

## Management of teachers' education in the area of Administration facing the competitive and technological challenges of the XXI century

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Corruption, financial disequilibrium, unemployment, inflation, among other factors, have been the cause of the general crisis in today's society, they have produced a time lag for the economic, educational and social development of Latin American countries. Colombia is not the exception to this set of problems, on the contrary, it is a country that today has been hit by economic and financial difficulties, corruptive acts at a national governmental level, drug trafficking, and a series of conflicts that have brought instability to the productive system of the country, therefore affecting growth in as much as competitiveness, innovation and technology.

Facing these problems from the national government point of view, it is necessary to shape some educative policies at a higher educational level. The Higher Educational Institutions, including technical and technological must make reforms to their institutional structures, adapting them to market demands. That is why, inside general parameters, the education of teachers must be included as a main cross sectional axis for student's learning.

According to Rodriguez (2017) the curriculum goes beyond the discourse, since it must be a triad among curriculum-education-culture, in which the complete teacher's education is implanted in a labor and personal environment. This educative formation have repercussions on the student's academic process, using the evaluation as a measuring strategy that allows to prove that the learning implemented on students has been interpreted in a correct way (Silvera, 2016).

In front of the new educative trends that Higher Educational Institutions are facing today, are found competitiveness, innovation and technology, as essential components for optimizing the student's education and mainly that of teachers. According to Gómez & Martínez (2014), the framework of an organizational structure must respond to the inner needs, being flexible to the external environment and guaranteeing permanence in the market. For this, it requires an innovating capacity through management of knowledge. That is why, universities for being competitive must educate their human capital, in such a way, that through knowledge, new changes can be made in order to transform society.

Likewise, technological influence has a positive impact on institutional competitiveness, and it may be said that without the use of technological systems, the educational processes tend to be deficient. Aguilera, Colin & Hernandez (2013) state that the influence of the Technologies of Information and Communication-TICs in these processes generates greater competitiveness among the organizations. Therefore, implementing technological processes allow universities to be at the front of the standards of national education.

In this sense, the opening of educational markets at an international level, has required that the institutes of higher education become more competitive and innovating, in such a way that it is necessary to implement new management models based on the quality of human talent. (Fábregas, 2013)

Continuing with the teacher's education, it is necessary that from the department of human management, new educative programs be designed, for teachers whose objectives point towards a comprehensive education that not only contributes to strengthen student's competences but also reflects on their personal lives.

The Higher Educational Institutions must educate suitable teachers for leadership, decision- taking, and empowerment, that help student's learning, so that they can become " citizens sure of themselves, reflexive, with high working values and society values, participative, creative, communicative, with a whole complex and humanistic vision of the reality and carriers of a peace culture" (Ruedas, 2016, p.29)

From this point, it is required that the national entities of higher education can design policies of a greater coverage, such as the promotion and participation of teachers to scholarship openings for postgraduate studies, since every time there is a greater need for professionalizing them.

Finally, the implementation of pedagogical practices leading to the development of skills and competences in the area of administration enable teachers to conduct student's development not only at a professional stage, but also in a personal setting, thus making significant contributions to society.

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