

Resignify the Value of Social Interaction within the Current Context of Initial Education

Danni Dexi Redondo Salas¹, Norys Jiménez Pitre², Pedro Julio Puentes Rozo³

¹Investigador Asistente, Líder del Grupo TEPICHE (Categoría C), Universidad de La Guajira, dredondo@uniguajira.edu.co

²Grupo de Investigación Educare, Universidad de La Guajira, iajimenez@uniguajira.edu.co

³Doctorado en Ciencias de la Educación, Universidad Simón Bolívar, Barranquilla, Universidad del Norte, pedro.puentes@unisimon.edu.co

Abstract

This article emphasizes the new meaning that social interaction acquires in the educational processes of teaching and learning at the initial education level, in the current framework of a historical and sociocultural context impacted by the advent of a health situation that abruptly broke into the continuity and learning methodologies of the educational system in general. In methodological aspects, the study was carried out under the criteria that govern research with a qualitative approach and with the application of an inductive, interpretive phenomenological research method. The participating subjects were teachers from public and private institutions located in the city of Riohacha, Colombia; to whom the interview was applied to collect the information that was subsequently analyzed and processed with the method of triangulation of information sources. Among the main findings it can be mentioned that social interactions as the basis of learning in early education children were abruptly interrupted, generating deficiencies in the construction of learning, a reality on which to recompose its meaning in the teaching process. - learning. As a reflection, it can be indicated that the current socio-historical and cultural context of initial education suggests that social interactions have been seen with a new meaning, one adapted to the reality of the environment and that takes into account any development in the future to guarantee its effectiveness on the construction of learning in boys and girls.

Keywords: Resignify, Social interaction, initial education, construction of learning, sociocultural context.

1. Introduction

In the last three years, the need to rethink the importance of social interactions has arisen in view of the irruption of social, economic and health changes that have occurred in the world and that have impacted the education system in general. In this regard, there is interest in delving into social interactions in the current context of early education, because one of the most recognized

theories of learning within the educational context, based on the so-called constructivist paradigm, supports the idea that individuals develop their cognitive and affective processes in environments with the appropriate conditions to facilitate learning (Ortiz, 2015).

Indeed, the theory of social constructivism emphasizes the influence that social and cultural contexts exert on knowledge; it also supports a model of learning discovery that highlights the active role that the teacher plays in their pedagogical practice; as well as the development of mental skills by students through various routes of discovery. On this, Vygotsky (1982) states that:

"Each function in the cultural development of the child appears twice: first on the social level and then on the individual level, first in the midst of other people (interpsychological) and then within the child (intrapsychological). This applies equally to voluntary attention, logical memory, and concept formation. All higher functions originate as real relations between individuals" (p. 18)

It is possible to recognize in the contributions of Vygotsky (1982), how children begin the gradual development of the construction of their learning through social interactions, which allows them to acquire new and better skills, within the logical process that implies their routine and family way of life. So, the learning that derives from the activation of higher processes at the mental level, first originates from relationships with other people, and then moves on to a process of individual internalization.

Similarly, Quintero (2019) states:

"The social approach allows us to understand how the student constructs his learning through interaction with his environment – his social environment – since the interaction that the individual establishes with society has an important role in his intellectual functioning." (p. 327)

However, in recent years, the world has faced a health situation that has affected all human activities and in which the education system has been one of the most affected, as face-to-face classes have been paralyzed almost entirely. This situation is confirmed by data from the United Nations (2020) cited in Naslum et al. (2020) where it is mentioned that "the closure of schools as a result of the Covid-19 pandemic has generated an unprecedented disruption in education systems for 1.6 billion students in 190 countries" (p.3).

In this regard, it is necessary to remember that school closures are caused by the adoption of urgent measures in the face of the exponential spread of the coronavirus, which included, among other measures, social distancing and confinement in homes for an extended period of time (UNICEF, 2020). Faced with this situation, there was an untimely interruption of the presence of students in the classrooms, causing effects on their cognitive development, traditionally obtained by the strategies applied by the teacher during the social interaction that occurs in the spaces intended for the development of learning.

As a result, there was an abrupt change in the teaching-learning methodology applied in face-to-face mode to a distance education modality, whose pedagogical practices and tools are supported by new technologies through virtuality, creating virtual learning environments to give continuity to the educational process. This change was made with the use of technological instructional

resources such as computer tools, virtual platforms, mobile devices, among others; on which the contents of the different subjects were adapted to meet the learning objective and with the purpose of giving continuity to the learning process and the well-being of the children (Naslum et al., 2020).

This is reaffirmed by Osorio and Cárdenas (2021) when they state that "the possibility for children to continue their learning, play, and socialization processes from their homes remotely has been the main strategy of countries to deal with the pandemic" (p.20). Then, the educational system was thus able to face the challenge of resuming its operation and *raison d'être*, with the aim of continuing with the continuation of studies and continuing to train thousands of students at all school levels.

However, the World Bank Group (2020) states that as a result of the school closure measures due to the Covid-19 situation, a series of consequences can be distinguished in the educational field, where the interruption of learning, the increase in inequality, the reduction of attachment to school and less offer of quality teaching stand out. These effects are a topic of interest for all educational actors, because they outline the problematic situation that arises in this research, which has an approach that coincides with Hanushek & Woessmann (2020) when they state that in 2020 there was already evidence that a high percentage of students had very little effective instruction, and learning seems to have been almost non-existent.

Based on the arguments presented, the reality experienced during the pandemic context (overcome during the development of this year 2023) was an event about which questions are currently being raised about the quality of effective instruction by the teacher; as well as the acquisition of new learning by children in the initial education stage, based on the change in social interactions that they had routinely established with teachers and peer groups, a necessary foundation according to the constructivist theory of learning.

Therefore, resignifying the value of social interaction is the reconstruction of the school fabric to promote the learning and integral development of children in early education. In this regard, Gutiérrez and Ruiz (2018) state that the first years of life in the human being constitute a stage with its own characteristics, where the problems are analyzed taking into account the subsequent development of the subject; that is why this period is considered as the time when the foundations for the physical and spiritual development of man are laid. It is during early childhood when knowledge, skills and habits are assimilated; volitional-moral capacities and qualities are formed that were previously thought to be only achieved at older ages.

By virtue of the above, the following question arises:

What is the new meaning that social interaction acquires within the current context of early education?

Referential theories on the phenomenon of study

The systematic review of the scientific literature has made it possible to weave together a series of arguments that made it possible to better understand the value of social interactions in the context of early education, where learning in children under the approach of social constructivism and its main exponent Lev Vygotsky (socio-historical and cultural theory), it is

initially acquired from social relationships in the classroom and later passes on to individual learning. The declaration of a pandemic by the World Health Organization due to the appearance of covid-19 forced health systems in countries to decree states of confinement, the effects of which reached the education system, interrupting the process of school education in the face-to-face modality for extended periods of time.

Now, in the return to normality and the resumption of face-to-face classes in the classroom, the value of social interaction must be resignified as a result of the disruptive change it experienced in the context of the pandemic. But what is resignifying? and why should the value of social interaction be resignified?; answers presented below:

Resignification: Conceptual Aspects

The concept of resignification can be understood, based on the ideas of Molina (2013) cited in Velázquez and Rodríguez (2020) as "a process that intervenes to modify the versions of the past, which can also be considered for those of the future as has been proposed by the Appreciative Dialogues" (p. 52). Thus, in addition to being conceived as a process of change in meaning, this also produces transformations in the derived actions that are evident in the content and meaning of the discourse; therefore, building changes in these two aspects consolidates the resignification in itself.

To generate a resignification it must be taken into account that meaning is determined by previous concepts and experiences that have already been internalized in individuals from what they have lived in different contexts; which is why a resignification implies promoting a broadening of concepts. Therefore, the concept of resignification applied to social interactions aims to generate new experiences and emotions so that they change to new visions, on a holistic perspective of the term that implies a new meaning of reality.

However, Velázquez and Rodríguez (2020) state that "resignification is an ambiguous concept which does not have a single definition because the actors decide to adapt this concept to their needs" (p. 51). However, it remains an aspect that coincides in that it is conceived as a process of changing meanings; In any case, the use of the expression "resignification of the value of social interaction" will always be a personal approach that defines the epistemic position of the researcher.

Therefore, in the development of the research, resignation is proposed here as a "method", but not in the sense of linear steps, but as a path, an open route that leads to the understanding of the current context of early education; and consequently to the transformation of traditionalism through a deep reflection on how social interactions have developed in the classroom. Sánchez (2014) states that "reflection is the basic operation that is fulfilled when resignification is made and this reflection is organically linked to action; consequently, to resignify is to reflect and to reflect is to act from the critical understanding of reality" (p. 104).

Resignification is then a proposal that is defined from a deep sense of value, recognition and respect for the object on which one reflects, which is why resignification is in essence a process of reflection. In this case, the situation experienced with the interruption of social interactions with teachers and peer groups, with distance pedagogical practices, invites us to reflect on how

children learned in the initial education stage during this period of time of transition or transformation of these relationships, seen from the perspective of the constructivist theory of learning; For this reason, the value of social interactions at this school level must be resignified.

On the other hand, Sanchez (2014) emphasizes that "Resignification is by definition an expression of understanding. Understanding is an active state of mind. To understand in a process is to adopt a position on the matter" (p. 106). Therefore, it can be inferred that the position has a personal character in part, since the understanding is of a personal nature. In such a way, the process to resignify the value of social interactions in the context of education is an ethical, epistemological, axiological and methodological stance to explicitly manifest what is assumed about it, what is wanted to be expressed.

Social Interaction

The phenomenon of interaction, understood as the influence that two entities (people or objects) exert on each other's behavior through reciprocal actions, a characteristic that leads to the establishment of dialogues between the parties (Claros, 2015). For his part, Inga (2020) states that social interactions are relationships or encounters that are frequently reciprocal, creating means to make agreements within spaces of coexistence, for the practice of play, work and educational training with a high sense of communication between all.

Likewise, Macías (2017) states that the articulation between the teacher and the students in a teaching and learning process reflects a content of reciprocity, in addition to behaviors relevant to the specific social and educational environment, giving greater relevance to the environment that surrounds the reality of the social actors involved. Taking into account what the authors expressed, it is possible to infer that the basis of this implicit reciprocity in social interactions is fundamentally based on communication, although other relevant factors are also present.

Confirming the above, Martínez and Mendizabal (2019) state that communication is the basis of any interaction process, which is why they emphasize that the interaction between teachers and students must be based on communication, without this action neglecting emotional support. Faced with this approach, the teacher acquires the main role because he is the one who must design the interactions taking into account the historical and sociocultural context that converges in the classroom (taking into account Vygotsky's approaches), as well as the different levels of depth and complexity in the approach to the curricular content and the competencies that children acquire.

Value of social interaction in early education

Padilla (2023) states that early education is made up of a set of processes that generate challenges in children and their families related to social interactions, teaching styles, new teachers, environments, spaces, and learning contexts; for which they are not usually prepared. In this situation, it can cause effects on an emotional, psychological, social and family development, learning and academic performance; since these processes are decisive for maturation and socio-affective and cognitive development that require continuity and articulation.

Thus, the value and importance of social interactions in early education, as expressed by Sánchez et al. (2016) is based on the fact that quality early childhood education contributes to ensuring

children's socio-emotional, cognitive, and motor learning opportunities, in warm and motivating environments duly implemented, providing security to children, their parents, and the entire educational community from the process that is carried out. Therefore, under the premise that all children are social beings and that they establish relationships in the first instance with their family environment and then join the school environment and continue to strengthen those communication relationships that allow them to interact freely, autonomously and independently; reveal the value of social interaction within the pedagogical action of the teacher in early childhood.

Subcategories of social interaction

The approach and the line of arguments on which the research has been developed allow us to show the factors on which it is necessary to reflect in the process of resignifying the value of social interactions, that is, the subcategories that represent the problem under study. In this sense, Figure 1 below shows these guiding elements on the process to be resignified:

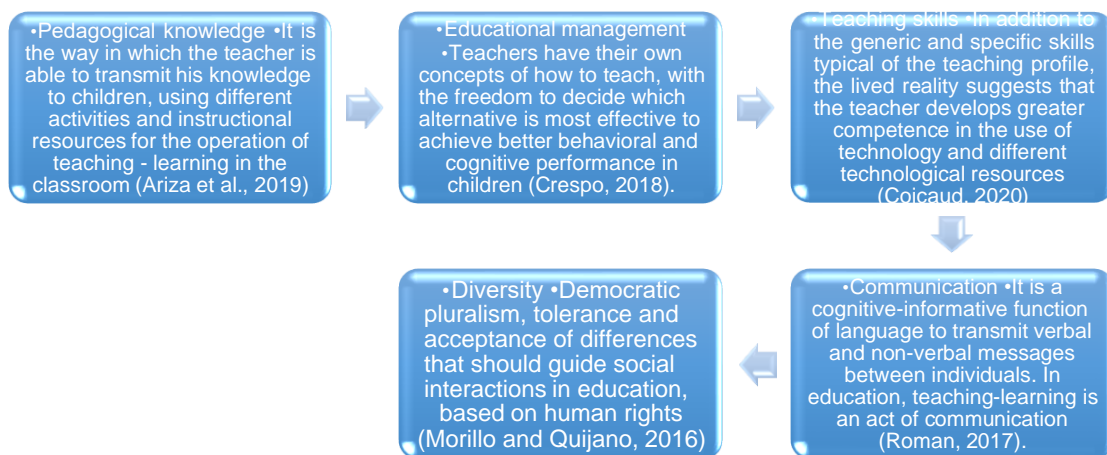


Figure 1. Units of analysis to resignify the value of social interactions

Note: Items define the units of analysis that represent the purpose of the study

Vygotsky's socio-historical and cultural theory

Vygotsky's postulates maintain that social interaction allows children to acquire a certain way of thinking; as well as to manifest a behavior that reflects the culture of the society where they develop. In his theory, Lev Vygotsky distinguishes two types of psychological processes; one is the elementary factors that derive from the interaction of intrinsic factors that represent their

maturation process and the extrinsic factors that are related to learning; and the others are higher psychological processes which have a historical and social origin (Gallardo et al., 2022).

However, Lev Vigotsky argues that higher psychological processes are constructed by the individual from socially mediated activities within a particular historical and social context, which is why he conceives the cognitive development of the child as a socially mediated process, dependent on the support that both adults and their peer group provide in the attempt to perform new tasks.

By virtue of the above, the socio-cognitive theory of learning coined the concept of the Zone of Proximal Development (ZPD) proposed by Vigotsky as one of the most fruitful arguments that explain the social nature of learning and how students increasingly overcome their cognitive abilities in contexts of social interaction, as a result of the support that this interaction offers in individual progress in contexts of cooperation (Navarro, 2022). Vigotsky (1979) proposes the development of the concept of the Zone of Proximal Development as follows:

"It is nothing more than the distance between the actual level of development, determined by the ability to independently solve a problem, and the level of potential development, determined through the resolution of a problem under the guidance of an adult or in collaboration with another more capable partner." (p. 133)

Gallardo et al. (2022) emphasizes that in order to implement Vigotsky's contributions in the educational process, the teacher needs to assume two equally important roles, to be an expert teacher who guides and mediates the sociocultural knowledge that the children must learn or internalize; and on the other hand, to be a teacher who teaches in a context of social interaction where he negotiates the meanings of the knowledge he possesses to transmit them to his students who do not possess it, but who must construct it.

In summary, Vygotsky analyzed how children learn and construct the meanings of words through a shared activity (zone of proximal development), where the process of social interaction that children experience in the classroom allows them to build knowledge from the relationships and communication they experience daily with the teacher and the other children. and then internalize all that learning. In relation to this, "during their first years of life, children learn to walk, sit properly, interact with others, communicate, and develop basic cognitive skills, essential elements for their future development" (Osorio & Cárdenas, 2021, p.19).

The journey made on the sociohistorical and cultural theory proposed by Vygotsky, creates the necessary arguments to affirm that the interruption in the interactions of the child in early education with his teachers and classmates, as well as with other social actors (relatives, friends, neighbors, among other adults) who at some point acted as facilitators of learning, impact on their normal learning process in this socio-historical and cultural context (COVID-19 pandemic) that hindered the implementation of the pedagogical strategies applied by teachers to achieve academic objectives. Therefore, new actions must be applied to recompose the learning gap over the last three years, resignifying the value of social interactions in a context that is current and future.

Concepts to understand distance learning

Tapia (2021) expresses how the relationship between teacher and student is vital for learning and that is why Vygotsky's contributions to address distance education are interesting, since he states that "learning is a social and personal act. The person learns (...) from what he observes, hears, shares or lives with others" (p. 30). Hence, Vygotsky proposed three concepts that facilitate understanding of how to deal with distance learning, as can be seen in Figure 2 below:

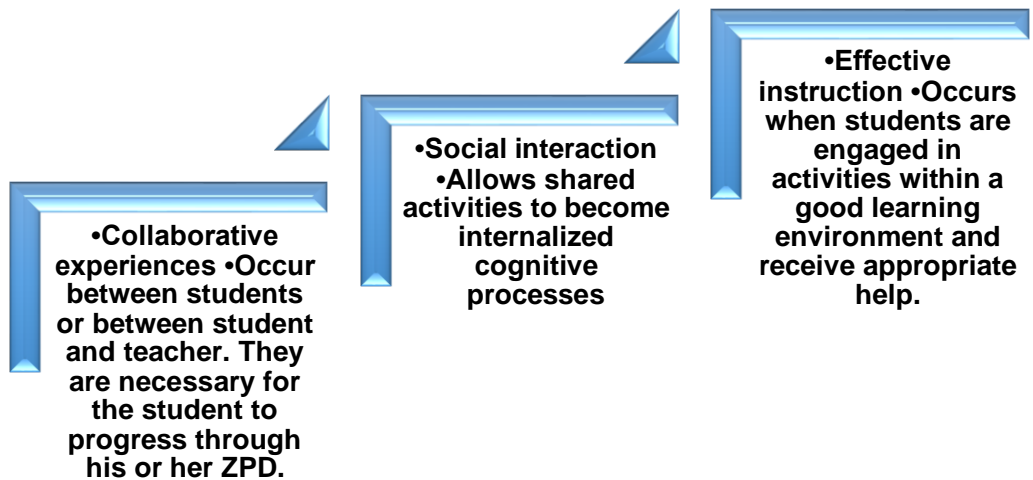


Figure 2. Vygotsky's concepts for dealing with distance learning

Note: taken from Tapia (2021, p. 30)

2. Materials and Methods

In all research, an epistemic position must be assumed as a philosophical principle for obtaining knowledge, revealing the forms and modes of what the research process will be. Hence, the episteme assumed in the research underlies the experience of its authors, involved in contexts where learning processes are developed with children, building knowledge from their own experiences with the students of the degree in early childhood education and their pedagogical practices.

By virtue of the above, the research had a qualitative approach that, according to Parra (2018), seeks to understand the motives and beliefs behind people's actions, giving greater relevance to the information that favors the intersubjective relationship, the view from the inside of the social actors who live and produce historical and sociocultural reality. For their part, Duran et al. (2017)

mention that "the qualitative approach is interested in knowing how the individuals or social groups investigated live and experience certain phenomena or experiences." (p. 28).

The research method of the study is circumscribed within the inductive, phenomenological and interpretative methods, because in the first instance it sought to generalize with respect to the new meaning of the value of social interactions based on empirical evidence. In the second instance, the phenomenological method was applied, since it was intended to capture the world from the perspective of the early education teacher, taking into account their description and understanding of the phenomenon under study obtained through the fulfillment of the activities implicit in the previous, descriptive and structural stage of the method to then discuss the results; and finally the interpretative method because it is fulfilled with the act of giving a certain meaning to the reality addressed.

With respect to sources of information, Arias (2012) mentions that "it is everything that provides data or information. Depending on their nature, the sources of information can be documentary (they provide secondary data), and living (subjects who provide primary data)" (p. 27). In this sense, bibliographic material was used for the research, consisting of books, scientific articles, research theses, online documents, web portals and physical texts. As well as the data provided by the informants composed of the 3 teachers, two belonging to a public institution and one teacher who works in a private institution, both located in the city of Riohacha, department of La Guajira Colombia.

In reference to the information collection technique, it consisted of open dialogue, where each actor could express what they wanted to the extent that elements were introduced into the conversation. This technique is made possible by means of the interview script instrument, a protocol that allows initial questions to be asked and then the conversation to be led to the topic being studied. Subsequently, the information collected in the dialogue is organized using coding using the microanalysis technique, which allowed the identification of key concepts related to the phenomenon under study. Table 1 shows an Infogram of the technique and the instruments necessary for the interview.

Table 1. Infographic, techniques and instruments

Techniques	Data collection tools	Recording instruments
Observation	Field Log/Field Notebook	Paper and pencil (format) Digital Video Camera
Open dialogue	Interview script	Paper and pencil (format) Digital Video Camera

For the processing and analysis of the information, the method of triangulation of information sources (informant subjects) represented by each of the participating teachers is used, to extract from their contributions the coinciding and emergent elements on the subject under study.

3. Results

After applying the interview or open dialogue to the participating teachers, the transcription of their answers was made to analyze them and identify through micro analysis the fragments that reveal their cognitive structure in the face of the topic, highlighting the concepts that are

interrelated with the initial units of analysis and with the emerging ones within the situation posed. Subsequently, the method of triangulation of information sources was applied to observe the results of this methodological process and observe its results through the graph or dialogram with the cognitive structure of each teacher, as shown in Figure 3 below:

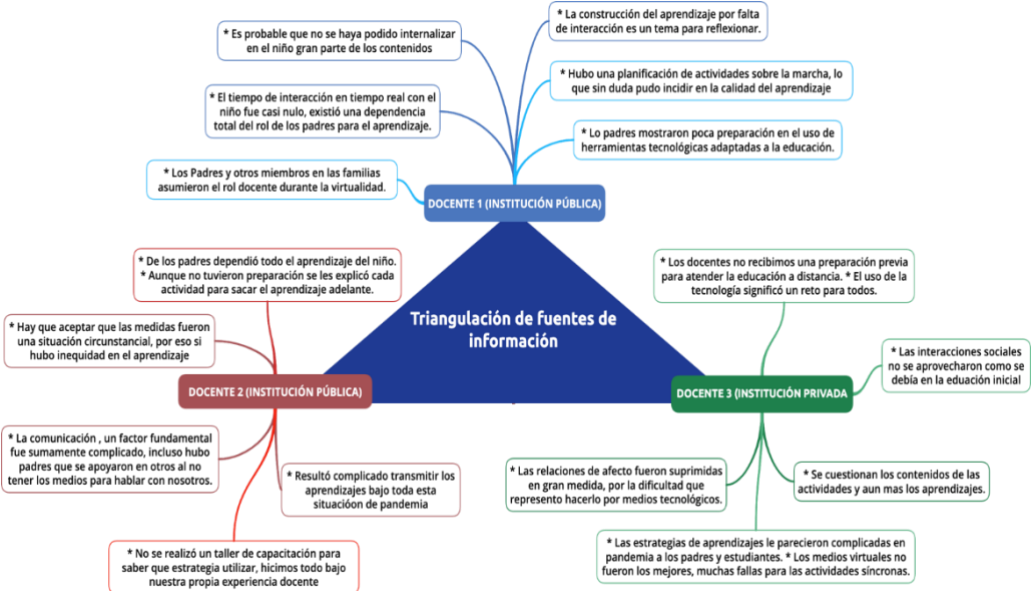


Figure 3. Cognitive structure of each teacher in relation to the subject

Note: the comments shown by the teachers are fragments extracted from the entire interview, as they contain information directly related to the units of analysis. In original language Spanish

From the data provided by the participating teachers, related to the units of analysis, the teachers agree that there was a situation generated by the pandemic that significantly affected the construction of learning by children in early education, where the main teaching role was assumed by parents and some other member of the family group. In this sense, the teachers state that the parents were not prepared to assume these teaching functions and even less in the use of digital media to interact with the teacher.

With respect to social interactions, the teachers accept that their establishment was minimal in the virtual modality, which prevented establishing an affective and attentional relationship with each child within the course, which generated a condition of inequality, because some children were served because they had the necessary resources in distance education. but others did so through the collaboration of other parents and their function was limited to the delivery of activities.

With respect to the construction of learning, the teachers recognize that the whole situation made this process more complex, since the instructions given to parents had many obstacles both in

explaining them and in their understanding. On the other hand, the adaptation of the contents to achieve the learning objectives was not the best, which undoubtedly generates arguments to question the development and learning achieved by the children in the continuity of the academic period.

With respect to the value of social interactions, teachers state that during the pandemic their establishment was minimal, which is why the transmission of knowledge was not carried out and the child has probably not internalized the learning that is generated from relationships with teachers and classmates as socially mediated knowledge. and then turn it into a personal learning. So, we must reflect on this reality and take actions that allow them to level out in the return to face-to-face classes that is currently being fulfilled.

4. Discussion

However, it is time to contrast the results with the referential theories related to the topic of the research. In this sense, the teachers stated that the pandemic situation significantly affected the construction of learning in early childhood children by abruptly interrupting the child's social interactions with teachers and classmates; in addition to parents assuming the teaching role within a distance education strategy. This coincides with the approaches of UNESCO (2020) when it stated that among the main consequences of the situation generated by covid-19 in the educational field were related to difficulties in online learning and the interruption of social interactions in the classroom.

The teachers affirm that the time of real connection with the child was almost non-existent, which is why the dependence of the role of the parents for the children's learning was absolute within the virtual modality. This converges with the approaches of Naslum et al. (2020) when he states that virtual environments in young children drastically reduce the hours of interaction and learning, they even lose interest in a lesson after a short time. So, considering the contributions of UNESCO (2020) and those of Naslum et al. (2020) it can be indicated that there is a coincidence with the information provided by the interviewed teachers, where the reality shows that with the transfer from normal face-to-face education to a remote, virtual, distance modality; there was a significant impact on social interactions and consequently on the construction of learning.

This is reaffirmed by Muñoz (2020) when he states that "the lack of adequate interaction with instructors is also a major concern associated with online learning" (p. 36). The value of social interaction is that it constitutes a vital foundation on which the development of learning in child students is sustained, and the use of online education hindered the acquisition of significant learning in this regard.

In relation to the Collaboration Experiences, the participating teachers stated that during the pandemic the collaboration that the children received was almost exclusively from their parents and other relatives within the home, without any preparation to exercise this function. These results diverge from Vygotsky's approaches cited by Tapia (2021) when they highlight that

collaborative experiences occur between students or between student and teacher; a reciprocal support necessary for the student to advance through their ZPD.

As for social interaction, the results show that they were almost non-existent during the current pandemic context, so the learning activities were carried out exclusively through virtuality without any relationship or effective communication between the teacher and the classmates of each child. These results are far from Vygotsky's approaches cited by Tapia (2021) where he indicates that social interaction allows shared activities to become internalized cognitive processes, and give rise to learning.

On the other hand, the teachers stated about the effective instruction, that the explanation of the class activities was not carried out effectively and efficiently since there were many interruptions as a result of the digital medium through which they were taught and where many families did not have timely access to receive the respective instructions. This differs from Vygotsky's approaches cited by Tapia (2021) when they express that effective instruction occurs when students are involved in activities within a good learning environment and receive appropriate help in this regard.

Likewise, another unit of analysis was the Pedagogical Knowledge, whose results allow us to mention that the teachers were not able to establish a good transmission of their knowledge to the students, because the strategy used to adapt the contents resulted in a complex process with adjustments on the fly. This reality is far from the contributions of Ariza et al. (2019) because pedagogical knowledge is the way in which the teacher is able to transmit his or her knowledge to children, using different activities and instructional resources for the operation of teaching. - Learning in the classroom.

Likewise, the results on educational management by the interviewed teachers make it clear that each one used their experience to apply adjustments and corrections to the ways of teaching, according to the means and resources available; as well as to the reality that was presented in the particular context. These results are consistent with the approaches of Crespo (2018) when he points out that teachers have their own conceptions of how to teach, with the freedom to decide which alternative is more effective to achieve better behavioral and cognitive performance in children.

Regarding the teaching competencies, the informants recognize that they did not have a previous induction or preparation to attend a distance class modality using technology and its tools to develop it, therefore they carried out the activity without the necessary technological knowledge to apply it in the teaching-learning process and obtain the expected results. This differs greatly from the approaches of Coicaud (2020) when he states that teachers, in addition to the generic and specific competencies typical of their profile, the lived reality suggests that they develop greater competence in the use of technology and different technological resources.

In relation to the Communication process, implicit in the social interactions that teachers have, the results show that during the pandemic context this process had multiple obstacles to be carried out effectively. Teachers expressed the difficulty in establishing assertive communication with parents and children, in some cases it was never established, meaning a determining factor for the little transmission of learning. This reality departs from the postulates of Roman (2017)

when he states that communication is a function of language with a cognitive-informative character to transmit verbal and non-verbal messages between individuals, important for teaching-learning that is an act of communication.

Finally, regarding the Diversity unit of analysis, the results show that teachers are aware that fulfilling their teaching work in the complex situation experienced in the pandemic corresponds to the fulfillment of a right by children to receive education regardless of their culture and social condition; that allows them to continue with their school training process. This coincides with what Morillo and Quijano (2016) expressed, for whom diversity is associated with democratic pluralism, tolerance and acceptance of differences that should guide social interactions in education, based on human rights.

5. Conclusion

The current socio-historical and cultural context has left a void in the continuity of the learning that children should have received in early education, as a result of the application of a pedagogical, methodological and operational strategy carried out through technological resources through which distance education was implemented, in virtual learning environments, which means that social interactions changed from their traditional practice in the classroom, for a virtual modality that makes it impossible for the child to connect personally and as a group with their teachers and classmates.

From the perspective of the social constructivist theory of learning, whose main exponent was Lev Vygotsky, the above situation reveals that during the exercise carried out, the children did not socialize in the way they frequently did with their teachers, which is why it is possible to question the achievement of the learning objectives in the class contents. In fact, the untimely interruption of social interactions hindered the construction of learning by children, which, as has been developed in referential theory, first does so in socially mediated environments, and then does so intrapersonally.

In such a way, the value of social interactions after this entire episode of the pandemic demands a new meaning within the educational process, because the lived experience must be a factor of reflection and understanding of the new realities that societies in general are experiencing and where one of the areas where they have the greatest influence is the educational system of the countries. The experience of distance or virtual education invites reflection on social interactions, recognizing how important they are for the construction of children's significant learning in early education.

Thus, the value of social interactions acquires a new meaning within the teaching-learning process, since distance education is only a modality, but in essence it allows the establishment of an assertive and effective communication relationship with children in order to transmit the knowledge, learning and knowledge that must be acquired in their academic training process. This means that the new meaning starts from the teacher's conception to develop a distance education strategy, which internalizes that this is a valid option for learning but that it requires preparation and a holistic vision of its benefits.

What happened should mark the beginning of a better development of teaching skills and competencies in the use of new technologies applied to education, a fact that allows social interactions to be recomposed in a different way, but in essence with the same intention that children learn from relationships with other social actors. only using digital media. So this new conception or meaning of the value of social interactions for the teaching-learning process is the great reflection for the future, that children and especially in the initial education stage can develop social interactions in a different way but with the same benefits for their learning, on this is based the resignification of their new value in the current historical and sociocultural context.

NOTE:

This article is the result of the ongoing research project titled: "Social Interaction and its Relationship with Pedagogical Practices in the Current Socio-Historical Context", initiated in June 2021 in Riohacha, La Guajira, Colombia. It is a product of the Doctoral Thesis for the Doctorate in Educational Sciences at Simón Bolívar University, Barranquilla.

We would like to express our sincere gratitude to Universidad de La Guajira for providing financial support for the project "Social Interaction and its Relationship with Pedagogical Practices in Early Education in the Current Socio-Historical Context."

WORKS CITED

- Ariza, M.; Torres, L. & Zipa, Y. (2019). Impact of teachers' pedagogical practices on learning processes. [Thesis, Universidad Cooperativa de Colombia]. Institutional repository of the UCC. <https://repository.ucc.edu.co/server/api/core/bitstreams/23b804fc-2bb5-4e44-b7fe-e5522b54ddee/content>
- Claros Gómez, I. D. (2015). Interaction mechanisms focused on multimedia resources on social web environments as a model of active learning through the internet. [Doctoral thesis, Universidad Autónoma de Madrid]. UAM institutional repository. <https://repositorio.uam.es/handle/10486/670030>
- Coicaud, S. (2020). Pandemic, panic and panopticons. Education in new scenarios. 39-43. In Beltramino, Lucia. (ed). 2020. Educational learning and practices in the current conditions of the time: COVID-19. National University of Córdoba, Córdoba, Argentina.
- Crespo, A. (2018). Teaching practices for the development of creativity in children at the initial level. Editorial Grupo Compas.
- Duran Martínez, R.; Gómez Goncalves, A. & Sánchez Sánchez, M. (2017). Didactic guide for the preparation of an academic work. Ediciones Iberoprinter.
- Gallardo Vázquez, P., Gallardo Basile, F.J., & Gallardo López, J.A. (2022). Development of socio-emotional skills and values in Early Childhood and Primary Education. Octaedro Editions.
- World Bank Group (2020) COVID-19: Impact on Education and Public Policy Responses. <https://thedocs.worldbank.org/en/doc/143771590756983343-0090022020/original/Covid19EducationSummaryesp.pdf>
- Gutiérrez Duarte, S.A. & Ruiz León, M. (2018). Impact of early childhood and preschool education on child neurodevelopment. IE Journal of Educational Research of the REDIECH, 9(17), 33-51.
- Hanushek, E.A & Woessmann, L. (2020). The Economic Impacts of Learning Losses. OECD. <https://web-archive.oecd.org/2020-09-09/562577-the-economic-impacts-of-coronavirus-covid-19-learning-losses.pdf>
- Impatá Álvarez, D. (2022). Resignification of pedagogical practices: teacher reflection and its implication with early childhood". Miradas, 17(2), 25 – 45. <https://doi.org/10.22517/25393812.25198>
- Inga, F.M. (2020). Conceptions that teachers have about social interactions between 5-year-old boys and girls from a public institution in the vicinity of Lima, 2019. [thesis, Universidad Peruana Cayetano Heredia].

- Institutional repository of the UPCH.
https://repositorio.upch.edu.pe/bitstream/handle/20.500.12866/8939/Concepciones_IngaRamos_Flora.pdf?sequence=1&isAllowed=y
- Martínez, J., & Mendizabal, A. B. (2019). The environmental paradigm in university education and student behavior. *CUNZAC Academic Journal*, 2(1), 41–51. <https://doi.org/10.46780/cunzac.v1i1.10>
- Molina, N. (2013). Discussions about resignification and associated concepts. *Revista MEC-EDUPAZ*, 1(3), 39-63. DOI: <http://dx.doi.org/10.22201/fpsi.20074778e.2.1.3.36436>
- Muñoz, D. (2020). Virtual Education in a Pandemic: A Perspective from Today's Venezuela. *Revista EDUCARE - UPEL-IPB - Second New Stage* 2.0. 24. 387-404. <https://doi.org/10.46498/reduipb.v24i3.1377>
- Naslum, E., Alpizar, G., Biehl, L., Ochoa, L., García, J.F., Hernández, J.L., Luna, U., Maragall, J., Méndez, C., Montaña, K., Namen, O., Peña de Osorio, B., & Thompson, J. (2020). Let's talk about education policy / Latin America and the Caribbean, Remote Early Childhood Education and mental health during the Covid-19 pandemic. Inter-American Development Bank – IDB.
- Navarro Roldán, C. P. (2022). Questions as a scaffolding strategy in teaching. Editorial de la Universidad Pedagógica y Tecnológica de Colombia - UPTC.
- Ortiz, D., (2015). Constructivism as a theory and teaching method. *Sophia, Collection of Philosophy of Education*, (19), 93-110.
- Osorio, A.M., & Cárdenas, E. (2021). Public Policy Responses and Challenges to Guarantee Early Childhood Well-Being in Times of Covid-19: A Comparative Analysis by Latin America. Office for Latin America of the International Institute for Educational Planning of the United Nations Educational, Scientific and Cultural Organization.
- Padilla Faneytt, E. (2023). Transition from Early Childhood to Primary Education: A Guide to its Approach. Editorial Narcea ediciones.
- Parra, E. (2018). The phases of the research project. Editorial José Eucario Parra Castrillón (independent publication).
- Quintero, K.T. (2019). Transformation of learning from the social approach (TADES). *Revista Scientific*, 4(13). 322-334. DOI: <https://doi.org/10.29394/Scientific.issn.2542-2987.2019.4.13.17.322-334>
- Román Tárraga, F.R. (2017). Pedagogical advantages and disadvantages around the irruption of NTICXs in the teaching-learning processes derived from their triple and simultaneous function of education, leisure and interpersonal relationships. [Doctoral thesis, University of Castilla de la Mancha]. UCLM institutional repository. <http://hdl.handle.net/10578/16653>
- Sánchez Buitrago, J.O. (2014). Self-evaluation practices for institutional accreditation purposes in Colombia: An evaluative and propositional reading from the perspective of the social construction of reality. Editorial Unimagdalena.
- Sánchez Jiménez, R.V.; Fiestas Novoa, R.L.; Garrido Ayre, M.M. & Vila Torres, M.N. (2016). Quality educational environment in early education. Teaching guide for cycle II. Editorial Ministerio de Educación de Perú.
- Tapia Silva, H. (2021). Integration of ICT in initial teacher training: reflections and experiences. University of La Serena Press.
- UNESCO (2020). Global Monitoring of School Closures caused by COVID-19. <https://en.unesco.org/covid19/educationresponse>
- UNICEF (2020). Survey of Perception and Attitudes of the Population. Impact of the COVID-19 pandemic and the measures adopted by the government on daily life. Editorial Unicef Argentina.
- United Nations. (2020). Policy Brief: Education During COVID-19 and Beyond. United Nations.
- Velázquez Malagón, J.P. & Rodríguez Caicedo, J.V. (2020). Resignification of the interactions that children establish with nature based on experiences of memory reconstruction. [Monograph, Universidad Distrital Francisco José de Caldas]. Institutional repository of udistrital. <https://repositorio.udistrital.edu.co/bitstream/handle/11349/26231/>
- Vygotsky, L (1980). The development of higher psychological processes. Editorial Grijalbo.
- Vygotsky, L. (1982). History of the development of higher psychic functions. Editorial Pueblo y Educación.
- Vygotsky, L. S. (1979). The development of higher psychological processes. Grijalbo.