Reflections About The Importance Of Technology In The Professional Of The Future

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Summary

The present time demands the education of a competent professional in the use of information and communication technologies, this paper aims to reflect on the education that future professionals are having in the field of ICTs, determining whether undergraduate programs include in their curricula elements related to computer tools, which strengthen their occupational performance. For the approach of this research, the qualitative method was chosen, and the data collection was done through a survey that was applied virtually, in which it was possible to know the opinions of the participants regarding the topics covered in this analysis. It is concluded by recognizing the need to take as a central axis the application and use of technologies that strengthen the professional and occupational profile within the curricular spaces that are part of the programs offered by the university educational institutions.

1. Introduction

Nowadays, there are countless possibilities to access knowledge, mostly mediated by technology, which is why educational institutions have had to incorporate enough devices, as well as strengthen connectivity to take advantage of them, due to the opening given by the pandemic, which undeniably opened other possibilities to interact and make more flexible the ways of approaching knowledge, to capture the attention of students in each educational center, thus creating the need to update and adapt the media, to enter the new communicative mechanics of today's society.

With this panorama in mind, the new missions and visions of the institutions to train professionals saw the need to modify and strengthen the professional programs supporting them with the current gadgets available on the networks offered by the digital world, because of this, they are called to create and expand the educational spaces supported by ICT, that provide methodological alternatives for these new professionals to know, master and effectively use the various tools available on the Internet, taking advantage of its free and easy access, but that not long ago was an unnoticed opportunity, becoming a fundamental resource that enables the professional development of these new experts.

A relevant idea can be appreciated with the accessibility of tools such as: "Whatt'sup, Meet and team" among others, that due to their use and familiarity with the vulnerable population, since any person could count on them, regardless of their educational level and citizenship status, as well as their age, nor their social status, reasons that undeniably make it elements of easy, fast and effective access, a fact that undoubtedly has had greater boom after the pandemic, This is because they are the only electronic media that made possible the encounter between people in the academic virtual world due to the circumstances previously exposed and definitely if it had not been for this tool, people would have had to be isolated, therefore, they would not have had any kind of contact with the outside world, in this sense, it is undeniable the interest aroused by the use of this type of technological gadgets in the academic context at all levels, to enable people to get involved with unknown and unthinkable worlds, which

served as a source of escape to the pandemic reality, but definitely its greatest impact is to have managed to interact through this type of artificial media, breaking all limits of time and space, a fact that was proven in pandemic, because these channels proved to be essential to access knowledge, reaching a high degree of understanding against the understanding of the alternate world, this situation that was chaotic turned out to be an opportunity to achieve great advances within the educational community that during the period of isolation of the pandemic, on many occasions had to take refuge in the tasks of learning, the use of networks, access to platforms, expanding their knowledge regarding their use, for this reason, teachers should take advantage of the use of this tool that came to stay, thus becoming a learning opportunity especially for new trainers.

Thus, the above ideas lead to the reformulation of methodologies and programmatic contents, with the purpose of including them in order to influence the discovery and development of ICT competencies of future professionals, leading them to include in their world this digital, multimodal and multimedia knowledge, which allows the strengthening of their digital skills, providing them with tools that open up to a better performance of the tasks performed within each of the fields of knowledge, to recognize that it is a diversified field, which favors the understanding and interpretation of today's world, marked by the development and progress of virtuality, whose dynamics generate other ways of acting given by new epistemological approaches, of which as highlighted by Ramirez, Ortiz and Arboleda (2021) from the pandemic there is the need to reconstruct and deconstruct the skills required by this new professional, until he/she is able to face and respond to the new conditions imposed by the world of modernity and society, given by the opportunity offered by the artificial world that impose new challenges and the acquisition of other knowledge facilitated by multiple connections, which assign diverse dynamics of action of the professionals of the moment to satisfy the integral needs of the global individual.

Thus, the idea of discovering the world of the new millennium facilitated by the interconnections of the networks, which have generated other ways of interaction among cybernauts, is strengthened, which motivates the promulgation of a series of criteria that make possible the establishment of specific parameters, with which the importance of communication among virtual members is recognized, This idea is supported by the International Monetary Fund

(2022), which proposes to lead criteria that allow an adequate performance of people involved in this new cyber world, leading to rethink the classic forms of communication to give way to a subject of modernity that is interrelated in other dimensions, It is in this field where education must be in line with technological progress, proposing new ways of learning, which are easily accessible, with this new professional is expected to acquire these modern forms of communication, in a short time and with low economic investment, thus entering into the new dynamics of transformation of the current learning spaces, within which corporeality has acquired an innovative connotation, which requires an education of a subject capable of being an intervener in the world of Internet users, assuming new practices in their professional, ethical and integral acting.

This emerging digital world requires criteria such as autonomy as it is transcendental in the education of the integral subject, whose training process is framed in the flexibility and adaptation of educational programs offered in university educational institutions, where the ability to adapt on the part of the teacher and the student is paramount, Therefore, this new teacher must have the ability to choose those topics that are of greater relevance and importance for the learner, giving him/her the opportunity to acquire the ability to survive and respond to unexpected situations such as the pandemic, which demanded a high degree of adaptability, survival and social responsibility in the face of vulnerability and social adversity in which he/she had to interact.

Then, all these ideas lead to admit that in the formation of a professional should be taken into account: to be flexible, and to have a capacity to propose dynamics that allow him to advance his own goals, relying on the resources of the virtual world, as they are facilitating instruments for the development of his field of action, thus generating novel and useful mechanisms, according to the virtual conditions that allow him to demonstrate an appropriate professional development, where his capacity for harmony prevails above all, proof of all experimentation, using various digital elements, which operationalize the tools at his fingertips.

This perspective provides a glimpse of the new dynamics developed in the educational context, which in some cases have been enriched by the interaction with other communities, thus strengthening the work of the new professional.

It is also recognized how new technologies have allowed the participation of these professionals in various national and international events that are made known through the networks, which promotes the generation of academic networks or nodes and this is where education has a high impact especially in the local context, and in the novice professional who has the opportunity to take hold of this new role, Therefore, he is also called to develop a reflective process especially in what has to do with the influence of technological development in various contexts such as the economy, communication, art, and culture, therefore, this new teacher has the responsibility to guide his apprentice in front of the information found in the networks, leading him to adopt a critical and reflective look.

These recent intervention mechanisms have generated new configurations within which the subjects acquire new ways of acting, related to the virtual world and it is from the pandemic where other modes of communication mediated by gadgets such as smart phones, tablets, computers or smart watches are developed and implemented, which evidence the great influence of new technology in today's society, Ortiz and Ramirez (2021) recognize the strength achieved by technology in times of pandemic.

From what has been said so far it can be extracted that the neophyte professional needs to know how to make decisions about the type of tools available on the network and its applications, therefore, requires the management of technological competence, which the university educational entity should provide, so that their learning is optimized, knowing other means to access knowledge, supported by the domain of the areas of the fields required.

These considerations lead to recognize the need to strengthen the traditional methods of education, to give way to the development of new skills and competencies facilitated by the mastery of digital resources that every day are more necessary, to create pleasant and dynamic environments, as well as challenging and fun for Internet users, who act in cyber society.

Similarly, it should be added that this new cyber society bases its access to knowledge on the principles of autonomous learning, to lead it to the exploration of existing spaces in the network where, without norms or rules but relying on the initiative of the individual, he builds reality

with his own perspective and worldview, taking into consideration the experiences and approaches to the network, which leads him to new identical forms, giving him a new notion of meaning to his being, thus requiring the accompaniment that allows him to direct these experiences in a pedagogical and assertive way, Krotov, V. (2017) recognizes the great contribution achieved from the new development of technology, which breaks with the rooted paradigms, to enter a virtualized world supported by programs such as artificial intelligence that encourage the progress of the activities of each of the professions, becoming indispensable elements for the flourishing of our lives, generating immense contributions in the work performance of these new professionals, but also leading them to the challenge and reflection of their daily lives.

In this order of ideas, the world of this new society demands that this information professional masters the use of computer applications that are available on the network, characterized by a changing condition that requires a continuous and permanent renewal of their education being in a continuous search and exploration, which traditionally was static, to give way to the immersion of multidimensional spaces, where it is essential to master a foreign language, which allows access to knowledge by exploring the current modes of access to knowledge on the network.

Consequently, and for this specific case of education, it requires a teacher who, despite having been trained with traditional methods, enriches this condition to immerse himself in the modern era of digitization, which provides open scenarios, where the development of daily activities of all professions increasingly depend on new technology, This leads to the reorganization of learning situations and the need to have a teacher who has the mastery of new technologies that support their pedagogical action, according to the new scenarios of modern life, so that the learning situations developed in the classroom are done in an effective and fun way, creating dynamic and pleasant learning environments, which are motivating. challenging, playful and attractive, for the learner but not always in search of new knowledge.

Extending this idea, it turns out to be fundamental the processes of interaction and exploration of the knowledge found on the Internet, within which initiatives are available, and above all multiple learning opportunities, that the future professional can have access to, but

requires the principle of autonomy to make him aware of the need for permanent updating, because technological changes are overwhelming and increasingly frequent, authors such as

Ramirez and others (2021) affirm that teachers cannot abandon technology in fields such as the acquisition of foreign languages, engineering, medicine and why not in all fields of knowledge, whose actions are widely related to the digital world, because there are, for example, multiple search engines, facilitators of the use of languages and their learning, among others, but it is necessary that among academic life they learn to conduct this search for the sake of research and respect for professional ethics in knowledge.

Here it is worth mentioning Hernández (2012) for recognizing the importance of mastering the foreign language, as well as the knowledge of technology, within which the analogical world dominates multiple fields of work, which in turn brings new challenges facing the multiple updates that must be achieved according to the development and incorporation of new technologies, as well as artificial intelligence in the different areas of the new experts, as well as the need to educate new professionals that reinvent the traditional ways of developing their labor field, expanding the professional panorama of these new experts, which demand a wide capacity above all of adaptation in order not to be excluded within the organizational field of the companies or entities where the new cybersociety is developed, In this regard, this author explains that this new professional must assume different roles among which is to be a consultant of information located in cyberspace for this must master the foreign language, which mediated by the use of various technical devices, will allow him to be competitive in their occupational performance, then, it is also important to know how to communicate affectively to work in a team, because it gives him the opportunity to solve various difficulties and social skills, to meet the objectives, increase their motivation and enhance their creativity, generating a broad sense of belonging and development of a common good, strengthening their personal growth in an environment that promotes integration, respect and cooperation, to achieve common goals and harmonious coexistence.

This will enable the development of new forms of work such as teleworking, which have proved to be quite innovative, breaking the barriers of time and space, generating egalitarian environments, even

saving money, allowing the use of more free time and freedom for the development of the actions of their own work and family environment.

Finally, these conditions are facilitated by the training and permanent learning processes existing in the different entities, where through the monitoring and development of learning, awareness processes are generated, strengthening the development of the activities of their field of knowledge, promoting the reinvention of the traditional ways of working, approaching other ways of reaching the simplifying objectives of the potentializing processes of professional performance, in these future experts.

With this idea, we refer to Akcigit, U. y S. T. Ates (2022) for emphasizing the effectiveness of the use of ICT in educational processes and in the creation of diverse learning environments of high impact, for promoting other ways of strengthening knowledge, collaboration and exploration based on digital technologies, which with their multiple tools and applications provide new possibilities for educational intervention with other ways of learning, which have led the university educational institutions to recognize and appropriate these tools that provide new ways of teaching, so the teacher must be constantly updated, to enable their performance with respect to computer applications, integrating technology into the classroom to become the basis for the development of a new society, whose decision making is based on the effectiveness of the technological mediation, which ensures the effectiveness of the educational processes promoted in the university institutions of the country.

In addition, the implementation of alternative educational environments should be promoted, whose fundamental basis will be the use of technological tools that, according to UNESCO (2016) it is make possible, among other things, the transfer of information and the ability to carry out various real-life tasks in the virtual world, as is the case of people learning a language, This is the case of people who learn a language, because in the network they have the possibility of encountering facts and real andimaginary natural environments in their surrounding context, which allow them to approach the knowledge of that language, within real natural contexts, where the use of the language is given by necessity communication, thus approaching a more natural way that facilitates their mastery and motivates the interaction of the subject.

With this idea in mind, Bakker, B. B and others (2022) explain that the technological media allow us to learn about the ways of acting of different foreign communities, a fact that promotes interaction and communication within a language, thus creating immersion processes for students, facilitating the achievement of the objectives, policies and development of the contents of the programs that seek to develop the communicative competence of a foreign language from the real context and that media information transcends borders while saving costs, which motivates learners to interact with others in times and spaces of virtuality.

In this sense then, Calderón, A. L. Meroño y A. MacPhail (2020) will be brought in for recognizing the multiple opportunities provided by the network, through the provision of various materials, which allow the use of resources in different formats, facilitators of access to real materials by students which are developed in appropriate, natural and real places, whose access can occur at the time when the student wants and needs it, dazzling in the learner the desire to interact in that language.

Therefore, it is a matter of educating an autonomous student, committed to active and permanent learning, indispensable considerations in the education of the cyber-citizen whose practice and development of virtual didactic strategies guarantee the development of relevant and interactive learning, which is of interest to him, where decision making according to his interests and learning intentions takes precedence.

It is convenient to consider here the suggestions of Banco Mundial (2022) regarding the education of the expert of the new millennium, who will have to take into account the community in which he will have to work, offering them a knowledge accessible to their age, their origin, their interests and their experiences in contrast with their daily life, reason for which he will even have to take into account all these criteria in the construction of the speech, which is also part of his education, thus constructing the speech in relation to the other, thus making possible an encounter that legitimizes the scope of his professional development, enriching himself with the considerations of his work team, thus promoting the encounter of sociable beings, in egalitarian conditions, where the principle of reciprocity and respect for the other, giving openness to the exteriority, thus hoping to achieve a

reconstruction of a society where respect for the difference prevails and the enrichment of social peace is sought within the differences.

Benefits of technological tools for the performance of millennial professionals

No type of organization has been unaffected by the advances in technology that have demonstrated their impact on the development of different entities that are part of today's society, which, since the post-pandemic situation, could even be considered an essential tool for the updating of professionals in any field of knowledge.

The new technologies undoubtedly gave a new perspective to the professional profile of the new experts, who will definitely have to be permanently updated, because the advance of technologies is enormous and volatile, then its influence on the new generations is widely demonstrated, CEPAL (Comisión Económica para América Latina and the Caribe) (2021) assert that the tic allows the new generations to communicate, educate themselves, create new work alternatives and have fun individually or in groups, thus easily expanding their worldview, even affecting their way of life in the local context, which leads them to see that this is the way of life in the local context, educate themselves, create new work alternatives and have fun individually or in groups, in this way they easily expand their vision of the world, even affecting their way of life in the local context, which leads them to see that this type of tools enable the development of their local daily life while influencing the global context through connectivity and interactivity with others.

All this allows us to affirm that even the ways of living today are determined by access to technology, so that daily activities such as shopping, traveling, learning, teleworking, speaking and even the ways of communicating, dressing and celebrating are mediated by information technology.

Multiple examples abound, where the influence of artificial intelligence in the development of activities in different fields of knowledge is evident, thus forcing to rethink the digital skills that this new professional must have, whose purpose must be innovative and entrepreneurial based on their digital knowledge and know-how, so that it responds to the needs of the society of the moment and of the future.

However, it happens that what is stated here demands that the programs that educate these new generations must tend to be flexible, integrating information and communication technologies, adopting a post-disciplinary vision that takes into account the digital advances of today's world, in such a way that it is at the forefront of the needs of the world of the future, as proposed by Cirera and Maloney (2017) who consider ICT as a tool that poses new challenges for those who educate this new professional, expanding the fields of work, moving them even to the virtual world, where personal contact is no longer important, as it used to be in the past.

This means that technological devices facilitate access to the virtual world, however, it must be recognized that not all generations are able to access this virtual world and therefore there is still a long way to go to achieve it, this forces us to think that we must be patient and that people who do not act in the virtual world, need not be discriminated against or made invisible for not having or not wanting this knowledge, but must include people who only live in the face-to-face world, Because of being from another generation or having other tastes, they have a different way of thinking and seeing the world in a different way, where the presence and social contact is paramount, while for the young people of tomorrow the real world will surely cease to be so important and they will probably transfer their experiences to the virtual world, with other ways of acting different from those we commonly known, and they will be thinking about other new dynamics that these situations will entail.

In synthesis, this condition of being adaptable, flexible and resilient strengthens the education of an integral being that allows them to face any situation encountered and responding to the new forms of communication, to establish contact and connection between the virtual and face-to-face world, a thought that must be taken into account by the universities that are training these new specialists of postmodernity.

The high capacity that these new professionals had within their educational process, who with their resilience overcame many obstacles, to be able to insert themselves in the virtual world, is recognized here in the same way, The school entities served as an emotional escape valve for the situation that although each of the households lived the virtuality became the only alternative of communicative interaction, which allowed them to bring out all that

universe of feelings, emotional shocks and sentiments that were emerging during the pandemic, and that the teacher as a professional knew how to channel and manage, like a hero.

Considering this view, technology has provided multiple alternatives for the training of professionals, who have also had to adapt to the new conditions and uses of ICTs, which, as explained by Cirera and Cruz (2022) satisfy their interests and motivations, encouraging them to become involved in the digital world of this new era.

In this regard, it should be emphasized that this new professional must incorporate into their training process a constant reflection on the challenges and possibilities offered by the possibilities offered by this type of virtual tools, therefore, their education should adopt an interdisciplinary approach, which is at the forefront of digital tools that optimize in a specific case, their learning process, taking into account the sociocultural needs where they will work as stated by Hjort and Poulsen (2019) leading them to recognize the benefits offered by this type of artifacts that allow them to be adapted to the needs of today's world, to their tastes and trends, using them in a practical and convenient way, according to the needs of their professional field of action.

The topics discussed so far reinforce the importance of taking into account that in order to train professionals, university institutions should consider as the main axis of their curriculum, subjects related to technological devices that allow the new professional to apply them within their occupational activity, so that at the end of their education, this knowledge is reflected in the activities developed where they exercise their profession.

The fundamental role of the teachers who train these professionals of the future is recognized here, since it is mainly their responsibility to implement state-of-the-art technology and new ways of learning in their students, until they become navigators of the computer world, who will later be the ones to lead this globalizing world.

As an additional point, it is recognized the need to review the incidence of the emotional aspect in those who are educating this new professional, a factor of great importance for being a priority, given the circumstances we are going through in today's world and that should become a challenge for the professionals of the future, who are formed in the present, having an emotional lag, product of isolation and

virtuality, therefore university entities should strengthen their integrative action and aim at humanistic, innovative education, willing to rethink the ways of learning according to the scientific advances of the moment.

This is intended to register that this new professional must be prepared to perform in contexts where technology is not advanced, learning strategies to overcome the different difficulties, emphasizing the development of creative thinking, especially when in the institutions where he develops his activity he lacks technological artifacts to advance, there he will test the potential of his professional profile, demonstrating that he has acquired other forms of access to knowledge, supported by traditional tools such as radio, television, newspapers and other modes of communication that as he explains Muñoz (2016) also allows interaction between members of a community, therefore, it must be formed a with a capacity to act and respond to any situation that arises, being a resilient leader, even more so in unfortunate cases or where he expects to find technological advances, but that by the conditions especially in the remote places of our country are nonexistent, so this new professional must also be prepared to resolve any impasse, which is presented within their occupational performance and mediated by social circumstances.

2. Method

For the analysis of the results, the notions of the qualitative method were taken into account, considering the vision of Ramírez V, A, Ortiz S, L, Arboleda J, C. (2021) who take as a fundamental axis the descriptive and interpretative acuity of the researcher, seeking to give meaning to the findings, taking into account the theoretical concepts proposed for the development of this article.

For data collection, an interview was applied using various technological devices, which allowed the interviewees to feel comfortable when giving their answers, for its design the considerations raised by Ramírez V, A, Ortiz S, L, and Arboleda J, C. (2021) were taken into account, who present clear guidelines that allowed the design of the questions, thus structuring a coherent meaning to the findings in accordance with the objectives, raised for the development of this study.

The interview was conducted virtually through technological tools that allowed data collection, for which different questions were posed to the participants.

2.1 Population

The sample taken into account for the development of this descriptive approach was composed of 30 students, of which 12 were women and 18 men, who were making a first approach to the place where they were going to perform their professional practice.

3. Results

Once the information was collected, a contrastive analysis was made, in light of the fundamentals proposed in the development of this research, identifying the findings, the results of which are shown in the graphs.

The first of these, which corresponds to Figure 1, reveals the margin of use of the technological tools available on the network, within their professional field of action.

Graph 1. Purposes of new professionals when using technological tools. Source: own elaboration
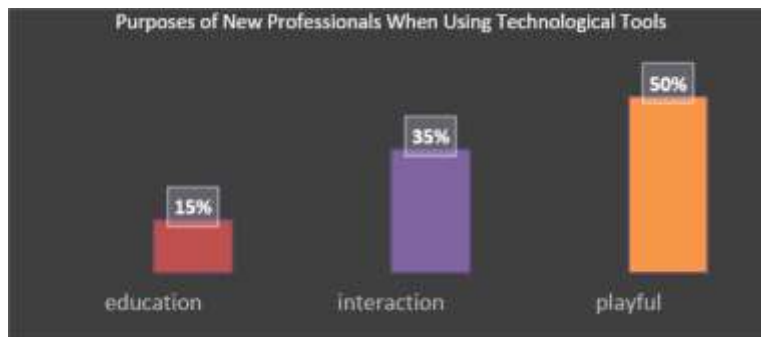
Based on the considerations raised in the responses of the respondents, it became evident that one of the main purposes intended by those who used the networks was to have fun or pass the time, that is, they used them for entertainment or recreation, in other words, 85% corresponds to the margin of those who spent time involved in them without any significance, interacting with others quickly and easily, a reason that turns out to be a circumstantial reason to involve these young people in issues related to their profession, thus giving them the opportunity to generate another look at the use of this type of virtual spaces, encouraging them to interact with content of

their profile, even with people in their same professional field, generating greater confidence within their field of action, strengthening their community and generating self-confidence by making them see the validity of their knowledge in the interaction established between a network discipline, resolving doubts and concerns that drive them to achieve their goals, thus generating opportunities for action and interaction with other colleagues, with people or institutions in their professional field.

All this strengthened by the opportunities for interaction provided by cyberspace, with this new look, which favors the exchange of information, through the new vision to this type of channels, where you can strengthen critical thinking and the generation of new ideas, to achieve common goals that allow the strengthening of skills and personal professional achievements and for the community to which they belong.

Well seen things, it is important to add that it is important to promote academic virtual communities, where members actively participate around topics that are of interest to them and that are related to their professional field of action, an initiative that should be proposed from professional educational institutions, always seeking the transformation of working conditions, the development of ideas, the

performance of their graduates and the formulation of projects resulting in the multiple reactivation of ideas, where members participate collaboratively, developing ideas or products in the digital world which are expected to benefit society.

Figure (2) shows the results of the research on the digital source most used by future professionals to strengthen their educational process.

Graph 2. Use of digital information sources. Source: own elaboration
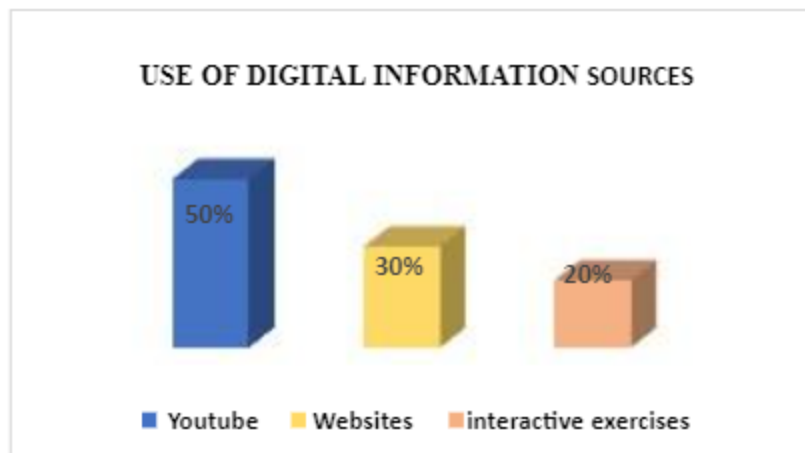
Undoubtedly, after the pandemic, the technological resources on the network have been diversified and enriched, making possible the approach to the latest information on topics related to the professional field, here it is noteworthy that 50% of respondents acknowledge that they usually consult YouTube, followed by 30% who access web pages, where they find various resources that are of interest to them and that enhance their educational process, Therefore, it is very important that the universities that train them show them how to keep abreast of specialized pages, indicating which are the best sources of information available on the web that would help to generate affective and agile searches.

Graph 3. Curriculum subjects where I learn how to use technology in an optimal and agile way. Source: Own elaboration.
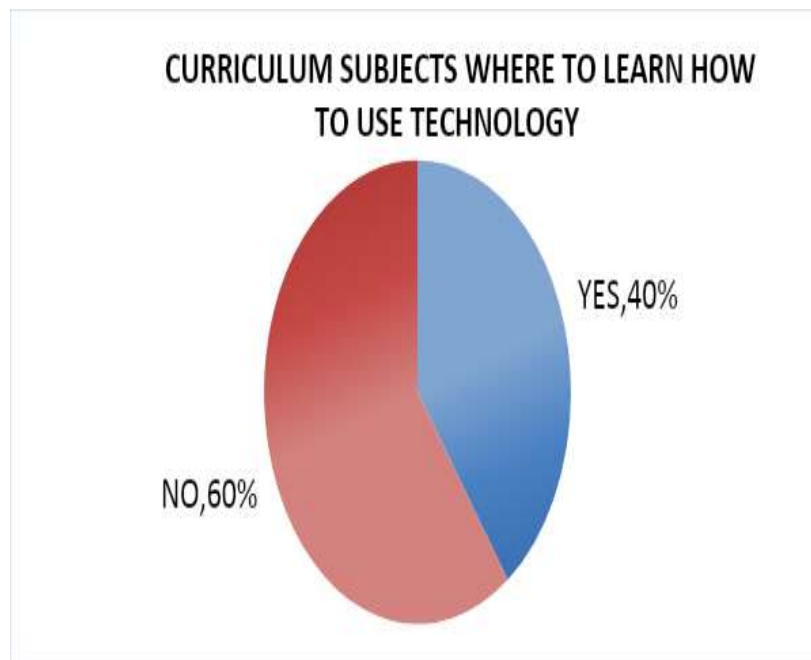
Finally, we inquired about the subjects included in their study plan, analyzing if the use and management of technology was promoted in their professional field of action, these results are shown in graph (3), finding that 60% of the respondents, many of them, because the contents of the subjects have a different orientation and do not aim at

satisfying this need, since it is assumed that the student must know this information on his own, a fact that is detrimental to the student's interest.

All this leads to think that in the present times new dynamics must be developed that show the need to know the existing technological resources in the network, which are enough, but those that are worthwhile are not easily approached because those that are mostly visible are the commercial ones, reason for which the training institutions of the professional nodes, must tend to the integration of this type of virtual tools in the academic spaces that are part of the curriculum, which educates the professionals of the future, This is due to the changing condition of this new society and the need that is appreciated, where the use of technologies is essential, which is why this study invites the reevaluation and accommodation of the curriculum currently offered by various university institutions, so that these technological resources are included resources with dynamic criteria and adaptable to the progress of new technologies, and current trends imposed by the world of artificial intelligence.

4. Conclusions

The programs that educate future generations must include technology in the new educational processes, whose fundamental basis will be the digital and virtual world, which is why it is essential to take into account the needs and interests of these new learners as ratified by the surveys of this study, and above all to see the availability of new technological resources and devices in the development of the contents of the various programs offered in the university educational institutions.

These criteria then, turn out to be fundamental for curriculum planning and for the education of digital youth whose objectives are different, changing and innovative.

At the same time, it is recognized that teachers who educate these generations must be flexible in assuming different criteria in the development of their classes, which should strive to include technological progress, recognizing that learning never ends for both the teacher and the future professional, so things, university institutions should strive to offer the opportunity to make new bets and be innovative to these professionals of the future by teaching them how they can use technology to develop their innovation processes to meet the needs of the society of the moment, without ignoring the importance of the emotional and integral education of these

professionals, who with their ability to overcome and resilience will be able to face all the difficulties that may arise.

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