consistency in the realization of educational intentions guarantee processes Quality teaching and learning. The functions of the curriculum are, on the one hand, to inform teachers about what they want to achieve and provide them with guidelines for action and guidance on how to achieve it and, on the other, to be a reference for the accountability of the education system and evaluations of the quality of the system, understood as its ability to effectively achieve the educational intentions set.

Analysis and discussion of the results

Definition and characteristics of the educational curriculum educational

The curriculum is created as the implementation of an education project developed to develop the abilities and skills of students, in which the educational purposes of a country and the provisions are also specified so that all this planning can be realized and be able to check if the proposed goals have been achieved. For the teaching-learning processes to be of quality, the curriculum must be solidly conformed to technical standards and adapted to the learning needs of society, it is also important that it maintain its themes continuously and coherently.

According to [Gimeno \(2010\)](#), the curriculum, with the sense in which it is usually conceived today, has an inclusive capacity or power that allows us to make it an essential instrument to speak, discuss and contrast our visions about what we believe that it is the educational reality, how it realizes what the present is, how and what value schooling had in the past and imagine the future, by containing in it what we want students to learn; what we want it to become and improve. The curriculum, its implementation, has conditioned our practices. It is a constituent component, then, of the educational reality we live; it could be said that it conforms. Although, the dominant practices at a given time also condition him; that is, that the curriculum is both instituted in its realization.

Despite all these definitions of the word “curriculum/currículum” as such, this corresponds to a more complex and broad essence, which encompasses some variables and adjustments that are valid at the time of expressing the particular culture that attempts to project each educational institution. Curriculum theory in teacher training is a subject of constant debate given the diversity of criteria and trends that are generated in educational praxis. Although the theoretical knowledge on the curriculum in the integral formation of a teacher has not always been accorded the necessary importance ([Giraldo, 2009](#)), it is evident in practice, teachers also imply a theoretical vision, relative to the academic requirements of this way to master curricular theories from the point of view as pedagogy applying methodologies and in this way evaluate the curricula for the solution of problems in which teachers are active participants in this teaching-learning process. Every educational institution works and defends a culture - a curriculum - that transmits in multiple ways; which is a consubstantial fact to the existence of the school institution. Cultural content is a logical condition of teaching and the curriculum is the structuring of that culture under psycho-pedagogical keys.

This is why 3 essential components are rescued within the educational curriculum:

Project: as something thought and designed in its entirety taken into consideration the whole process as a whole, instead of proceeding by simply adding parts or moments of the process. The projects require, in turn, some kind of formalization and this makes them something public and therefore verifiable, debatable, subject to controversy among those involved. That publicity also makes commitments.

Formative: in the sense that the ultimate purpose of the project is to obtain improvements in the training of people who participate in it. In this case, improve university students across the wide spectrum of dimensions in which they can improve: as students, as educated and intellectual people and as future professionals.

Integrated: because this training project requires unity and internal coherence. It is not an accumulation of knowledge and experiences, but a process with an adequate internal structure and continuity, which is capable of promoting the maximum personal and professional development of students ([Ferreira, 2005](#); [Macías et al., 2018](#)).

It should be noted that the educational curriculum is always aimed at improving the quality of education, but it must be clear that for this to be converted into a fact and not only remain in words, it is necessary to clarify these concepts

and realities, such as it manifests it (Casanova, 2012), The truth is that the best and highest purposes that are proposed for education, remain nothing if they are not transformed into an accessible and universal curriculum for the entire student population. For this reason, it is in the classrooms where the educational facts take place, and it is precisely here that all the techniques for education should be directed, otherwise, it is a race in circles, where it is very difficult to improve the quality.

Types of educational curriculum

Through an educational curriculum between culture and society, that can be adapted to the needs of each institution and characterize in some way the "essence" of each educational unit; in words best known to all, there is talk of a "flexible" curriculum, which according to the particularities or approaches that it adopts, gives rise to several classifications and types. The curriculum cannot be reduced to a simple plan, since if an inflexible document is prepared it would not be a curriculum, "the curriculum is democratic by definition, in its design and development, evaluation and constant innovation all agents must participate educational, especially teachers and students", (Vilchez, 2004). Thus, according to different criteria, the curriculum can be structured differently and oriented to different objectives, which is how some authors like (Posner, 2008), describe up to 6 different types of curriculum, these variants being 3 fundamental: formal, real and hidden; but, after all, the curriculum is one that displays all these facets.

Formal Curriculum

- Official Curriculum: document, explicit and visible plan, readable and tangible although theoretical.

Real Curriculum

- Practical or Operational Curriculum: deliberate action during the teaching-learning process.
- Curriculum Realized: expresses achievement, results embodied in students and teachers.
- Null, Potential or inexpressive curriculum: the valuable excluded from the programming that must be and is not.

Hidden Curriculum

- Curriculum: practical, underlying and implicit. Attitudes and values captured and shared by students and teachers in the school atmosphere.
- Extra curriculum: not written, tacitly accepted, as admission or approval by sport, culture, federative agreements or parents. It is considered a particular case of the preceding.

There is also talk of the so-called Curriculum for competences, which is not detailed in the previous classification and is nothing more than developing in student's competences with which the productive sector is linked to the school, that is, a type of preparation for the later labor development of the students focused on the constructivist models (Andrade, 2008).

It should be clarified mainly that the formal curriculum is the tangible document in which all activities are embodied in a theoretical way, while the hidden curriculum is much more ideological since it presents all values intangibly and why not say it, the skills and abilities that students have learned and of which they have appropriated during the educational experience. When referring to innovation and evolution, we are dealing with the social, economic, political, cultural and technological dynamics that human beings face today, for this reason, it should be considered as a fundamental aspect when preparing a curriculum educational, the training of students who respond positively to these changes and move with them. That is, the Institutional Educational Project, through the curriculum, is in charge of the educational process where teachers, in their pedagogical work, adjust their programs and respond to the development of the profile of a man who wants to form and the demands of a world in constant Changes in Ecuador.

Current educational curriculum

The current educational curriculum takes effect in the Sierra regime in September 2016 and in the coastal regime in 2017, except in the case of the areas of Cultural and Artistic Education and Physical Education, which will take effect in the coast 2016 regime; it is in the 00020-A ministerial agreement and its reform, that the curriculum is put into effect.

The Constitution of the Republic of Ecuador (Constituent, 2008), in its article 26, stipulates that:

"Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of social equality and inclusion and an

indispensable condition for good living. People, families, and society have the right and responsibility to participate in the educational process.”

In this way, the right to education without excuse is expressed for all Ecuadorians, as well as the duty and responsibility that the family must assume within the educational process to be able to successfully achieve all the purposes that arise within the curriculum. Article 343 of the Constitution of the Republic of Ecuador, it also states that:

The national education system shall have as its purpose the development of individual and collective capacities and potential of the population, which enable learning, and the generation and use of knowledge, techniques, knowledge, arts, and culture. The system will focus on the learning subject and will work in a flexible and dynamic, inclusive, effective and efficient way. The national education system will integrate an intercultural vision by the geographical, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples, and nationalities (Constituent, 2008).

Limiting to the aforementioned, the curriculum of Ecuador has a constructivist approach, which has the student as the main axis that builds their knowledge, including interculturality in all its splendor to make this a single nation.

The Ecuadorian educational curriculum also has an exit profile for high school students in which all the aptitudes and skills that they should have developed during their years of study and that according to the Ministry of Education (Education, 2016), “are defined through three fundamental values: justice, innovation, and solidarity, establishing around them, a set of capacities and responsibilities that students must acquire in their transit through compulsory education”.

In this way, it is intended to form high school graduates with a good academic level, but very hand in hand with the training in values and capacities that allow it to be introduced without problems in any university career in which they wish to develop.

Analysis of curricula in Ecuadorian education

As already detailed in the previous sub-themes, there is a wide range of possibilities for the development of educational curricula, which, according to the needs of each educational institution, and the social environment in the as it develops, the curriculum can have several approaches. Most of the institutions have a high school specialty: Science, which entails in their curricular mesh project preparation.

The current baccalaureate curriculum in Sciences has a theoretical approach mostly corresponding to the official curriculum, except for the areas of Biology and Chemistry in which certain procedures are performed that are performed in the Science laboratory which in the Institution is It is partially enabled and not all practices can be carried out as planned. The theory as university students to practice in their development as professionals (Perez, 2005). But there is one issue that is not overlooked in this institution, and although it is not described in the formal curriculum as such, it is the teaching of values which refer to the hidden curriculum, which according to Acevedo (2010), is the set of rules, customs, beliefs, languages, and symbols that are manifested in the structure and operation of an institution. Another aspect to take into account in the curricula in force in Ecuador is the focus on competencies, which seeks to replace the content-based and on which countless generations of professionals have been built in many areas of knowledge (Escobar, 2018), it is possible to consider that in our environment, the students of this institution when carrying out the research projects, especially in the subject of biology and chemistry, move-in fifty percent to the practical and investigative work.


Conclusion

The educational curricula in force in the Ecuadorian education system are official, real and by competencies. The formal curriculum is that it must always appear in every Educational Institution since it deals with the fundamental contents to be taught. The curricular theme, the analysis of the curriculum and its implementation in educational institutions, in our days an essential element when it comes to understanding the dynamics of the processes that take place inside a classroom and an educational center.

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