

## **[Translated editorial]**

### **Development of pedagogical competencies in the digital society**

### **Desarrollo de competencias pedagógicas en la sociedad digital**

Lidia Esther Estrada Jiménez

E-mail: [lestrada@uniss.edu.cu](mailto:lestrada@uniss.edu.cu)

 <https://orcid.org/0000-0002-5175-6049>

Universidad de Sancti Spíritus “José Martí Pérez”, Cuba.

In the current era, characterized by technological advances and constant changes in the educational field, it is essential for pedagogical professionals to acquire and strengthen competencies adapted to the digital society. The development of pedagogical skills in this context implies not only mastering the available informatics tools, but also understanding how to integrate them effectively into educational processes.

For decades, teachers and researchers have investigated the growing boom and development of digital skills, which is related to the increasing use of digital and computer-based learning. The implementation of more complex teachings in more participatory and collaborative spaces have involved professionals.

The development of digital competencies is evidenced in practice when it is understood that: “Digital literacy allows teachers to share content with students; in addition to collaborating and communicating, creating digital content, cultivating skills, digital reproduction of content (...)” (Casimiro Urcos et al., 2022, p. 362).

Digital competence in teaching focuses on the creation of knowledge and communication networks between teachers and students. To achieve this, teachers must develop competencies in the creation of digital content, as well as in its dissemination through different networks and platforms.

The appropriate use of technology in the classroom can enhance collaborative learning, foster creativity and motivation of students, as well as facilitate access

to diversified educational resources. Therefore, it is necessary that teachers are continuously trained in innovative strategies that allow them to take full advantage of the possibilities offered by the digital society to improve the quality of teaching.

Cuetos Revuelta et al. (2020, p. 287) express that in order to enhance students' creativity: "it is not enough to use only ICTs, it is necessary to work divergent thinking through the combination of methods and activities". They also refer to the need to take advantage of the best of technologies to contribute to a training where motivation predominates towards a learning environment where creativity prevails.

In summary, the development of pedagogical competencies in the digital society requires constant updating and adaptation on the part of ICT-mediated education professionals. Only through continuous and reflective training on the implications of the use of digital technologies, we can guarantee an education in line with the demands of the 21st century.

### References

Casimiro Urcos, C. N., Tobalino López, D., Reynosa Navarro, E., Casimiro Urcos, W. H. & Pacovilca Alejo, G. S., (2022). Competencias digitales y desempeño docente de la universidad nacional de educación en tiempos de Covid-19. *Revista Universidad y Sociedad*, 14(4), 355-362.  
<http://scielo.sld.cu/pdf/rus/v14n4/2218-3620-rus-14-04-355.pdf>

Cuetos Revuelta, M. J., Grijalbo Fernández, L., Argüeso Vaca, E., Escamilla Gómez, V. & Ballesteros Gómez, R. (2020). Potencialidades de las TIC y su papel fomentando la creatividad: percepciones del profesorado. *RIED. Revista Iberoamericana de Educación a Distancia*, 23(2), 287-306.  
<http://dx.doi.org/10.5944/ried.23.2.26247>