

Another pedagogical and didactic discourse on teaching geography in everyday school work*

Otro discurso pedagógico y didáctico sobre la enseñanza de la geografía en el trabajo escolar cotidiano

Outro discurso pedagógico e didático sobre o ensino da geografia no trabalho escolar cotidiano

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Abstract

This paper focuses on an explanation of a different pedagogical discourse on the teaching of geography in everyday school context. It is important for people to have knowledge about this field of science because they need to know about the complex issues related to environmental, geographical and social situation in today's world. Training processes reveal an emphasis on the traditional foundations of descriptive geography that allow teachers to ensure the transmission of the educational program content. To do this research, an exhaustive literature review was conducted; the problem was clarified and determined in order to analyze the events related to this educational work, such as its impact in explaining the geographical reality. Therefore, there is an urgent need to show a pedagogical renewal in accordance with the realities of the globalized era. That is why a set of pedagogical guidelines are presented in order to encourage changes in the way geography is being taught so as to generate the transformation of educational approaches in school.

Key words: Pedagogical and didactic discourse, Geographic education, School practice.

Resumen

El propósito del artículo es explicar en forma analítica otro discurso pedagógico y didáctico sobre la enseñanza de la geografía en el trabajo escolar cotidiano. Se asume que mientras se incrementa la importancia de este campo del conocimiento en el mundo globalizado y la necesidad de alfabetizar a los ciudadanos sobre la compleja situación ambiental, geográfica y social, sus procesos formativos revelan el énfasis en los fundamentos tradicionales de la geografía descriptiva y la transmisividad pedagógica de contenidos programáticos. Esta problemática determinó realizar una consulta bibliográfica y formular un plan-teamiento que analiza los acontecimientos de esta labor educativa, sus repercusiones en la explicación en la realidad geográfica y destaca el apremio de su renovación acorde con las realidades de la época globalizada. Concluye al ofrecer orientaciones pedagógicas y didácticas con el ánimo de estimular una transformación en la práctica escolar de la enseñanza geográfica.

Palabras clave: Discurso pedagógico y didáctico, Enseñanza geográfica, Práctica escolar.

Resumo

O objetivo do artigo é explicar analiticamente outro discurso educacional e didático sobre o ensino da geografia no trabalho cotidiano escolar. Supõe-se que, embora aumenta a importância deste campo do conhecimento no mundo globalizado e a necessidade de se educar aos cidadãos sobre a complexa situação ambiental, geográfica e social, seus processos educacionais revelam a ênfase sobre os fundamentos tradicionais da geografia descritiva e a transmissibilidade pedagógica de conteúdos programáticos. Esta problemática determinou a realização de uma consulta bibliográfica e a formular uma abordagem que analisa os acontecimentos deste trabalho educativo, o seu impacto na explicação da realidade geográfica e enfatiza a urgência de renovação de acordo com as realidades da era globalizada. A conclusão oferece orientações pedagógicas e didáticas com o objetivo de estimular uma transformação na prática escolar do ensino geográfico.

Palavras-chave: Ensino e ensino discurso, Educação geográfica, Prática escolar.

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Introduction

At the beginning of the new millennium, the theme of teaching geography grows in its discussion of its course according to the new times, the demand for a more humanistic and social accent, the structuring of curricula more focused on research and the challenges of improving the formative quality of their daily school practice. Essentially, it is a priority to modernize its traditional orientation of transmitting programmatic contents for the integral formation of citizens.

The question has been an object since the twentieth century, from an interesting conversation between experts that underpinned the refocused pedagogical and didactic options, underpinned by the application of methodological strategies, considered as the option to transform their training work. Initially, the sustained argument was to orient the teaching with the jump from the transmission of theory to the systematized experience in processes of activities structured by the specialized teachers.

At the end of the twentieth century and the beginning of the new millennium, another change is promoted that not only assumes knowledge but also worries about didactic strategies and focuses the theoretical and practical harmony on the formation of attitudes; essentially, in the formation of critical consciousness. This work implies that the educative act must assume the complexities experienced at

the time of development, the scientific-technological revolution, the paradigmatic-epistemological advances and the empirical knowledge of the teachers.

Therefore, the interest is to explain another pedagogical and didactic discourse on the teaching of geography in everyday school work. In this regard, a bibliographic consultation was conducted and an approach was structured on the pedagogical and didactic perspective that addresses the geographical reality in the contemporary world. In addition, we reflect on the pedagogical and didactic renewal to confront the geographical reality and, finally, to reason about the urgent change that requires the geographical teaching

The pedagogical and didactic perspective to address the geographical reality

At the beginning of the new millennium, there has been a discussion on pedagogical and didactic explanations formulated with the purpose of improving the formative quality of the educational action. In order to humanize the community, from geographic literacy centered on contributing to forge critical awareness before the complex, difficult and convoluted scenario of the contemporary world. In fact, geographical teaching must not only focus on transmitting content but also use strategies and form values.

Faced with the challenge of proposing an educational model according to the time, it is

necessary to take into account the realities that daily communities live in their own places, as well as the circumstances divulged by the social media, with the accent of prominent, due to its dissonance with globalized habitually. In principle, it becomes convenient to understand the geohistorical situation where the facts unfold; That is, it is requested to assume the moment when the event occurs.

Likewise, it is imperative to understand the importance of participation and social protagonism, because it is a natural and spontaneous action where citizens reveal their empirical background, as well as transfer information and news in the understanding of their behavior as a community. It is fully justified by the fact of originating the arguments used to explain the reality lived, as of the exercise of analytical ability.

From Souto's (2003) perspective, this formative orientation based on social performance harmonizes the possibility of understanding the accelerated sense of time, the current uncertainty and the massification of news, statements, and reports on multiple topics. It is to assume the eventuality of the "Explosion of Information" and the "Knowledge Society". Therefore, the need for a formative action with renovating capacity in the teaching and learning processes.

Contemporary society has the excellent possibility of access to an explosion of data of a

different nature. The technological revolution sustained in microelectronic engineering has driven the satellite advances and with that the opportunity to achieve the reach and global coverage of the communications. Now, from any community, you can have contact with the rest and give rise to a planetary diversity at the moment and without border, language and cultural setbacks.

The occasion is the novel way of obtaining news, information and knowledge since it is the easiest access to numerous, diverse and varied data on the various themes of this discipline, as well as other related fields of knowledge. Indisputably that there derive the formulation of questions about education, and in particular with the loss of the exclusivity of education, traditionally assigned to the school.

In effect, the formative processes for teaching and learning must assume in the act of facilitating the educational action, to the habitual realities understood as characteristics of the socio-historical conditions of the contemporary world. These events, both in their success and in their effects, are of a forced and unavoidable accent and deserve to be addressed in school activity; even more so, when changes and their transformations of the moment are daily, such as their repercussions on society and on the geohistorical reality.

From Hollman's perspective (2008) edu-

cation is affected by the behavior of the time, in relation to the accelerated movement, the extraordinary advances in the disciplines, the impulse of interdisciplinarity, the paradigmatic and epistemological turn, the technological revolution, while the school is revealed with a slow backward and obsolete action. Specifically, what is taught in the classroom is notoriously different from conceptual and methodological advances, in terms of new knowledge and practices.

But a basic aspect to understand the complexity that reveals the weakness of the formative work is represented by the fact of confusing information with knowledge. Simply from the media, you can have a brief appreciation of events, but without originating the analytic-reflective processes. The priority is to use the image to fix a data in the collective mind, from the audiovisual, for the purpose of alienating and manipulating the views of citizens.

Therefore, it is increasingly necessary that the practice of education, in its pedagogical and didactic work, check their traditional memory perspective and exercise reasoning, criticism and analytical thinking against education focused on the passive formation of obedient, neutral and apolitical people. It means then knowing must be the task of the integration of experience-theory-practice, to analytically decipher reality, as well as virtual reality. In this regard, Tobio (2008) clarifies:

When we link with the reality we generally give more importance to experience and discard the theoretical foundations. Consequently, we continue to see the same with common sense and/or intuition. In reviewing reality from the empirical the explanation will be redounded and it will be avoided to penetrate the unknowns of what I see. If one goes to the theory, it means to give importance to scientific knowledge, either notions or categories (s / p).

The statement supposes, not to discard the empirical, but to erect it as a basic opportunity to know; that is, a starting point. The essential thing is to take the leap from experience to harmonize your understanding with the theoretical foundations that support it and put it into practice from the elaboration of questions. The result will be a new knowledge, derived from valuing the everyday, the theory that explains it and the application of concepts in the explanation of reality.

Since the eighties of the twentieth century, Lacueva (1989) expressed his concern about the teaching developed in the daily activity of the classroom. His concern highlighted his limited capacity to address the socio-historical and geo-historical problems of the contemporary world. With his performance as functional, mechanical and linear, he already had difficulty in dealing with the complexity, chaos, diversity and dynamism of the time, due to his positivist accent.

From the perspective of González (2009) with this scientific orientation: the pretension to study the reality part by part means to put into practice the simplistic and reductionist scheme in the construction of knowledge because a knowledge that is broken down inevitably produces a mutilated and incomplete knowledge” (p.64). The affirmation leads to understanding that the fragmentation of the real deviates and denatures the explanation by understanding what is studied as the accumulation of parts, in the coexistence of a summation.

Offering an analysis from the portions of a situation becomes convoluted when it is visualized that the events show in its development and habitual transformation with a trait of the accelerated change. Consequently, the simplification shows the priority of the holographic, the systemic and the ecological and involves avoiding the contemplation of what happens by an active participation with protagonism and social responsibility. In this regard, González (2009) stated:

The truth is that we live in a socially complex world, in complex contexts, and basically from the educational action, we handle it under a reductionist didactic which is a serious mistake to learn and teach in a complex. We have to ensure that the educational actors palpate, live and understand the complexity (p.64).

From the statement, the educational act must be conceived to approach analytically the thematics and problematics, as its characteristic of difficult, arduous, rugged and changing. It is not easy to assume as an object of study from the fragmentation from its constituent parts since the facts began to manifest with the feature of the complex. The entangled and shaggy of the geographical circumstances become daily complex, within the framework of the time, impregnated with accelerated metamorphosis every day.

The previous situation translates into the pedagogic and didactic action the urgency of the renovation, as well as the formative adjustment to the new demands to educate citizens at the beginning of the new millennium. Naturally, new approaches are usual, as well as other responses considered innovative in the possibility of promoting the elaboration of options that seek recognition, validity, and trustworthiness to support a citizen formation according to the current era.

In this regard, in the words of Cordero and Svarzman (2007), it is necessary to review the transmissive educational purpose for the purpose centered on the integral formation of the citizen. It means for geographical teaching the responsibility of explaining the geography of the place, renewing its pedagogical and didactic orientation, facilitating critical learning, exercising problematization of contents and developing the analytical-critical explanation of community problems.

Likewise, it is important to conceive that before the unusual frequency of manipulation and mediatic alienation, it is essential from the educative act, to contribute to teaching to respect analytical modes of thinking argued and to tolerate the plurality of thought; understand that in the face of information and conceptual diversity, teaching and learning processes must be based on fundamentals that ensure the validity and reliability of scientific analysis.

In this regard, Rodríguez (2008) recommends that geography teaching should take into account the aspects cited as essential changes, facing the challenges of the globalized world. This results in the innovation of educational literacy from the transmission of notions and concepts specific to geographic descriptive and overcomes the repercussions derived from the emphasis and privileges granted by the affection to the educational and didactic foundations of the nineteenth century. For Rodríguez (2008), among the weaknesses that affect this teaching, are:

- a) Liberal or academic tradition: to enrich the mental life; b) Meet the needs and interests of students; c) Preparing human resources for the labor market (Competences)
- d) Traits: Passive acceptance of scientific truths, transmission of static knowledge, pedagogical mechanisms to reproduce knowledge, evade discussion of current issues and curricular continuity (s/p)

In fact, the aspects described reveal the disturbing gap between the historical reality

and its development unrelated to the events of the moment; especially, the increase of dehumanization. What is striking is that these fundamentals are still common in the curricula developed to renew the educative act, where it deprives the structure of subject disciplines, characterized by their conceptual obsolescence.

Then it is reasonable to understand that despite educational reforms that are frequently applied in the twentieth century still prevails in school geography, a pedagogical and didactic work, sustained in knowledge and practices, whose distance from academic geography is very significant and counterproductive. This implies the challenge of revising and renewing the educational purpose, the curricular fundamentals and the daily school practice of geographic teaching. There, it is urgent to update its accent that is lagging and the disciplinary fragmentation.

Precisely, these aspects have difficulty to originate the immobility, the paralysis, and obstruction of the changes of this field of the knowledge, according to the conditions of the time. The adverse is the impediment of being able to make the leap of intellectual development to the integral formation of the citizens; that is to say, to advance from the receiving mentality, to the analytical mentality and the active and protagonist participation that demands the citizen behavior of the complex and dynamic historical present.

The pedagogical and didactic activity shows support of a scheme of linear and mechanical character where it can be appreciated with ease the teach-learn dichotomy. It means that what is taught is immediately learned, but without translation and transference in citizen and community practice. This is the positivist version transcribed in behavioral psychology stimulus-response. With that, the relationship facilitating content involves being learned is refined.

Consequently, non-ideological and apolitical neutral behaviors are set, contradictory with reasoning and constructive criticism. That is why it is necessary to guide the teaching and learning processes to decipher the immediate environment to the school. That is why contact with reality is appropriate so that the teaching of geography helps to explain the community scenario, by intervening with activities of scientific and pedagogical foundation formative of the critical conscience.

A renewed pedagogical and didactic perspective to address the geographical reality

In the initiative to formulate a renewed orientation of pedagogy and didactics coherent with the circumstances of the contemporary world, it becomes essential to assume the scene of the time as an inescapable reference in the understanding of the geographical situations of the present time. It is considered that any analysis must be carried out within the framework of the development of its historical mo-

ment because, in one way or another, the facts manifest the conditions of its present.

In this way, the visions must be developed from an integral perspective, holistic and systemic. Therefore, they force to assume the context where the events, the thematic and the problematic are revealed, because they reflect the conditions where they occur, as of their historical time. The events show in their success the evidence of the testimonies and details of the development period, its details, and characteristics. This implies assuming the point of view of Rodríguez (2008), as for in the present:

...has generated a new culture whose most outstanding symptoms, among many, are pluralism, weakness of beliefs, moral relativism, lack of ideologies, a new perspective in the capture of fundamentally human values and in what transient and ephemeral is opposed to the stable and durable of the previous cultural stage. Changes that have also occurred in an accelerated way and demand adequate responses (p.2).

This is a new geohistorical situation that has been called with several qualifiers, among which we can mention: new world order, globalization, global village, globalized world. What is certain is the integral appreciation of the planet in its cultures and civilizations where they have deprived the market, financial integration and communicational uniqueness, to offer the unitary image of the globe. There-

fore, a culture of the emerging changes of globalized effects is in development.

In this situation, in the words of Santiago Bondel (2008), they are revealed in a daily form "... conflictive situations of old data, as well as violence of a new type, such as terrorism and drug trafficking, coupled with mass displacements of people to generate significant territorial impacts, migrations from camp to city or from poor regions to prosperous regions "(s/p); that is to say, a circumstance where the advances originated by the progress and the scientific and technological inventiveness coexist with the usual community vicissitudes.

If this entanglement is universal, it implies for the teaching of the geography to contribute with a foundation that allows the citizens to explain in reasoned and with proposals of change to the geographical difficulties of its immediate surroundings. It is to begin by paying attention to the problems that affect the naturalness of the reality lived by the inhabitants of the communities. It is to look back at the locality where people experience the territory-community relationship.

Santiago Bondel (2008) promotes a contribution to the required turn when he said that in view of the indisputable complexity of the contemporary world, teaching geography must provide pedagogy and didactics that links school geography with the challenges confronted by citizens. The level of setbacks needs

to address the issues and problems of the place, as a step to contribute from the communities to improve the planetary quality of life.

Therefore, it is disturbing that the frequent importation of educational models to transform the realities during the eighty and ninety of the twentieth century, in Latin America and the Caribbean. According to Sousa (2009), this means educating citizens with theories that are foreign to their own circumstances, since they are distant and discordant to the complex historical needs derived from the backwardness caused by colonialism and neocolonialism. Although the fundamentals, pedagogy, didactics and geography were improved repeatedly.

The theoretical import considered two teaching and didactic currents. These were valued as the right ones to contribute with the mentioned aspiration. In principle, behaviorism was used. This option had in the Organization of American States (OAS) the promoter of its application. In this regard, the emphasis was placed on the need to offer a science-based approach consistent with the challenge of overcoming the traditional metaphysical speculation, concerned with intellectualism.

As for to the constructivism, this option was used to the importance assigned to the theory of evolutionary epistemology founded by Jean Piaget and significant translation in pedagogy and didactics. The attention to this proposal had justification in the educational

reform raised in Spain, by Dr. Cesar Coll. Also, given the relevance assigned to the novelty of its foundations, it soon became interesting to promote educational reforms from this perspective. According to Gudiño (2011), the following implies:

Theories or approaches to learning, and therefore the educational ones, arise and become scientific episteme once the psychology assumes its precepts and estates from a scientific perspective. They are shaped and structured with the purpose of describing the way by which the man will travel to acquire learning. Consequently, they become epistemological theories because they construct statements or propositions that explain according to their ideological position, the form and the way in which the human being acquires its learning; and how this is transformed into knowledge (p. 298).

From this perspective, both behaviorism and constructivism have been assumed as the essential and basic orientation to support theoretically and methodologically the pedagogical and didactic activity. Thus, while behaviorism regards the mind as static and receptive to data, constructivism conceives it as a productive dynamic of new knowledge. While both focus on the mind and promote the practice, this has little derivation in the critical participation and social protagonism of the learner.

In this regard, says De Sousa Santos (2009)

“In effect, the rationality that dominates in the North has had an enormous influence on all our ways of thinking, our sciences, our conceptions of life and the world “(p.20). However, curricular innovation persists in supporting the positivist, as the exclusivity to educate, it is necessary to take into account the paradigmatic and epistemological renewal of science, with the orientations of qualitative science, as it facilitates other ways of elaborating knowledge.

However, both approaches: behaviorism and constructivism, were the support in the curricular reforms since the middle of the twentieth century, indisputably that the purpose of both initiatives was to renew the validity of traditional pedagogical and didactic foundations. However, its application has not achieved the expected results to contribute to the formation of citizens, because they are elaborated for socio-historic contexts different from Latin American and Caribbean idiosyncrasies. The statement, according to De Sousa Santos (2009):

...our great theories of social science were produced in three or four countries in the North. So our first problem for people living in the South is that theories are out of place: they do not really fit our social realities. It has always been necessary for us to investigate a way in which theory fits our reality (p. 15).

From this point of view, both behaviorism

and constructivism, due to their formative nature in accordance with the realities of the northern hemisphere, present the weakness of being out of phase with the real context of the southern hemisphere where they have been applied. In principle, it has become complicated and difficult to adjust the training of citizens living in historical circumstances of colonialism and neocolonialism, with orientations for developed, industrialized and hegemonic countries in world geopolitics.

This fact gives rise to an unfavorable and counterproductive problem since is about promoting an educational formation with theoretical and methodological foundations that are inconsistent with the culture and the geohistorical regional situation of the south. Obviously, this means homogenizing two scenarios of sociohistorical conditions that are remarkably different and even contradictory. Consequently, in this case, it is necessary to propose a geographical education in correspondence with the Latin American and Caribbean situation itself.

In principle, it involves considering the possibility of adjusting the approaches according to the circumstances lived, an educational purpose, a curriculum adjusted to the regional peculiarity, pedagogical and didactic processes according to the ways of teaching and learning, proper to the cultural and civilizing nature of the subcontinent. It is to educate citizens from their own spatiality, built in the interrelationship society-territory.

It is reasonable to understand the imperative need for alternatives that serve as support to promote an education oriented to humanize the population, to exercise a coexistence with nature conceived in the concepts of the Pachamama, sensitize the ancestral vision of solidarity, protection, and safeguarding of the healthy and balanced environment, among other aspects. Consequently, an open, divergent and remarkably critical thinking is required to analyze the lived geographical reality and manage its changes.

It implies that to understand the situations at different scales, demands as a requirement to overcome the contemplative position of the physical-natural features of the earth's surface and to approach its existence with participation and protagonism, while adjusting the explanation from the chords theoretical foundations, and then from theory to return to reality. One requirement is to make visible what is hidden in what is perceived in the geographic conglomerate analyzed

As it is urgent to distance the exogenous theories used to support the common pedagogical and didactic practice in curricular designs, the fact of focusing the formative processes on the activity of the classroom, makes it difficult to appeal on the experiences of citizens to understand their complexity. Therefore, being attached to objectifying the observed, it is now didactically possible to invisibilize the occult, allowing itself to search the real and ob-

tain the causal reasons for the problems and to decipher what is seen from the interpretative point of view.

In the opinion of Gómez and López (2008), it is to elaborate the geographical knowledge from the active participation and critical analysis of the social reality that characterizes the territories of the globalized world; in particular, of the communities. The punctual is to advance with a reflective, analytical, critical and creative training activity, as well as an exercise in daily from the active participation to address the situations of the community and the most representative cases of the global scenario, made known by the media work.

A rethinking of the transmission of programmatic contents should be carried out for its previous discussion that promotes the understanding of their meaning and implications, and then directs pedagogical and didactic processes conducive to explaining the circumstances lived by citizens as inhabitants of a community. What stands out will be to contribute to the formation of citizens with the interpretive capacity of the complex and changing reality of the world today.

Considering a geographic teaching of a renewed accent is to facilitate programmatic content coherent with the attention of the setbacks that the society lives, to put into practice didactic strategies sustained in paradigmatic and epistemological innovation and contrib-

ute to the formation of critical consciousness. That is to exercise the interrogation of the geographical reality, as well as to train explanatory rationality.

Hence the interest in reducing the importance assigned to memorization as the manifestation of learning and assigning little relevance to priority activities for the human essence, such as thinking, reasoning and arguing with arguments. Hence the attention of activating the mind with analytic-critical reasoning, the exercise of explanations derived from questioning interpretations sustained from concepts and experiences. This is another way of looking at the world, reality, and life, according to Careaga (2004):

Traditional teaching privileged the teaching of information, mainly data. Later the step was taken towards structured contents. Skills and skills are nowadays privileged. But it is not enough to have organized ideas. The new challenge is to learn to create knowledge; that is, learn to conclude, investigate, propose, argue, ask, read, etc. (S / p).

The previous approach reveals the importance of the change from transmissivity towards other forms to elaborate knowledge. It is necessary to appreciate that the pedagogical and didactic processes must be adjusted to the new needs of the society, as well as to the understanding of the emergent and convoluted geographical realities. It is no longer just to

give content but also to know how to apply the strategy to develop the learning process. This must be complemented by attitudinal training and critical awareness.

In this sense, the activity must be conceived within the framework of the incentive of the active participation of the learner, in a task that triggers other activities on a scale of increasing complexity; that is to say, it is not only to go to the classroom but also to be involved in the processes that analyze the objects of study in a reasoned form and in permanent questioning. This implies the exercise of the inquiring work that deserves to seek, process and transform data in knowledge as an alternative to the aspirational formative change.

Towards the change to the pedagogical and didactic orientation of the geographical teaching

In the contemporary world still worries that in the geography taught in the schools the transmission of data of the developed nature persists, in the words of Prieto (1995) with a pedagogical action and positivist didactic, limited to provide data of the immovable geographical reality. What is striking is the scientific knowledge that is attributed to him whose "... printed handwriting makes it unquestionable to accept that knowledge that manifests itself as "sacred "to omit its human origin" (p. 4).

When assigning relevance to the static conception of the real, this contradicts what

happened in the dynamic globalized world, because it constitutes a real epistemic obstacle that affects the processes of teaching and learning of geography, originating from the qualitative foundations of science. Consequently, this statement justifies contradicting the importance assigned in school geography, to the description of nature with data of absolute sign, because of that, for Prieto (1995) means the following:

Knowledge is given as absolute truths in the processes and those are reduced to facts, relationships and contradictions are ruled out and reality is idealized and schematized ... school should be a place of creation, reconstruction, and application of social and historically constructed knowledge (p. 5).

Therefore, by maintaining as a prerogative, in the daily school practice, to the facilitation of absolute truths exposed in programmatic contents that are resistant to the curricular change, brings as a consequence, to leave aside the initiatives of renewal that like proposals, they abound in diverse scientific and pedagogical publications.

As a consequence, it is reasonable to understand that for Prieto (1995) the revision of the directionality required by the teaching of geography, obliges to consider essential aspects with the capacity to lay the foundations of a pedagogical and didactic change. From its analytical perspective, it is necessary to con-

textualize teaching and learning in the globalized world, to privilege the place, to stir up the reflection-action relation, to contribute to the formation of the creative, critical and scientific spirit, among other aspects.

The previous aspects try to attend to the social-historical dynamics, insofar as it found knowledge and practices conducive to forming a solid conception of the world, reality, and life, as well as promoting on a day-to-day basis the possibility of interacting with others in an active and protagonist way. Accordingly, the formative activity of pedagogy and didactics must be translated into the formation of citizens, as actors and transformers of the society-nature relationship.

It is necessary to understand that the priority of geographic teaching must be to take into account the reality historically originated by human groups by taking advantage of the potential offered by the occupied territory. It is there where the analytical reflection must be aimed at trying to understand the reasons for the existence of the inhabited place. Likewise, in critically reasoning about what is observed, the culture originated by the interrelation of society and nature in the historical evolution of the community will also emerge. This circumstance implies for Gómez and López (2008) the following:

The analysis of the territory; considered as synonymous with geographical space; al-

lows the interpretation of different realities through the process of appropriation and the use that the different social actors make of the territory, starting from the analysis of the traces that have left (territorialization). As well, the development of the feeling of belonging that society expresses in the territory, whether material or symbolic; gives us an approximation to the explanation of complex geographic processes (p.62).

Given the above, the challenge for the teaching of geography, according to the indicated, is to make the epistemic leap from descriptive geography, used as a scientific discipline and the pedagogy of nineteenth-century foundations. It's affection to the transmissive orientation diminishes the importance to the renewed elaborations of the knowledge, raised as demands of the innovation in the processes of literacy that the geography must realize in the complexity of the contemporary world.

For example, the themes and problems lived by the collectives in the various regions of the planet, demanded of renewed explanations, as of updated pedagogical and didactic approaches. It is then necessary to interfere in the realities, to find in them the reasons that explain their events; That is to say, it is essential to experience events from other perspectives more in line with the sociohistorical development of the facts, in search of integral, systemic and ecological interpretations.

As the purpose is to geographically educate, what is requested is to understand the community's geographical reality. For that, it is obligatory to consider the participation of the students in the diagnosis of the daily situations in the direction of reasoning about their causality and repercussions in the community. In this way, the intended result must be to understand the reality of the place, from the critical and constructive analysis that addresses the geographic scenario for the purpose of improving the quality of collective life.

Taking into account the previous aspects, it is necessary to recognize that initiatives have been taken in this direction. For example, Benejam (1992) considered the convenience of overcoming the repetitive incidence of traditional foundations in pedagogy and didactics applied to teach geography. Likewise, he emphasized the frequent and redundant rejection of the change that the teachers present before the innovative proposals based on the paradigmatic and epistemic turn to renew the daily pedagogical practice. In this regard, he proposes:

- a) The exploration of students' previous ideas about the humanized space.
- b) The introduction of new geographical concepts.
- c) The application of new ideas to the solution of problems
- d) Moving from constructivism to critical awareness and social responsibility.

With this Benejam contribution, geographical teaching assumes the importance of recognizing the students' basis for managing the pedagogical and didactic intervention of the reality under study. Knowing the previous ideas involves learning significantly the programmatic contents, allowing the active participation in the approach of the geographical problems and to lay the basis of the critical conscience. Another contribution is described by Quinquer (2001) who proposes:

- a) To develop the interpretative capacity.
- b) Analyze the information critically.
- c) Contrast information, conceptions, interpretations.
- d) Exercise the facility to communicate ideas.
- e) Argue causality, development, and prospects.
- f) Reflect critically to offer original, creative and innovative ideas.

With the aforementioned author the geographical teaching must be related to the conditions of the historical moment. Therefore, it is necessary to develop the interpretive capacity, the critical analysis of diverse perspectives, the socialization of the findings, to foment the argumentative reflection, as well as to value the search of information, to listen with attention, to speak clearly, to develop readings and to write in appropriate form. Also relevant is the approach offered by Romero and Gómez (2008) who propose:

- a) The study of the local environment in which students live as a way of connecting with their immediate experiences.

- b) Explain the needs, themes, and situations of everyday life to learn in the way contrary to memorization.
- c) Understand that you live a complex, uncertain and fast moving period. Therefore, everything changes and nothing is stable and less absolute.
- d) It is essential to open the school to the new paradigms that science uses to obtain knowledge.

For the aforementioned authors, geographical teaching must consider as an object of study the community reality; in particular, the themes of everyday life such as the environmental, geographical and social difficulties of the place. This translates the fact of stimulating the understanding of the historical moment, the conditions of the time and in the theoretical and methodological foundations renewed from the paradigmatic and epistemological changes of the geography and the education.

The described approaches establish a comprehensive vision of the renewal that is must promote in the teaching of geography. It is urgent to pay attention to the students' experience, as an option to facilitate the programmatic contents and to address the situations that affect the communities. This implies encouraging the interpretation of the facts from the reflexive and critical analysis, made known with socializing actions supported by the communicative skill argued.

The analysis must be carried out within the context of the time and relate the local to the sociohistorical circumstance of the moment. It is to estimate the explanation in the scope of global events and their repercussions on localities. Thus, citizens will understand the complex, uncertain accent and the experience of the accelerated time movement. In fact, it is a jump from the naive school geography, to the careful and intelligent geography sustained in the emerging scientific paradigms and the elaboration of knowledge.

Before the complexity of the contemporary lapse, the challenge is to overcome the discard of the formative approaches of the critical approaches, the contemplation of the alienated spectator and the formation of nineteenth-century affection. The anachronism derived from these aspects hampers the formative quality of geographical teaching and irresponsibly strengthens apathy, reluctance, acrimony, neutrality, and polytheism. In effect, a teaching of distant geography and unrelated to the needs of contemporary society.

Final Considerations

Since the mid-twentieth century, given the new socio-historical realities emerged after the Second World War, geographical education has been the object of attention by scholars in this field of knowledge, in view of the contradictions revealed between the circumstances of the historical moment and the geographical formation that is provided to citizens from the

daily school practice, guided by theoretical and methodological foundations of origin in the nineteenth century.

The treatment of the problem has been the subject since the mid-twentieth century, despite the fact that frequent curricular reforms have been proposed, argued in reasoning in correspondence with the time and value the formation of educated, healthy and critical citizens. Therefore, it is concerned that precisely the knowledge and practices proposed, have not been translated effectively in the improvement of academic performance of everyday school practice.

The truth is that the obsolescence enunciated is strongly consolidated in the experience of teachers so attached to the rejection of change and alien to the scientific innovation of discipline, pedagogy, and didactics. One aspect of an indispensable quotation is represented by the distance between the paradigmatic and epistemological advances of contemporary science and its very limited repercussions on pedagogical and didactic processes in geographical teaching. In addition, the gap between academic geography and school geography is abysmal.

Actually, the educational training promoted in curricula and in geographic subjects, show their contradictions when the classroom events are scanned, where the development of an inadequate work, foreign and improper of

a correct literacy of the citizens, with the capacity to understand the complex world that they live. There is a need, therefore, not to stop the questioning of the strange formative action whose aims are harmful, unfortunate and disturbing.

The truth is that in the new contemporary geohistorical scenario, the possibilities for structuring an up-to-date and innovative vision of the teaching of the geography, in such a way that the formative processes, become significant options with the capacity to generate a geographic education that strengthens critical and constructive conscience, before the complex circumstances lived by the society. It is to reorient the educational purpose towards the formation of the citizens from a humanistic and ecological perspective.

The human and social direction obeys to learn to decipher the realities and implies to overcome the contemplative positions by the protagonist and participative action, when interacting the citizen with its geographical setting and to know the events in analytical and interpretative form.

Therefore, the coherent will be to stimulate didactic research by promoting the search, processing, and transformation of data in knowledge and then socialize the new knowledge of the issues and problems of the inhabitants of the community studied. Thus, the turn will be integral, both in knowledge, strategies, and

attitudes, with the purpose of training people aware of their own reality and the historical moment. Undoubtedly the change must be forceful and effective, as a significant achievement in the teaching of geography required to respond to the environmental, geographic and social setbacks that so many adversities cause society in the current era.

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