



## PROACTIVE COMPETENCIES IN EDUCATION: A SYSTEMATIC LITERATURE REVIEW OF THE LAST FIVE YEARS

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### ABSTRACT

**Objective:** This article aims to analyze the impact of proactive competencies in the educational context over the last five years, focusing on their influence on student learning and the most effective pedagogical strategies to promote them.

**Theoretical Framework:** The review is based on recent literature that highlights the importance of proactive competencies as a set of skills and attitudes that allow students and teachers to anticipate situations, take the initiative and act responsibly.

**Method:** The methodology is based on the PRISMA method, which includes an exhaustive search in academic databases such as Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex and the César Vallejo University. Inclusion and exclusion criteria were applied to select relevant studies published between 2020 and 2024. Additionally, a data extraction matrix was used to organize key information from each selected article.

**Results and Discussion:** The results indicate a consensus on the need to transform traditional educational methodologies to promote proactive competencies. Despite its importance, many educational systems still use methods that limit student autonomy. It is highlighted that the personalization of learning and continuous teacher training is crucial to develop these competencies. The review also reveals that active methodologies are effective in involving students in their educational process.

**Implications of the Research:** Research suggests that it is essential to integrate proactive competencies into the educational curriculum and train teachers to implement pedagogical strategies that promote active learning. This will not only improve academic performance but also contribute to the all-round development of students.

**Originality/Value:** This article provides an updated view on the state of proactive competencies in education, highlighting both the challenges and opportunities for their implementation. It provides a solid foundation for future research in this field, emphasizing the importance of preparing students to be active and responsible citizens.

**Keywords:** Proactive Competencies, Education, Proactive Skills, Active Learning, Teacher Training.

## COMPETÊNCIAS PROATIVAS NA EDUCAÇÃO: UMA REVISÃO SISTEMÁTICA DA LITERATURA DOS ÚLTIMOS CINCO ANOS

### RESUMO

**Objetivo:** Este artigo tem como objetivo analisar o impacto das competências proativas no contexto educativo ao longo dos últimos cinco anos, centrando-se na sua influência na aprendizagem dos alunos e nas estratégias pedagógicas mais eficazes para as promover.

**Estrutura teórica:** A revisão baseia-se na literatura recente que destaca a importância das competências proativas como um conjunto de habilidades e atitudes que permitem aos alunos e professores antecipar situações, tomar a iniciativa e agir com responsabilidade.

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**Método:** A metodologia baseia-se no método PRISMA, que inclui uma busca exaustiva em bases de dados acadêmicas como Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex e Universidade César Vallejo. Critérios de inclusão e exclusão foram aplicados para selecionar estudos relevantes publicados entre 2020 e 2024. Além disso, foi utilizada uma matriz de extração de dados para organizar as principais informações de cada artigo selecionado.

**Resultados e discussão:** Os resultados indicam um consenso sobre a necessidade de transformar as metodologias educacionais tradicionais para promover competências proativas. Apesar de sua importância, muitos sistemas educacionais ainda utilizam métodos que limitam a autonomia dos alunos. Ressalta-se que a personalização da aprendizagem e a formação contínua de professores são cruciais para desenvolver essas competências. A revisão revela também que as metodologias ativas são eficazes no envolvimento dos alunos no seu processo educativo.

**Implicações da Pesquisa:** A investigação sugere que é essencial integrar competências proativas no currículo educativo e formar professores para implementar estratégias pedagógicas que promovam a aprendizagem ativa. Isso não só melhorará o desempenho acadêmico, mas também contribuirá para o desenvolvimento integral dos alunos.

**Originalidade/Valor:** Este artigo fornece uma visão atualizada sobre o estado das competências proativas na educação, destacando os desafios e as oportunidades para a sua implementação. Fornece uma base sólida para pesquisas futuras neste campo, enfatizando a importância de preparar os alunos para serem cidadãos ativos e responsáveis.

**Palavras-chave:** Competências Proativas, Educação, Habilidades Proativas, Aprendizagem Ativa, Formação de Professores.

## COMPETENCIAS PROACTIVAS EN EDUCACIÓN: UNA REVISIÓN SISTEMÁTICA DE LOS ÚLTIMOS CINCO AÑOS DE LITERATURA

### RESUMEN

**Objetivo:** Este artículo pretende analizar el impacto de las habilidades proactivas en el contexto educativo durante los últimos cinco años, centrándose en su influencia en el aprendizaje de los estudiantes y las estrategias pedagógicas más efectivas para promoverlas.

**Marco teórico:** La revisión se basa en la literatura reciente que destaca la importancia de las competencias proactivas como un conjunto de habilidades y actitudes que permiten a los estudiantes y docentes anticipar situaciones, tomar la iniciativa y actuar responsablemente.

**Método:** La metodología se basa en el método PRISMA, que incluye una búsqueda exhaustiva en bases de datos académicas como Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex y la Universidad César Vallejo. Se aplicaron criterios de inclusión y exclusión para seleccionar estudios relevantes publicados entre 2020 y 2024. Además, se utilizó una matriz de extracción de datos para organizar la información principal de cada artículo seleccionado.

**Resultados y discusión:** Los resultados indican un consenso sobre la necesidad de transformar las metodologías educativas tradicionales para promover habilidades proactivas. A pesar de su importancia, muchos sistemas educativos todavía utilizan métodos que limitan la autonomía de los estudiantes. Es importante señalar que la personalización del aprendizaje y la formación continua del profesorado son cruciales para desarrollar estas habilidades. La revisión también revela que las metodologías activas son efectivas para involucrar a los estudiantes en su proceso educativo.

**Implicaciones de la investigación:** La investigación sugiere que es esencial integrar habilidades proactivas en el currículo educativo y capacitar a los docentes para implementar estrategias pedagógicas que promuevan el aprendizaje activo. Esto no sólo mejorará el rendimiento académico sino que también contribuirá al desarrollo integral de los estudiantes.

**Originalidad/Valor:** Este artículo proporciona una visión actualizada del estado de las competencias proactivas en educación, destacando los desafíos y las oportunidades para su implementación. Proporciona una base sólida



para futuras investigaciones en este campo, enfatizando la importancia de preparar a los estudiantes para ser ciudadanos activos y responsables.

**Palabras clave:** Habilidades Proactivas, Educación, Habilidades Proactivas, Aprendizaje Activo, Formación Docente.

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## 1 INTRODUCTION

Currently, the educational system faces a significant challenge in training students who are not only recipients of information, but also active agents in their learning process. Therefore, proactive competencies emerge as a necessary alternative to address this problem, because they promote the autonomy and responsibility of the student in the construction of their own learning (Lizitza & Sheepshanks, 2020). This approach seeks to transform the role of the teacher and the student, fostering an environment where students assume an active role. For this reason, it is important to analyze some previous studies carried out on this topic, in order to identify existing problems and strengths regarding the importance of proactive competencies in current education.

In this sense, the research by Bracamonte & Siraide (2022) highlights that the teaching of proactive skills in primary education is essential for the comprehensive development of students. However, these authors point out that, despite the importance of proactive competencies, many educational systems still base their teaching on the use of traditional methods that do not encourage student autonomy and initiative. Therefore, a lack of preparation is evident to face the challenges of the current environment, where it is necessary for students not only to acquire knowledge, but also to develop practical skills and proactive attitudes.

On the other hand, Báez (2022) complements this perspective by emphasizing the role of personalized strategies in the development of proactive competencies. According to their research, these strategies are important to address the diverse needs and learning styles of students, which in turn enhances their motivation and commitment to the educational process. Báez highlights that the personalization of learning not only improves academic performance, but also contributes to the development of socio-emotional skills, essential for the comprehensive training of the individual.

In addition, the research of Macías & Rodríguez (2021) addresses the need for teacher training that incorporates a proactive approach, emphasizing that this type of training is not



only essential for the professional development of teachers, but also to improve the quality of teaching. learning in students. The authors highlight that proactivity in teaching practice allows teachers to adapt to constant changes in the educational and social context, which is important in a world characterized by constant changes and technological advances.

Previous studies carried out highlight the importance of incorporating proactive competencies in the educational system, both in students and teachers. However, currently, most educational units still use traditional teaching strategies and methods that do not promote the development of proactive skills in students. Likewise, the development of proactive skills that allow them to respond to the needs of their students is not promoted in teachers. Furthermore, despite advances in pedagogy and the implementation of innovative methodologies, many students still have difficulties managing their own learning effectively. The lack of proactive skills prevents students from becoming autonomous learners, limiting their ability to face the challenges of today's world.

As has been seen, in several educational institutions the development of proactive competencies is still not effectively promoted. For this reason, the research question that guides this review is the following: What is the impact of proactive competencies in the educational context in the last five years? To answer this question, the general objective is to analyze the impact of proactive competencies in the educational context in the last five years. Therefore, the specific objectives of this review are as follows: to determine the impact of proactive competencies on student learning and to identify the most effective pedagogical strategies to foster proactive competencies in students.

## 2 THEORETICAL REFERENCE

Proactive skills are an important element in the current educational context. According to Báez (2022), these competencies are defined as a set of skills and attitudes that allow students and teachers to anticipate situations, take the initiative and act responsibly in their learning process. These competencies not only involve the ability to solve problems effectively, but also encompass the ability to set goals, plan actions, and evaluate results. The development of proactive skills is essential to form autonomous and critical individuals, capable of facing the challenges of the current environment (Guerra, 2023).

In students, proactive skills are essential to form autonomous and responsible individuals. When students take a proactive stance, they feel more motivated and engaged in their learning (Bonney, 2021). This translates into a greater ability to face academic and



personal challenges, as well as better preparation for the future of work. The implementation of active methodologies, such as multidisciplinary projects, can facilitate the development of these competencies by involving students in collaborative processes where they must assume responsibilities and make informed decisions.

On the other hand, teachers must also adopt a proactive approach in their pedagogical practice, which implies being open to new methodologies and strategies that encourage active learning. By doing so, teachers not only improve their own professional practice, but also create an environment conducive to students developing their proactive competencies (García et al., 2021). This paradigm shift requires continuous teacher training that emphasizes the importance of proactivity in the classroom. Therefore, it is of utmost importance that the educational system is prepared to train teachers in developing proactive skills that allow them to address the individual and group needs of their students.

As the curricular framework of the Ministry of Education of Ecuador (2023) points out, it is essential to design educational programs that integrate proactive competencies as the central axis of the curriculum. This involves not only training teachers, but also involving educational communities in creating spaces where initiative and shared responsibility are valued. In this sense, proactive education is presented as a key strategy to face the current challenges of the educational system and prepare students to be active citizens committed to their environment.

The literature review on proactive competencies in education highlights its crucial importance for both students and teachers in the current educational context. The development of these skills not only promotes autonomy and responsibility in learning, but also enhances the development of socio-emotional skills and prepares individuals to face the challenges of today's society. The implementation of active methodologies and a pedagogical approach focused on proactivity are essential to create inclusive and dynamic educational environments.

### **3 METHODOLOGY AND MATERIALS**

The methodology of this systematic review was carried out following the guidelines of the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). For this purpose, an exhaustive search was carried out in the databases Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex and the César Vallejo University, with the aim of identifying relevant studies published in the last five years that analyze the impact of proactive competencies in the educational context. The review focused on articles that address the impact



of these competencies on student learning and the most effective pedagogical strategies to promote them.

In this sense, rigorous inclusion and exclusion criteria were applied to guarantee the relevance and quality of the studies analyzed. This was in order to identify articles and documents that address the impact of proactive competencies in education, ensuring that the research included both students and teachers. The inclusion criteria are the following:

1. Year of publication: research published from 2020 to the present was considered.
2. Language: only studies published in Spanish and English were reviewed.
3. Type of study: scientific articles were considered empirical studies and systematic reviews.
4. Thematic relevance: studies that analyze the impact of proactive competencies in education were analyzed.

Meanwhile, the exclusion criteria used were the following:

1. Year of publication: studies published before 2020 were not considered.
2. Language: documents published in languages other than Spanish or English were excluded.
3. Type of study: opinion articles and documents that did not present empirical and concrete data were excluded.
4. Thematic relevance: articles that did not address the impact of proactive competencies in education were eliminated.

In this systematic review, Boolean operators were used to structure and optimize the searches in the selected databases (Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex and Universidad César Vallejo). Boolean operators such as AND/OR made it possible to combine key terms logically to obtain more relevant results. The AND operator was used to simultaneously include related concepts, such as "proactive competencies" AND "education", restricting the results to those studies that addressed both terms. The OR operator broadened the search by including synonyms or related terms, such as "pedagogical strategies" OR "active methodologies", ensuring that different approaches to the topic were considered.

The search formula used was: ("proactive competencies" OR "educational proactivity") AND ("impact" OR "effect") AND ("learning" OR "academic performance") AND ("pedagogical strategies" OR "active methodologies") AND (students OR teachers). This formula made it possible to identify relevant research published in the last five years that addressed the impact of proactive competencies in the educational context and the most effective strategies to promote them.





Likewise, the PRISMA method flow chart was used to clearly and transparently document the study selection process. This diagram provided a visual representation of the flow of information during the different stages of the review, from the initial identification of articles to the final inclusion of those that met the established criteria. Following the PRISMA method guidelines ensures that the process is rigorous and reproducible, increasing the credibility of the findings (Sabalza & Gonzalez, 2024). The phases used were the following:

1. Identification: in this phase, an exhaustive search was carried out and the documents found were registered in various academic databases, including Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex and the César Vallejo University.
2. Elimination of duplicates: once the articles were identified, the duplicates were eliminated.
3. Initial review: At this stage, an initial review of the titles and abstracts of the remaining articles was carried out to determine their relevance to the established inclusion criteria. Those studies that did not meet the requirements related to the impact of proactive competencies in education were excluded.
4. Eligibility assessment: The full text of the selected articles was accessed for further assessment. Here, stricter criteria were applied to determine whether each study adequately addressed the impact of proactive competencies on learning and the pedagogical strategies used.
5. Final registration: in the final phase, the selected studies that met all the established criteria and were considered relevant to respond to the objectives of the systematic review were documented.

On the other hand, to review the studies found, a data extraction matrix was used, which is a fundamental tool to organize and synthesize the relevant information of each selected article. This matrix allowed key data to be systematically recorded, such as author, year of publication, objective, methods used, main findings and results related to proactive competencies in education. The elements of the matrix were the following:

1. Author/s.
2. Year of publication.
3. Objective of the study.
4. Methodology.
5. Main results related to proactive competencies in education.
6. Conclusions.

Through this matrix, comparative analysis between the different studies was facilitated,



which contributed to identifying problems and trends in the existing literature. The data extraction matrix not only improved the clarity and organization of the review process, but also guaranteed that all relevant aspects were analyzed to respond to the research objectives, thus allowing a more robust and informed interpretation of the results obtained.

## 4 RESULTS AND DISCUSSION

**Table 1**

*Data extraction*

Author(s)	Year	Objective of the Study	Methodology	Main Results	Conclusions
Belalcázar et al.	2022	Identify proactive and prosocial behaviors in students to design a pedagogical strategy that encourages their emotional development.	Qualitative descriptive and exploratory approach.	The results revealed that students show a good level of prosocial behaviors, such as cooperation and helping. However, in terms of proactivity, difficulties were observed in school coexistence due to a lack of genuine empathy and assertive communication.	It was proposed that teachers apply the strategy "The master key to proactive behaviors." With the aim of evaluating whether this strategy is effective in developing skills in preschool children in key areas such as emotional training, empathy and assertive communication.
Bracamonte & Siraide	2022	Understand how primary school children are taught through the competency-based approach.	Systematic review.	The results indicate that family and school are fundamental pillars in the development of a child's abilities. Adults, such as parents and educators, play a crucial role as mediators in this learning process. Its job is to facilitate understanding of the environment by translating and transmitting each stimulus to the child.	It is concluded that, to promote the development of proactive skills in primary school students, it is essential to implement activities such as imitation, games that involve language, reading stories, theatrical performances, auditory discrimination exercises, group games and role plays.
Iglesias et al.	2023	Determine the level of digital (proactive) skills possessed by primary school students in the city of Ávila, Spain.	Non-experimental quantitative methodological approach.	The results reveal that the level of digital competence as part of the students' proactive competences exceeds expectations. Furthermore, it is observed that gender does not exert a significant influence on these skills, and that private-subsidized schools show a lower level of digital competence compared to public centers.	It is concluded that solid educational policies are needed that recognize and value the digital and proactive skills of students, instead of underestimating them. These policies should focus on promoting media literacy, which will allow them to use technology effectively and critically.
Báez.	2022	Reorient teachers and with	Document analysis.	The results of this study suggest that when students	It is concluded that true education must be





		the concept of proactive learning from the perspective of socio-training.		become the main actors in their own learning, using their own methods, tools and proactive skills, their chances of achieving the highest levels of performance and school success increase.	proactive, which means that its main purpose, especially in basic education, is to comprehensively develop the student. This involves providing them with useful life learning, so that they can reach their maximum potential and apply their skills and competencies in their social environment.
Macías & Rodríguez.	2021	Analyze the impact of proactive continuous training, in order to understand the dialectical qualities of self-knowledge and self-transformation in the contemporary educator.	Qualitative-ethnographic methodology.	The results indicate that proactive ongoing training for university teaching is essential because it promotes a comprehensive understanding of the human being as a being in constant change. The importance of these processes is recognized and interaction with other colleagues is encouraged to achieve common objectives that promote the institutional educational quality of the university.	It is concluded that the continuous and proactive training of university teachers is essential to guarantee the quality of the education provided. This is because the world is constantly changing, and teachers need to update their knowledge and skills to prepare students for an uncertain future.
Magaña.	2022	Analyze the influence of social skills on the confidence that students have in their academic abilities and in the skills, they believe they possess to perform in the workplace.	Quantitative approach.	The results reveal that it is crucial to identify the necessary proactive skills and the new combinations of competencies that will be required in the future. This will allow the demands of organizations to be met in a context of constant change and development of their fundamental capabilities.	It is concluded that the development of social and proactive skills represents a challenge for higher education, since, according to some studies, courses on this type of skills are not usually very effective in undergraduate students.
García et al.	2021	Conduct a review of the state of the art on the importance of mastering digital skills in higher education, through descriptive-exploratory research that analyzes articles in electronic databases.	Descriptive - exploratory research through a systematic review.	The results of this review provided various definitions and perspectives on digital competencies. Given the current paradigm, the need to adopt the most relevant positions regarding the training and development of educators is evident. The competitive university teacher must demonstrate mastery of proactive skills, among which are digital skills.	It is concluded that the mastery of digital and proactive skills is essential for university teachers in the digital era. They must not only know technological tools, but also know how to use them effectively for teaching, research and knowledge creation.
Bonnefoy.	2021	Analyze how competency assessment	Systematic review.	The results of this study highlight the importance of delving into the role of the	It is concluded that the introduction of a competency-based



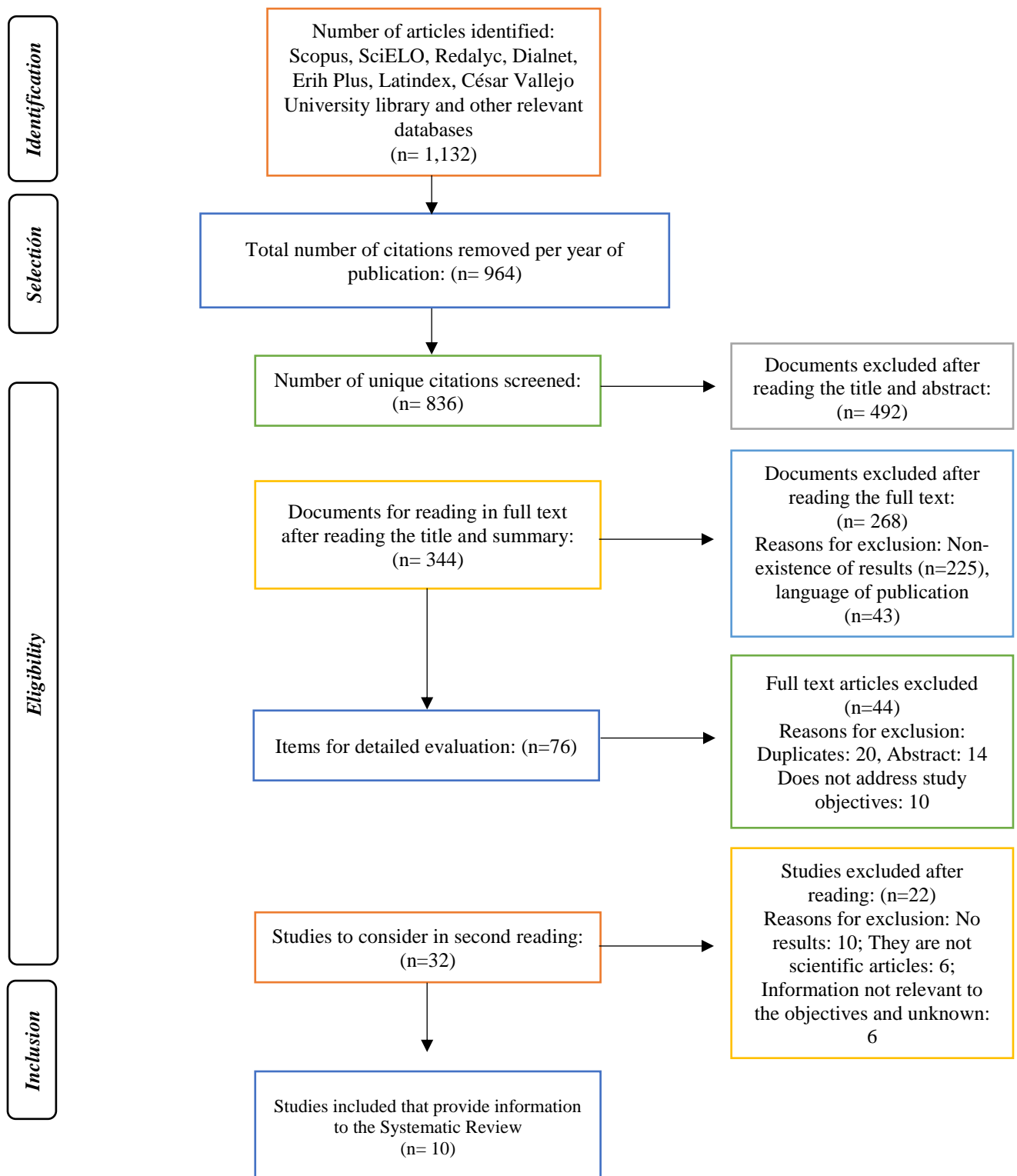
		practices are designed and implemented in the classroom.		agents involved in the evaluation of competencies, such as students, teachers and educational institutions. The need to consider the perspectives and needs of each of these actors is emphasized to achieve an effective and meaningful evaluation.	approach in higher education is not a simple process. Competency assessment is a complex and constantly developing field, which involves various theoretical, methodological, collaborative and instrumental factors.
Cortes & Sanlate.	2023	Analyze the competency-based approach in good pedagogical practices from action research in students of the quality teacher training program in the context of the Universidad Católica Tecnológica de Barahona.	Descriptive and exploratory research.	The research results confirm that the Competency Approach, combined with action research, is effective for student development. This approach allows them to develop proactive skills, build their knowledge progressively, from basic concepts to more complex ideas, and research becomes a key instrument for this learning process.	It is concluded that the competency-based approach and action research as a learning tool are necessary to strengthen teacher training, both at the level of resources and the support and promotion of innovative projects, as well as the development of proactive skills.
Salazar et a.	2024	Propose a structure for the Pedagogical dimension of Digital Teaching Competence in the National Education System of Cuba.	Qualitative approach.	The results reveal that Cuban schools need teachers who master digital technologies, who know how to use them and who can function in an educational environment where these resources are in constant and growing development. Within this competence, the pedagogical component is fundamental and is proposed as a key dimension of the Digital Teaching Competence, as part of the proactive competences.	It is concluded that the achievement of knowledge (knowing, doing and being) constitutes pillars of the training of a competent teacher for the use of TD in the Cuban school. It is important to achieve the integration of these resources in a harmonious way and that they contribute to the training of students at different educational levels.

Source: Own elaboration



**Figure 1**

*Search diagram*



Source: Own elaboration



The systematic review carried out on proactive competencies in education reveals a significant consensus among the authors consulted regarding the need to transform traditional educational methodologies. According to Bracamonte & Siraide (2022), many educational systems are still based on methods that do not encourage student autonomy and initiative, which limits their preparation to face contemporary challenges. This finding is alarming, because, in an increasingly complex and dynamic world, students' ability to act proactively becomes an essential requirement for their academic and professional success.

Complementing this perspective, Báez (2022) emphasizes the importance of adopting personalized strategies that adapt to the diverse needs and learning styles of students. This approach not only boosts motivation and engagement, but also contributes to the development of essential social-emotional skills. Therefore, the personalization of learning is presented as a key strategy to foster proactive competencies, as it allows students to feel more connected to their educational process (Engel & Coll, 2021).

On the other hand, Macías & Rodríguez (2021) highlight the need for teacher training that incorporates a proactive approach. Research indicates that teachers who adopt this approach not only improve their professional practice, but also create an environment conducive to the development of proactive competencies in their students. This finding highlights the interdependence between teacher professional development and student learning; That is, for students to become autonomous and responsible learners, it is essential that educators are also equipped with the necessary tools to encourage this proactivity in the classroom.

Similarly, the research by García et al. (2021) reinforces the idea that proactive competencies must be integrated as a central axis of the educational curriculum. This approach involves not only training teachers, but also involving educational communities in creating spaces where initiative and shared responsibility are valued. Effective implementation of proactive competencies requires a strong institutional commitment that ensures resources and ongoing support for teachers and students. However, despite these theoretical advances, many educational centers still face significant challenges in their practical application.

As has been seen, the joint analysis of these studies shows that, although there is widespread recognition of the importance of proactive competencies in education, the transition towards effective educational practices continues to be a considerable challenge. The lack of adequate training for teachers and the persistence of traditional methodologies are barriers that must be overcome to achieve a truly transformative education (Barrenetxea & Martínez, 2020). In this sense, it is crucial to continue researching and promoting educational policies that



prioritize the development of proactive competencies in both students and teachers, thus ensuring a more inclusive and adaptive education in the face of the demands of today's society.

## 5 CONCLUSIONS

The systematic review carried out shows that proactive competencies are a key element to transform the educational system and prepare both students and teachers for current challenges. According to Lizitza & Sheepshanks (2020), these competencies promote autonomy and responsibility in learning, which allows students to become active agents in their educational process. However, the findings also show that many educational systems still rely on traditional methodologies that do not promote these skills, limiting the comprehensive development of students. This underlines the need to implement more dynamic and inclusive pedagogical approaches that prioritize proactivity as a central axis of the curriculum.

On the other hand, authors such as García et al. (2021) highlight that the development of proactive competencies not only benefits students, but also strengthens teaching practice. Teachers who take a proactive approach are better prepared to adapt to constant changes in the educational and social environment, creating more effective and engaging learning environments. However, significant barriers still persist, such as the lack of continuous training and adequate resources, which makes it difficult to effectively implement these competencies in the classroom (Bracamonte & Siraide, 2022). This highlights the importance of designing specific training programs for teachers, aimed at developing proactive skills.

Likewise, Bonnefoy (2021) emphasizes that proactive competencies not only improve academic performance, but also contribute to the development of fundamental socio-emotional skills to face the challenges of today's world. The implementation of active methodologies, such as collaborative projects and role plays, has proven to be effective in promoting these competencies in both students and teachers. However, it is crucial that educational institutions assume a stronger commitment to integrate these practices into their study plans and promote an educational culture based on initiative and shared responsibility (Jiménez & Mesa, 2020).

In conclusion, proactive competencies represent an indispensable tool to build a more inclusive, dynamic educational system prepared for the challenges of the future. However, it is essential to continue investigating how these competencies can be integrated into various educational contexts, as well as evaluating their long-term impact on the comprehensive development of students. Therefore, it is concluded that, with a renewed focus on proactive



education, we can aspire to form more critical, creative and committed individuals with their learning and their social environment.

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