



University professional competencies and the virtual mode training in international business program

UNIVERSITY PROFESSIONAL COMPETENCIES AND THE VIRTUAL MODE TRAINING IN INTERNATIONAL BUSINESS PROGRAM



Las competencias profesionales universitarias y la formación en el programa de negocios internacionales en modalidad virtual

As competências profissionais universitárias e a formação no programa de negócios internacionais em modalidade virtual

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ABSTRACT

This review paper presents an analysis in the development of competencies in the Politécnico Grancolombiano's higher education among international business students taking an ontological perspective, and a vision of the new society focused on immediacy, aggressive competition and the globalization, which obviates the other as human being and negotiator.

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RESUMEN

Este artículo de revisión presenta un análisis sobre el desarrollo de las competencias en la educación superior en el Politécnico Grancolombiano en los est-udiantes de negocios internacionales, desde una perspectiva ontológica y una visión de la nueva sociedad enfocada a la inmediatez, la competencia agresiva y la globalización que desaparece al otro como ser y como negociador. La metodología empleada es una revisión sistemática de literatura realizada en bases bibliográficas como Google Académico, Scopus, Emerald, Redalyc y SciELO, donde se ubicaron artículos válidos para la discusión; se muestra de manera concreta el caso de negocios internacionales virtual y la función del tutor. La educación cobra validez si se formalizan procesos de calidad claros, en el interior de las instituciones, con constantes actividades didácticas y métodos de enseñanza- aprendizaje, que incluyan procesos de gestión y trabajo en equipo, que valide la experiencia y ajuste los procesos. Es

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RESUMO

Este artigo de revisão apresenta uma análise sobre o desenvolvimento das competências na educação superior no Politécnico Grancolombiano nos estudantes de negócios internacionais, desde uma perspectiva ontológica e uma visão da nova sociedade focada à imediatez, a competência agressiva e a globalização que desaparece ao outro como ser e como negociador.

imprescindible el uso de tecnologías de información y la vinculación de redes sociales para la apropiación de las nuevas herramientas virtuales de aprendizaje.

Keywords: PValues, education, business, positions.

Palabras clave: Unión Patriótica, memoria, verdad, justicia, reparación, genocidio.

Palavras chave: Valores, educação, negócios, posições.

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INTRODUCTION

Education through competences frames higher education in a continuous analysis, and especially the way the teaching-learning process is performed.

Interaction with the students requires the teachers to determine strategies that involve a modification, not only of their field of knowledge, but how they expect competences to aid the student; in this sense, the teachers' challenge is to be able to guide and motivate learning for life and work.

Today, globalization is a key and decisive factor that makes a difference in international markets, it demands professionals capable of breaking down the frontiers of language, technology, physical and virtual borders. Competences are a pedagogical-didactic approach, specifying higher educational competences, framed in the Institutional Educational Project, and value and communicative competences, which must be transversally incorporated in the learning process.

We will start with virtual education's basic concepts found in the model posited by Institución Universitaria Politécnico Grancolombiano (IUPG), and they will be compared to the international business program.

The need for pedagogical mediation requires the establishment of an interactive dialogue between the teacher and the student, in such a way that what is valued as competence, occurs. Competences "are those that allow us to recognize and estimate the value of discourse, its underlying meanings and implicit ideology, for man, society, culture and, ultimately, human life" (Serrano, 2007, p. 65).

In this way, the practice of teaching approaches the student with respect, guidance and accepting different ways of thinking; it invites constructive thought and dialogue with the students, from the social, the human perspectives and recognizing knowledge as a complement to personal development.

And from communication, "communicative competence comprises the skills and knowledge that an individual must have in order to be able to use linguistic and trans-linguistic systems that are at his/her disposal to communicate as a member of a given sociocultural community" (Giron and Vallejo, 1992, p. 14).

Including and analyzing these competences in a cross-sectional way, the teaching practice can be researched through variables such as observation, focus groups and direct survey, a collection methodology, and reviewing data and documentation.

It is made of ideas and a maieutic structure that includes the use of qualitative variables that identify possible strategies to apply on teachers and their competences.

METHODOLOGY

After a searching through Google Academic, Scopus, Emerald, Redalyc and SciELO databases, we used Mendeley to collect 2,480 articles. The exclusion and inclusion criteria was based on the ability of performing a systematic literature review, which could allow the identification of the criteria necessary to write this article; after this first filter we collected 435 articles. We rummaged through

current literature in order to generate a specific state of the art, and reference literature was used to reveal all of the research's context. This article used secondary information (bibliographical) and academic articles.

After the exclusion and inclusion analysis we collected 67 articles relevant for the development of this document. Subsequently we delved into different articles, and it produced this review.

This systematic review includes an extensive amount of information, therefore, it is comparative. Finally, the authors are simple observers of the topic they are presenting.

COMPETENCES AS A FOUNDATION OF HIGHER EDUCATION

A competence can simply be defined as "the result of a process that integrates skills and knowledge; knowledge, know-how, know-who, know-how-to-act" (Zapata, 2005, p. 39).

Student's competences must meet specific objectives, this implies contributing and complementing beneficial knowledge for professional and personal life.

Authors such as Quilaqueo Rapimán (2006) and Rodríguez (2010), agree on describing, each one from their own style, how each individual should have an education endowed with the value of respect and an effective and direct communication.

In the digital environment,

... the massive use of digital technologies strengthened the emergence of cultural practices that leveraged

connectivity, interactivity and ubiquity. Network platforms based on horizontal peer-to-peer exchange create spaces for the production, appropriation and use of free content beyond copyright or individual intellectual property (Andrés, 2012, p. 100).

This does not necessarily enable the user to ignore copyright and the creations of individuals that contribute, which leads us to ethically review our actions.

When talking about education and values, it is necessary to mention Estanislao Zuleta, who thinks of education as a whole, where the individual uses his educational processes to serves others in a collaborative and complementary way (Zuleta, 1985). As long as there is respect for the tasks along the whole chain.

For Singer (1995):

The idea that ethics is really simply a contract based on selfish prudence is actually much simpler, but for that very same reason it is too unrealistic to use in order to explain the true complexity of ethics. It is possible that a society of perfectly congruent prudent egoists, if it ever existed, would invent reciprocal assurance institutions much like many of those found in real human societies (p.5).

Teachers involved in virtual education can focus their communication strategies and values in a practical and organized way, in order to generate questions and skills in the students, which will enable said students to value knowledge and establish effective communications with others.

It is a task for a role model and a special challenge, but as Max-Neef (2008) said in his book *Human Development: the important thing for these processes is to initiate change. It is about looking for what makes the individual be good, it is therefore important to establish the teacher's*

competences, especially in relation to values and communication.

For Singer (1995):

It is very likely that nowadays, when people ask for the origin of ethics, they will use language in a thoughtless manner. They usually pose a Hobbesian-style question, namely: "How did a founding society of selfish people come to be burdened with rules that demanded that others be considered?"(p. 5).

This establishes coherence between what the student perceives as originating from the teacher, taking into account the educational structure, and how we talk with the students and the teachers' perception in front of the students.

According to Beltran (2013, page 32):

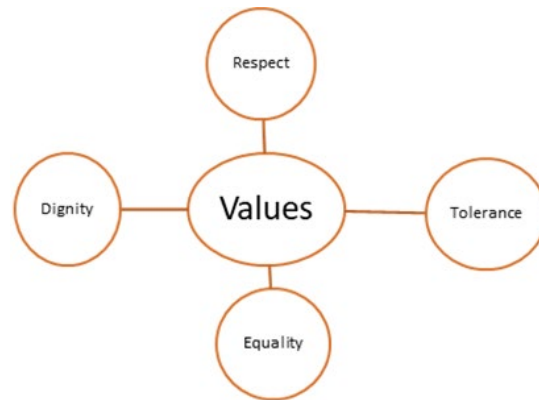
Prudence is the second active virtue, in the Thomist vision, prudence is a commitment that drives us to act without precipitation and forces us to look at reality, not to contemplate it but to decide in favor of an action that does not seeks its own good, but rather the general good.

Nietzsche himself (2002) describes how contradictory human beings are in their natural representation as states and idols, he also includes a synthesis on ethics, the meaning of logic and reason.

The value of being human is to think of the other under the knowledge of mediation, to support students in virtual learning contexts where communication and platform applications allow an organized interaction. The manner in which communication takes place in said environments, permits the establishment of a constructive dialogue oriented towards values.

Figure 1. Negotiation and values

Negotiation classroom scenarios



Source: Author's elaboration.

INTERNATIONAL COMPETENCES AND BUSINESS

The topic of competences must also be clearly structured between the academia and business, which is why, from the Faculty of Administrative, Economic and Accounting Sciences, and especially the international business program, and in the business and international relations module, we want to focus the positions' research in a kinder way, thinking about negotiation as a process and not as a field where you can defeat or damage the other. With a simulation game, in various classroom learning scenarios, negotiation will initially be considered a mediation strategy and a space where values are the very essence of negotiation in order to find the other, to discover, to find, to propose, to argue, to highlight and understand the failings and successes, and to emphasize on how to resolve conflicts (Morales, 2012).

For authors like Maura (2003), values start from inequality and education's actions are derived from the positions that the student must assume. We are

facing a more profound teaching in order to support and structure the student that is facing globalization's new challenges. It is necessary to mix the development of positions that are related to the other, with the inclusion of values such as dignity, equality and tolerance in the development of the learning process.

The problem of negotiation positions is the way we establish the business affaire and this essence occurs through currency; the issue of education, especially virtual education, involves more uses than those provided by business theory and by the teacher's role in a module introducing the characteristics of international business.

It is also necessary to determine the student-profile for virtual education and to establish what are the teacher's options to improve student competences.

Since competences were established as an ideal component in higher education, variables such as education for work and leadership and performance skills have just begun to be taken into account. Nonetheless, ethical and complementary competences have yet to be established from the perspective of international negotiation, a respect for the individual.

According to Irogeny, Miriam and Karla (2011, p.251):

From this perspective, competences related to knowledge are related to the domain of knowledge that, from a disciplinary point of view, is the foundation of professional performance; competences related to know-how are identified with the specific skills of a professional type (different from those of other professionals); those referred to know-who, allude to the professional's ethical capability as a social actor.

In this case, the sequence is being, that specifies a negotiator; in Colombia, it is part of the national personality stereotype to be unreliable, disrespectful and to take advantages of others in order get the best out of negotiations. But what is higher education doing about it?

For Walter (2016, p.3):

The development of each one of the attitudes, intellectual aptitudes, procedural aptitudes and the contents corresponds to educating the self, in thinking, doing and knowledge, respectively, and learning; achieved through the convergence of these four dimensions which leads to so-called meaningful learning.

As Al-Hyari, Al-Weshah and Alnsour (2006) state that these experiences make classrooms more open, with less reliance on memory, theory is fundamental, but case scenarios and real experience simulators makes future professionals' performance become really adequate for this continuously global world.

From assessment to question formulation, if the teacher does not have the required attitudes to interact with the student and instead uses knowledge as an excuse and in order to distance himself, it will not be possible to generate good empathy and the commitment of both parties. Competences need leaders and they also need the structuring of leadership from assertive competences that do not harm the individual (Alice, 2016).

This implies the need to train the teachers in communication skills: it is necessary to explain their role in the education chain; ego and preconception detachment is indispensable to empathize with the student.

"Designing a competency-based curriculum involves constructing it on problematic cores to which various disciplines are integrated, an integrated curriculum, and it is a process based task" (Walter, 2016, p.8).

This integrated process-based curriculum must have a structure that supports the competency-based training process, but, how can we measure being, taking into account the subjectivity of its own structure?

The complexity is focused on a successful process design and monitoring with a pedagogical character, where the disciplinary has important edges but the educational is the root of the individual's education. Through an intervention where students and future professionals know how to position themselves, be successful and create positive networks and leadership for the benefit of the company and the country (Rob Harris, 2016) .

THE TEACHER AND INTERNATIONAL NEGOTIATION WITH A VALUE COMPONENT

This issue is very complex for teachers if the pedagogical practice is sometimes characterized by pride, selfishness and, in a radical way, zero pedagogy. "If you are stranded in life, dedicate yourself to teaching", this concept must be changed, we need teachers who love their work, have higher education degrees, have experience and above all humility, which is the most gratifying values of contributing to education.

Teacher intervention is a fundamental part of the educational process, as well as not leaving aside the values that are so essential in the construction of life projects for the young people who will one day rule the country. The student must be supported with a constructivist orientation, that supplies negotiation and positioning methods and strategies that at the same time rescue the values of justice and tolerance within the student (Raja, Shekhar, 2016).

Figure 1. What should be.



Source: Author's elaboration.

It is important to exalt the development of in-classroom process that leave a theoretical-practical mark, where educational processes are based on the student's need, emphasizing values as rules according to the guiding thread of the various education, academic, research activities.

As virtual teachers we must educate with equality and respect for the other, propose and develop alliances that enable the student to assume strategic roles that can include achievements or goals, and where losing is considered a gain if you reflect upon the cause of your failure. Thus supporting the student in the search for self, and for how, based on real competences that identify a change that reverts in the benefit of Colombian education.

The value of autonomy in the service of educational results, emphasizing competences, skills and values

as an essential part of education. Autonomy with a sense of life and humanity begins in the classroom and goes into the business world and the world of work, and it is important to bear in mind that the latter is totally different from the academic one.

The student verifies his own manner of learning from his own experience (Garrett, 2016) and from the experiences found in cases supplied by the teacher, therefore, autonomy should be framed in the generalized operation of academic structure, from a disciplinary proposal to a holistic proposal (Leyre, 1998). But scenarios significantly affect teaching: it is not the same to teach in Europe as in India, much less in Colombia, cultural diversity implies special characteristics in the teaching-learning process.

For Savater, learning is not only based on experience, it is what differentiates us from animals, but it also exempts man from inherited learning processes and creates new ones that are necessarily repeatable by each new generation (1997).

The teaching-learning process is continuous and demarcates options for teachers, the theoretical routine is not enough, the teacher's expertise and continuous updating must be essential for the world's pedagogical and educational processes.

The education of an international negotiator has particular characteristics, especially from the practice of teaching; the link with the teacher's practice and interaction through modules enables researching how the teacher's intervention enables actions of didactic intervention that he himself can improve (Monteiro y Almeida, 2016).

Therefore, any teacher moderately involved in the teaching-learning process should constantly review his or her work, involving applied experiences, improving their learning processes for the learning and application of teaching.

"The competent teacher is the one who has acquired and is progressively improving his ability to know (to know the contents and processes that they apply, their students and their institutional and cultural environment)" (Andrade, 2008, 61).

The international negotiator must have communicative skills, as well as the value of managing business issues, avoiding scams and sealing deals that result in a win-win model used by the parties (Chiang, 2016), (Kai, Liou, Chen y Sian, 2016)(Jain, 2016).

Today, with a complex globalization that encompasses so many levels of society, the role of the negotiator implies to win by any means necessary, the competition must be won and rivalry between companies and between individuals is very strong.

This especially applies when searching for a better and greater income and positioning, but you must think that you can win and you can win in business by being creative, being a leader and being innovative.

This is a comprehensive education that requires the commitment, not only from the teacher and his curricular management, but also the commitment of higher education institutions. Academics, managers and directors who work there must have ethical behaviors that serve as an example to the student, while at the same time stimulating their

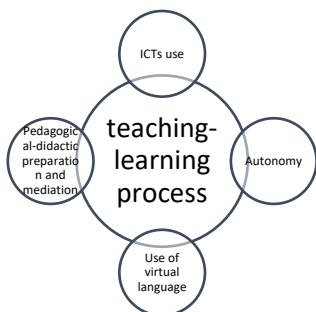
attitudes inside and outside the educational spheres (Antonio y Belmonte, 2012, p. 114).

Using techniques that are legal and correct - and these are learned in the classroom, - it is here where intervention exists through education, and we are the educators who must teach values and inculcate a taste for the right professional transparent practice.

THE VIRTUAL TUTOR IN INTERNATIONAL BUSINESS AND HIS COMPETENCES

Methodology in virtual education changes the teaching model, it leans more toward the student's learning process, which requires and demands mediation, communication, interaction focused on learning, dialogue, autonomy, therefore it requires in turn, among other competences that the teacher must have, besides a new pedagogical and didactic perspective focused on the learning process, excellent communication, he must be empathetic, warm, respectful, tolerant, and have very good technological and research skills that contribute to a true teaching-learning process with professional and human quality.

Figure 3: Possible scenario for a virtual business methodology



Source: Author's elaboration, 2016

ICT management: in this scenario students and teachers must interact in constantly changing digital spaces at all times, with tools, tutorials, simulators, applications, *software*, among others, and this requires their use and management for their practice and learning process. Therefore, the process of permanent training in all these technological devices that contribute to the proper, relevant, creative and innovative use of the campus, classroom, didactic materials, pedagogical strategies that enable a true mediation and dialogic interaction that is active and participatory, will contribute significantly to the collaborative and autonomous learning process.

In the literature we also find:

The digital gap, posed as the distance between those who resort to specialized and verifiable sources of information through which expert and complex knowledge circulates, on the one hand, while others use it for their tastes and interests, informal sources of information, such as most internet sites, through which vulgar knowledge circulates. (Lotero, 2014, p. 204).

From the above, we can deduce the importance of the correct use of a tool that accesses knowledge of a higher quality, a key tool for the virtual teacher.

Using virtual language: language in its virtuality is not only written text, it makes use of diverse hipermedia, audiovisual resources and means of communication for synchronous and asynchronous mediation; the modes and means are different, therefore language is of greater immediacy and of great value to the student, this is why the virtual

teacher must, in addition to having and managing their pedagogical-didactic, technological and disciplinary skills, alternate his expertise in audio-visual grammars.

The modules currently under development in the institution's classrooms, in the international area, monitor specific competences and include guidance given from the program so that technological processes such as income, timely response, support questions, content generation and design and the development of activities and strategies for the modality.

Autonomy: goes beyond what is indicated in chapter IV, articles 28 to 30 of Law 30 of 1992, in Colombia. While the teacher has leeway in teaching and learning, that freedom must be responsible and should not be confused with "doing what you want". In the institution, the curricular structure is based on nine orienting axes and the pedagogical, mediational and communicative models, and the structure of the modules is based on the syllabus. The pedagogical model is a competence-based model.

PREPARATION, PEDAGOGIC-DIDACTIC MEDIATION

Knowledge must be structured according to needs and relevance; the profiles and competences, must be so structured under an educational principle that permits pedagogical action in the virtual world.

Interactive and dialogic mediation is relevant and natural, spontaneous access to a process of constant learning.

The virtual modality requires the teacher's permanent accompaniment, guidance, questioning,

and motivation, thus promoting the process of individual and collaborative learning.

This is where a series of processes of ethical values and correspondence enter, aimed at forming and establishing networks based on types of education (Moeller, Maley y Harvey, 2016), (Ronnie, 2016).

This influence on a good negotiator has a positive impacts, but this depends on how you receive the information: it should not be based on data alone. The teaching and learning process in the virtual world demands organization, it needs to be structured for mediation, interaction, participation, individual and collaborative work, that is, have a micro curriculum model appropriate to the modality.

The teacher carries a great responsibility that goes beyond values and respect in a virtual system, he must be a whole that meets the following characteristics.

Patience.
Responsibility.
Ethics
Professionalism.
Professional and pedagogical-didactic expertise.
Academic quality: disciplinary management, classroom management including maximum use of ICT, virtual language management.

It is essential to train, educate and envision teachers with all these characteristics, in order to achieve an improvement process in the teaching-learning process, without neglecting a good technological infrastructure that allows teachers and students to

interact, appropriate, build and make the most of this virtual learning model.

THE MODULES IN INTERNATIONAL BUSINESS ACCORDING TO THEIR TYPOLOGY, OBSERVED FROM THE TEACHER'S PRACTICE

AR Typology: The AR typology refers to Autonomous Reinforcement, where a more independent and individual learning process is established, the tasks are performed by the students and are complemented by two workshops in weeks 3 and 7, in order to reinforce assessment activities. This typology also includes a forum for collaborative work.

Business and International Relations
Globalization and competitiveness
International cooperation
International relations
Economy and International Trade
Logistics and International Marketing
International trade (this module is AR and has VLW strategy). VLW: Virtual Learning Workshop (interactive), this strategy is live, synchronous, via TV and interactive. It aims to contribute to the understanding of competences, and the assessment by competences supports the teacher's interaction tasks through chats and forums, and additionally permits desertion management.

America's culture and regional economy.
International negotiation.

This typology has no forum, but it has a chat that implies getting touch with the student, as well as a work or research project, and will lead to the student appropriating new praxis and theory ideas for his or her profession.

Methodologies enables the teachers to keep in touch with the students, and didactics will be adapted according to each typology, need and relevance so that the learning process can occur in its entirety.

During the mediation and interaction with students, it is very necessary to emphasize that each process is given a clear, punctual, coherent and adequate orientation and that this does not enter into conflict with competence development (Counter-Storytelling in the LIS Curriculum, 2016), as well as include in the teacher's discourse issues related to racial and violent problems, especially those that affect Colombian society, thus adding value to education and generating proposals that link the disciplinary with humanism.

With the typologies and a suitable method, we delve into the development of proposals for a teaching-learning model aimed at a student who wants to work anywhere in the world and in any company. But the teacher's accompaniment must be clearly structured, and this implies that the design of each unit and of each evaluative activity must be proportional to competences measurement (Altomonte, Logan, Feisst y Rutherford, 2016), (Talaia y Pisoni, 2016) .

The Research typology modules:

Asia's culture and regional economy.
Europe's culture and regional economy.

This without neglecting delving into the competences required by the labor market, and in constantly establishing scenarios where interaction between students will support their learning process and promote the market's demand for the curriculum (Cheng y Lourenço, 2016) , (van Wingerden y Bakker, 2016) .

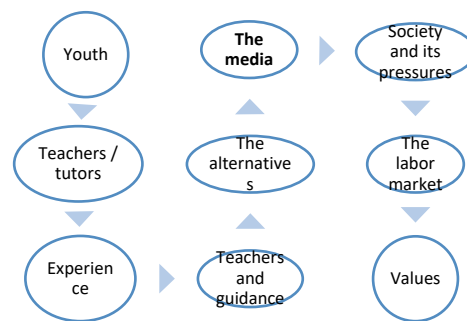
CONCLUSIONS AND FINAL CONSIDERATIONS

The issue of education becomes valid if we begin to clearly formalize quality processes. Within the institutions, didactic activities and teaching-learning methods are also carried out, they include management processes and teamwork.

Experience and equality are essential in the educational field, and focusing on business classes, it is necessary to begin to design strategies that confront the student with role play, establish assessment criteria that motivate negotiations (losing and wining), and the explanations for losing, ensuring reciprocity and analysis, dialogue, efficiency with legitimate competitiveness, students must focus on being right, being humble, thinking about the other and seeking achievement in a decent and elegant way (White, 2016), activities that involve competence verification for each competence that a person has, verify the contents and the relationships with the students, educate with equity and respect.

establishes new ways of perceiving knowledge and its development, this implies recognizing students' characteristics and of the market in which they find themselves (Adewunmi, 2016), the authentic attitudes in this diverse world.

Figure 2. Youth and education.



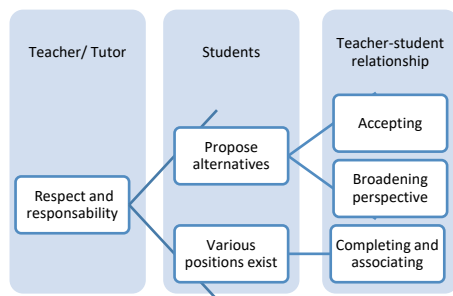
Source: Author's elaboration, 2016

The role of the teacher is to focus the student on and place him in real situations, directing education towards rescuing values, respect for difference, appreciating teamwork, avoiding bullying at work, and winning, but without detriment to the other (Ercilla , 1999); it describes what should be the educational object from an education in values, with respect, with patience, with the expertise of theoretical and practical knowledge to be transmitted in a clear and precise manner, taking into account the individual's advantages and possibilities of jointly creating, building, forging a future towards the recovery of what it means to be human, mutual respect and the identification of the competences and skills that need to be developed (González Maura, 2000).

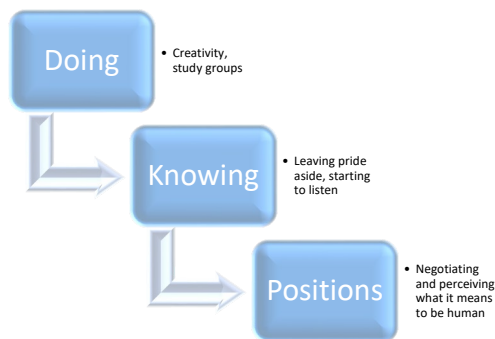
In education we can do so from various approaches, from educational research, from competences, from collaborative and transversal tasks, generating spaces for debate and reflection, encouraging the construction of learning networks with respect for

the other, not forgetting that students' ideas are also valid; How many times did Edison make the wrong electric light bulb?, numerous times, however, his persistence proved his great idea. This is an invitation for us as trainers, to rethink ourselves, to be persistent and begin to focus international education in a comprehensive education with values, and strong winning positions.

Figure 3. A possibly applicable scenario from Grancolombiano Politecnico.



Source: Author's elaboration, 2016



Source: Author's elaboration, 2015

The sense of solidarity not only depends on strategies; in the education of international negotiators, we must try to make them feel and live in a more human way in the world, with respect, with values that imply personal and professional gains, so they understand that the challenge is to achieve personal gain and profit with transparency.

For Mayntz (2001), state negotiations must guarantee values and the respect of idiosyncrasy, diversity, heterogeneity, the result of experiences with values, and it requires the intervention of all. A difficult situation in negotiations, as power goes beyond the challenges that 21st century values face; we see this clearly in Machiavelli, who recommends methods for the attainment of power, as opposed to the rational object of a value-based negotiation (Machiavelli, 1971).

We need to form and build a country with students and future professionals capable of creating, competing, interacting in companies and in a society where values are the essential purpose, with their abilities and skills as their basis, both in the disciplinary, professional and human. This implies that we need to educate with affection, warmth, discipline and respect for the human condition, we have to be aware of the great responsibility of contributing to the education of better human beings, so as to contribute to a better construction of society (Monteiro y Almeida, 2016).

This also implies an appropriate and constructive language management that does not necessarily arise from a teacher with purely academic expertise, it is necessary to combine experience with a good pedagogical development (*Factors influencing knowledge sharing among information and communication technology artisans in Nigeria*, 2016)

From education in international business it is vital to show students the types and methods of negotiation, as well as the purposes of managing various positions, instilling methods so they can win, but with values.

It is also important that virtual teachers in international business manage and use written language adequately and make proper use of the negotiator's proposals. The teacher must have professional experience and use and contribute his experience, contextualize with real examples, cases, facts, situations and contribute their practice, their achievements and makes suggestions based on his mistakes (Boberg, 2016).

The teacher must provide continuous improvement processes in education plans, with innovative proposals that use diverse learning resources and create dialogue and interaction spaces for students and tutors (Sharma y Zhan Wu, 2016).

Students need to know and verify new ways of seeing education through interculturality, identify the advantages of each country, acquire greater knowledge by adapting new learning in an agile way, this requires a teacher as mediator, dialogic, creative and challenging. Through his pedagogical practice he contributes to the education of professionals in the whole sense of the word (Lokkesmoe and Kuchinke, 2016), which can also be deduced when revising Cortini (2016).

The measurements from private companies and the state can be a way to determine the adjustments and needed additional applications to the learning process, by having as a reference an organization from the real sector and our country's cultural diversity to understand the context, its needs and relevance (Sahney, 2016), as Sarrico (2016) states.

If the goal is to achieve, in the virtual world, work objectives where the best are well known, the international business scenario demands constant change, adjustment and more education, assertive

communication, dialogue, interaction, experience (Feldmann, 2016).

Scenarios in good practices that can be built and proposed in the program; currently, mirror classes are an example of current affairs classes recorded and uploaded to YouTube, which are circulated throughout the classrooms. It is essential to understand that virtual students require the use of tools that will allow them to expand their competences, therefore, the teacher must direct the processes with more interactive strategies, maintain dialogue and make competence education visible.

These and many other initiatives can contribute to the development of the teacher's true role in his pedagogical-didactic practice focused on the student.

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