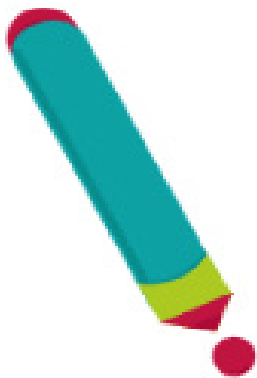


DIDACTICS IN THE TEACHING AND LEARNING OF HISTORY IN THE FIFTH GRADE.

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Abstract

There is no connection between History as a Social Science and its teaching process. This separation of practice and research has prompted attention to developing a project focused on History teaching. The main goal of this article is to examine the results of the educational and teaching diagnosis, which enable the teaching and learning of History for fifth-grade students at San Luis Gonzaga and Técnico Girardot high schools in Tùquerres, Nariño. This dismantling of practice and research has generated interest in developing a project focus on History teaching. The main of this article is to know the results about the educational and teaching in diagnosis stage, which make it possible to enhance the teaching – learning process for fifth grade students at San Luis Gonzaga and Técnico Girardot high school in Tùquerres – Nariño.

This dismantling of practice and research has generated interest in developing a project focused on History teaching. The main aim of this article is to present the results of the educational and teaching diagnosis, which make it possible to enhance the teaching-learning process of history for fifth-grade students at San Luis Gonzaga and Técnico Girardot high schools in Tùquerres, Nariño. First, it was realized a documentary analysis which look over the institutional curriculum, semi-structured interviews were created and applied to students and teachers.. These actions allow comparing the current situation of history teaching – learning in both institutions with the theoretical contributions and curricular guidelines of Social Science of National Ministry of Education. During the diagnosis, it was found that there are some pedagogical and curricular difficulties in the teaching- learning process. These issues led to the development of didactic proposal solution.

Key words: History, teaching, learning, didactics.

Resumen

En el campo educativo no existe conexión entre la historia como ciencia social y su enseñanza. Esa desarticulación entre la investigación y la práctica en las aulas ha generado el interés por desarrollar un proyecto enfocado en la didáctica de la historia. Este artículo tiene como objetivo dar a conocer los resultados de la etapa diagnóstica sobre los procesos pedagógicos, didácticos y curriculares que hacen posible la enseñanza y aprendizaje de la historia en el grado quinto en las instituciones educativas Técnico Girardot y San Luis Gonzaga del municipio de Tùquerres, departamento de Nariño. En un primer momento, se lleva a cabo un proceso de análisis documental direccionado a la

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revisión del currículo institucional y a la elaboración y aplicación de entrevistas semiestructuradas a docentes y estudiantes, estas acciones permiten confrontar la situación actual de la enseñanza aprendizaje de la historia en las dos instituciones con los aportes teóricos y los lineamientos curriculares de Ciencias Sociales del Ministerio de Educación Nacional. En el transcurso del diagnóstico se reconocieron algunas dificultades a nivel pedagógico, curricular y didáctico dentro del proceso de enseñanza-aprendizaje de la historia; estas llevaron a plantear una propuesta didáctica, como respuesta a dichas problemáticas.

Palabras Clave: Historia, enseñanza, aprendizaje, didáctica.

I. INTRODUCTION

The process of teaching and learning history has generated numerous discussions in the academic field, above all, after the political situation generated from signing the agreement of peace between the Colombian state and the guerrilla group called FARC. This agreement demanded to rethink the way of teaching History in Colombia in the basic education and vocational high school.

The law 1874 of 2017 emerges in the frame of the agreements of La Habana and reestablishes the compulsory of teaching the history of Colombia in elementary school to be deepened in high school. Under a critical approach oriented to strengthening the identity and the recognition of differences, this law contributes to the clarification of the truth and to the reparation of the victims of the armed conflict. On the other hand, the commission of truth and the center of memory were in charge of collecting testimonies of thousands of victims. This information permitted to make some didactic material, available in all the educational institutions in the country with the purpose to strengthen not only the curriculum contents but also the didactic strategies used in the classrooms. (Senate of the Republic of Colombia, 2017). As teaching History, stated since the nineties, is anchored in the curricular structure in the social science area; therefore, it is not considered as a subject or knowledge area in the elementary and high

school education. However, the new government politics demand to include the history of Colombia as a basic axle in the curricular structure of social sciences, where the competences of the own area must be articulated along with citizen competences, (Ministry of Education of the Republic of Colombia, 2023).

History, when it becomes an integral part of the social sciences must be developed under three competences: social thinking, perspective analysis and the reflexive, and systemic thinking (Colombian Institute for fostering and evaluation of superior education, 2015, page 51). These, in turn, are tackled by means of transversality of four competences (cognitive, procedural, valuation and socializing) each one with its own evidence of learning and performance indicator. Competences seen in the basic standards as competences (EBC – for its acronym), basic rights of learning (DBA) and curricular guidelines, whose implementation must be transversal in all levels of formation.

In that sense, it is necessary that the curricular organization for the teaching of History stated by the Ministry of education finds its support in the theoretical contributions of the pedagogical currents so the teacher acts assertively in their educational practice and be able to have constant feedback their knowledge and the didactic strategies to use.

At present, there is not any articulation between the formation objectives that the teaching of History states and the development of the critic thinking in the students. Therefore, "the scholar history should serve them to develop the ability to think historically the social reality in which their daily life develops so as the time goes by, they can develop the ability to analyze any social and cultural process" (Vega, 1998). The objective must be to teach History within Social Sciences from a critical perspective, so the generations recognize and understand their past beginning from a social approach, where the actors be related into a historical process and questioning problems arise that reflect the causality of an event. The teaching of History requires bringing up structural changes in thinking and in the acting of people, which is equivalent to form autonomous and critical human beings before reality.

According to Pantoja, "the teaching of History requires facing the complexity of the historical knowledge, by using explicative, comprehensive and propositive models to characterize the scholar History" (Pantoja Suarez, 2017). That is to say, it requires an articulation of the historical disciplinary knowledge and knowledge of the pedagogical and didactics of History, to generate

processes of didactic transposition in charge of structure knowledge assimilable to the students, specifically of the fifth grade; those processes require the compromise of teachers to approach to the theoretical disciplinary knowledge and to generate didactic strategies adjusted to the teaching of History from there.

In this sense, the didactic knowledge rises from the practice of teaching; however, but one thing is the teaching-learning process and another is teacher training to intervene in this process. As Pantoja mentions, didactics is the channel of communication between teaching History and learning History, which aims to train according to the requirements of the culture and at the same time to influence the development of the people and the communities in the present. (Pantoja Suarez, 2017) For this reason, didactics is necessary to strengthen knowledge and motivate the learning process of History beginning from the analysis and understanding of the reality of the contexts.

To organize the information, it was necessary to state three analysis categories: History, teaching and learning of History and didactics. The concept of History allows to understand the conceptions of teachers' and students' in contrast with theory, its purpose it to rethink the History that is taught in fifth grade and generate a broader vision which includes diverse social actors and which is concerned with unveiling the causality of historical processes. The teaching and learning category provides the necessary theoretical orientations under the light of the main contributions and innovations developed in this field of knowledge. On the other hand, didactics allows to know the strategies and activities used by teachers for the teaching of History.

One of the objectives of this study is precisely to identify the relationship between macro curriculum and micro curriculum to comprehend to understand the level of appropriation that educational institutions have of the curricular structure of the area of social sciences and History and how this is reflected in the classroom.

II. METHODOLOGY

The methodology used in the project was the educational investigation, which generated an approach to the scholar reality and let identify the current difficulties in the educational surroundings with the purpose to propose strategies that help to improve the problems

found. The aim of the research is to find out and explain the state of the teaching-learning of history in the fifth grade at the I.E. San Luis Gonzaga and "Técnico Girardot" High Schools, through a diagnosis based on the analysis of institutional documents and interviews with both teachers and students.

In addition, qualitative research was carried out, in which primary and secondary documentary sources were analyzed. The information made it possible to compare the data obtained during the data collection stage, both from the institutional documents of the two schools and from the interviews with teachers and students. This information was organized into categories: historical representation, teaching-learning of history, history didactics and evaluation. Each category of analysis was based on the information obtained from the institutional documents, which were compared with the teachers' interviews and corroborated by the interviews with the students, as well as a bibliographical review of some authors to support different theories.

In the primary sources is the analysis of the different government establishments as DBA (basic rights to learning), EBC (basic standards for competences), curriculum guidelines of Social science, PEI (Institutional Educational Project) and guides of self-management of each institution; in the secondary sources were used interviews to teachers and students. The objective was to describe and interpret how teachers of Social science are teaching History, under what parameters and contents they are following the process. This information was facilitated by the teachers in charge of this area, by means of evidences such as study plans, classroom plans and their same experience, etc.

In the next stage, interviews were conducted with students, where it was possible to contrast the information obtained from the teachers in the process of teaching and learning of History and didactics. This stage provided first-hand knowledge of the student's experience in the classes of History, which strategies attract their attention and which strategies, on the contrary, generate disinterest. Similarly, it was possible to learn about the curricular organization stipulated within the educational institutions, including the changes brought about as a result of the pandemic and how they were articulated in the social sciences and specifically in History.

Data collection techniques

Semi-structured in-depth interview: interviews are another key element in the research, as they bring the

researchers closer to the participating actors. According to Bisquerra, the objective of the semi-structured in-depth interview is to 'obtain information orally and in a personalized way, about events experienced and subjective aspects of the person such as beliefs, attitudes, opinions, values, in relation to the situation being studied' (Bisquerra, Alcaraz, Gómez, Beltrán, & Martínez, 2009). The aim is to understand how the teaching-learning of history is developed, taking into account the experience of the teachers and the opinion of the students. This involves recognizing their opinions and thoughts about history and its didactics. This information was recorded in a systematization matrix, where the questions and answers of the participants (teachers and students) were organized; an analysis matrix was also constructed based on the three research categories (History teaching, historical representation and History didactics).

Documentary analysis: this information gathering tool complements the work carried out with the interviews, as it allows contrasting and consolidating information through the review of different documents already written, according to the documents can be personal or official (Bisquerra, Alcaraz, Gómez, Beltrán, & Martínez, 2009), within which there is a great variety, in the case of the present research will be analyzed official documents, among which are: institutional educational projects (PEI), curriculums, contents, and daily lesson planners; this type of information generates an overall picture of how History is taught in these institutions.

This information also allowed for the analysis and interpretation of each category, based on the syntheses of the different actors interviewed. In some cases, the information collected was organized in a matrix, where the most relevant information for the research was filtered. The tables were designed for this research, both for IEPs, learning materials and lesson plans.

Through the triangulation of information, the data obtained during the data collection stage were compared, the institutional documents of the two schools were analyzed, and interviews were conducted with teachers and students. This made it possible to confront the approaches of the institutional documents with the educational reality, as well as to make a parallel with the two institutions under study. This information was organized into the following categories: representation of history, teaching and learning, and didactics of history. In addition, the bibliographical review of some authors was used to provide theoretical support for the analysis of the information.

A. *Unit of Analysis*

This research was carried out in the fifth grade of elementary school of San Luis Gonzaga and Técnico Girardot High Schools, located in the municipality of Túquerres.

Currently, in the fifth grade of the San Luis Gonzaga High School, there are five grades: 5-1 with 34 students, 5-2 with 36, 5-3 with 33, 5-4 with 33, and 5-5 with 32 students to totalize 198; their ages range from 9 to 11 years old. The children come mostly from the urban area, and from small towns and villages nearby. Starting from the third scholar year up to the fifth grades the school program is divided into groups of subjects. Therefore, in the fifth grade the students have three different teachers since 2020, like this: Social science, English, Informatics and Language subjects are taught by a teacher graduated in Social Science; Math, Artistic, Religion subjects are taught by a teacher graduated in Basic Elementary Education and Natural Science and Reading are taught by a teacher graduated in Basic Elementary Education specialized in Natural Science.

As it was mentioned above, the research will be carried out in the fifth grade of the Fatima School, which has a teaching staff of five multi-disciplinary teachers who work in grades from first to the fifth and a teacher for pre-school. The school offers educational service to 130 students; within the campus there is only one class per grade. The fifth grade is made up by 22 students, 12 are female and 10 are male. Their ages range from 10 to 11 years old. The population that attends Fatima school is from nearby neighborhoods, (Fatima, Voladero, Ipain, el Faro, La Inmaculada and the village of la Guayaquila).

III. RESULTS

The preliminary results of the research will be presented according to the three research categories, in that order, beginning with a brief theoretical synthesis, followed by the description and analysis of the findings in each educational institution and finally, it is analyzed the teachers and students' vision in relationship to History and Didactics.

A. *Teaching-learning of History.*

The teaching of history in Colombia is linked to the curricular guidelines for the Social sciences, created 20 years ago within the frame of the educational reforms that originated in the country after the creation of Law 115 of education in 1994. These guidelines cover the teaching

guidelines for all the disciplines that make up the social sciences, including history. The curriculum is organized in such a way that all the thematic contents must be developed in an interdisciplinary and transversal manner in each grade, which means that historical knowledge must be related to political, economic, social, and cultural knowledge; the basic standards for competencies (EBC) and the basic learning rights (DBA) have organized the contents and competencies for each grade of schooling, which implies the existence of specific competencies focused on strengthening historical knowledge in both elementary and high school education.

According to the Ministry of Education, the teaching of history should be linked to the teaching objectives of the Social Sciences, aimed at the reflection of social phenomena beyond the level of interpretation and understanding of the facts. It is then the systematic research the means that promotes knowledge about the social for the pursuit of the welfare of humanity and the peaceful coexistence of the different members (Ministry of National Education, 2006). Similarly, the Basic Standards for Social Sciences competencies establish "that students can access the knowledge and understanding of the basic concepts required to approach the dynamic, plural and complex nature of human societies" (Ministry of National Education, 2006). To this extent, the purpose of teaching history is to learn about the past of individuals, through the assimilation of basic concepts of the social and historical sphere that allow individuals to find themselves in the difference and act in favor of peaceful coexistence.

Having understood some general aspects of the curricular guidelines for the Social sciences, it is evident that both institutions have different ways of articulating the macro curriculum required by the ministry of education, with the PEI (Institutional educational project), the area plans and homework guides. On the one hand, the IE Técnico Girardot shows better curricular organization, the institutional documents are periodically restructured and show relationship between the formation objectives, competences and the institutional profile, this in turn is reflected in the curriculum, where the programmatic contents are contained in agreement with the EBC and DBA.

In San Luis Gonzaga School, on the other hand, there is less curricular articulation, there is not coherence between PEI and the area plan yet. In fact, the PEI is being constructed and the social science area project is being reduced to the curriculum frameworks, i.e., there aren't any objectives or methodological or conceptual frame

that support the teaching and learning processes of the area. In addition, the curriculum frameworks maintain a traditional organization composed of achievements, indicators, knowledge and evaluation; the competency-based model, despite being mentioned in the PEI, is not developed within the frameworks.

The historical contents suggested for fifth grade within the area of social science are focused on the history of Colombia during 15th, 19th, and 20th centuries, where topics related to the colony, independence, the republic making, technological advances in the (20th) century and political and social formations in the first half of the 20th century are addressed. Likewise, each institution organizes the suggested contents according to their own criteria. In the case of I.E. San Luis Gonzaga, greater relevance is given to local and regional history since the first grade, with topics related to places, characters, important events in Túquerres, history of Nariño, original peoples of the municipality; however, there is a scarce articulation between national and regional events. On the other hand, in the I.E. Técnico Girardot, although the curriculum is organized in the order stipulated by the DBA, regional themes are not prioritized, which generates large gaps in local historical knowledge.

To deepen into the difficulties of the teaching-learning process of history, the teachers mention "History is taken as a narration of events in an isolated way, without being compared to the present, so it is difficult to get a critical and analytical spirit of the present time. The history of our small homeland is left aside and much importance is given to universal history, especially in high school, leaving many gaps to be understood" (Guerrero, 2021). The thesis supported by the teacher exposes the scarce training in history didactics and expresses concern about how to address such issue when different factors are involved: teaching qualification, professional profile, time intensity, scarce training, among others. Therefore, the teacher cannot be held solely responsible for the teaching process.

Another of the teachers interviewed states the following: one of the issues that I can observe from my experience is that the historical formation is mostly given in the fifth grade, but in the lower grades the focus is on Geography, therefore, there is not a common thread in the processes of teaching history. In addition, the topics are addressed sporadically with no real contextualization of the contents, that's why the students are unaware of the regional history" (Cifuentes, 2021). The students of the IE Técnico Girardot, who express having elaborated maps, studied borders, countries, departments, location

of the earth, time zones, (Guerrero A, 2021), corroborated this information. This is due to a certain extent to the provisions of the Ministry of education regarding the social science curriculum, within which spatial geographic knowledge is developed in the first, second and third grades; while the teaching of history is intensified from the fourth grade onwards. In addition, history topics are not related to the context, and this results in poor reflection of the historical topics.

When students are enquired about the knowledge they have acquired about Social sciences and History, most of them mention historical events such as the discovery, slavery, independence, and the commoners' revolution and remember some characters in the local and national context such as Simon Bolivar, Christopher Columbus and Manuela Cumbal. The students remember these events in a very general way, but they don't relate them with the causes and consequences, which generates a lack of knowledge of the historical processes, the students memorize the date, the event and the character, they don't go beyond that. For this reason, it is understood that they do not see History as a process, but as a set of isolated events, without any relationship or link, even less, they manage to relate the facts with the reality of their contexts since national history has been taught from the institutional narratives. In relation to Social sciences, students remember some traditions of Tuquerres such as the carnivals, typical dishes of the region and indigenous communities existing in their territory. With respect to these topics, greater retentiveness can be evidenced, since they are the stories of their town or community

B. Representation of history.

The Ministry of National Education requires within the competences in social science to analyze historical dimensions of events, issues and social phenomena. Students must locate in time and space the historical events and social practices. (Ministry of National Education, 2023). This implies that the teaching process is supported by the epistemology of history and that the teacher can share it with the students; in short, the teaching of history does not lie only in the transmission of information, but in forming historical knowledge from realities and social practices.

Understanding History from a social dimension makes it possible to understand the dialogical relationship between teaching and history, the teacher is who constructs knowledge under a theoretical speech in the classrooms, because he/she can't teach something they do not know. The teacher teaches based on knowledge

constructed in academies and society; therefore, History is not reduced to a theoretical concept, but it is seen as a process that develops inside a social reality. To make this relationship visible it is necessary to analyze it beginning from the concept of historical representation. The historical representation allows researchers to understand the vision of history of both teachers and students; it is necessary to understand how teachers have constructed their knowledge and how they teach history in the classroom. In the same way, it is essential to understand the way students have appropriated this historical knowledge and how they represent it.

Charter's statements are key to understanding the process of internalization of concepts and realities; therefore, the recreated representations of History have an energy of their own that can persuade and convince others of a certain "truth". Representations have created discourses around a particular event such discourses may vindicate and, at the same time, point out, condemn or make invisible a social group, it all depends on the perspective from which such events are analyzed. (Chartier, 2007)

Political or economic interests that have generated particular representations of itself have clearly permeated history, which explains the birth of the national history and its particular perspective of narrating the past, always based on the exaltation of heroes and outstanding characters. This kind of history is the one that has been internalized and represented in the classroom; the textbooks themselves have collaborated with legitimacy of a speech that tells only a part of the national past.

According to the answers given by the teachers, it could be inferred that traditionalist views regarding history are kept: some consider it a helpful science of the Social sciences, which is in charge of narrating all the events, facts, and happenings that humankind has experienced from its origins to the present. Other teacher expresses that it is "a story, a narration of events that happened and left traces and the past of our own life" (Goyes, 2021). This teacher's point of view on history limits the conception to a narration of facts that occurred in the past and a way of preserving the cultural and historical heritage.

The answers of the teachers make evident the limited theoretical handling they have about history, not yet considered as a way of discussion and reflection before the reality of the context, the student is not allowed to understand how a historical process is generated, which implies that the kind of society and the characteristics of the epoch where the events take place are not analyzed in depth.

Historical representation also allows to understand how have constructed their own concept of history. A great number of students relate the past with the experiences they have lived from the daily life of their families and surroundings; some of their answers validate this statement: "they are actions we have been doing for a long time". (Benavides, 2021).

(Benavides, 2021) "When we remember good and bad moments about what has happened" (Meneses, 2021). The relationship that students establish with the past is connected with both their own and others' experiences of their daily lives; for them, the past is yesterday, it is a fact or an experience already lived. The concept of the past contributes to clarifying the concept of history, since children are still in a developmental stage where they should be helped to construct the complex thinking, understanding the past is the first step to understand the true purpose of History.

Other students relate the past with the history of their ancestors or that of their people, as stated by the student: the past is "what our ancestors did, remembering what happened before" (Meneses, 2021). For children, the ancestors are those people who lived in their town before, everyone has a history and that is part of a unique legacy that forges identity and culture. Although students are not fully aware of the complexity of the term past, they assume it as a quality of each human being; they understand the importance of the past in their formation as a person.

Finally, it became evident that teachers do not handle a deep concept of History, they limit themselves to seeing history as the narration of facts of the past, but not as a means for understanding and reflecting on the present, the lack of training in history and social sciences is notable. Because of this, students relate the past to everyday events, and with their personal experiences, they also relate history to an important event in the past in a certain place; there is a close connection between history, dates, and characters

c. Didactics of History.

In order to know the perspective of the two educational institutions regarding the didactics of history is necessary to understand that there is a very close relation between teaching and learning of history, this communication can be achieved through didactics, since it provides indispensable tools to make learning possible. In fact, it is a fundamental instrument for the teacher: it is the promoter of knowledge by establishing learning patterns

in the student, and achieves a direct relationship between knowledge and learning through motivation and assertiveness processes in teaching practices. Didactics awakens the student's interest when knowledge is adapted both to the problems of the context where it is taught and to the children's cognitive development levels. Therefore, didactics is dynamic, it is changeable and depends entirely on the teacher's reading of his or her educational environment. Didactics is responsible for the unifying process of historical content and its teaching-learning. It is transcendental the teacher's reflection on the methodology used to improve teaching and change his practice in favor of the learning subjects.

To know the relation between theory and practice, it was important to approach the educational reality of the teachers in the classroom, to weigh their knowledge regarding didactics and its application. It is worth mentioning that teachers are not professionals in the area of social sciences, therefore, the didactic knowledge they handle is generalized, as evidenced by their opinions "Didactics is a way to know how to reach and give accurate knowledge to the student, it is the means we have as teachers to convert the theoretical knowledge of a subject into assimilable and understandable knowledge for the student" (Ortega, 2021). There is certain clarity about the concept of didactics, the teachers are aware of the importance of that discipline in the development of the teaching and learning processes. However, the problems stem from the planning and application of suitable strategies to the context, since there aren't theoretical feedback exercises nor sceneries of discussion before didactics, the teachers have felt satisfied with the knowledge during their time of formation, but they have not deepened or updated the topic.

According to didactics, it is necessary to propose a strategy and learning sequences; on this point, teachers and their answers are inquired both in IE Técnico Girardot and I.E. San Luis Gonzaga agree when they mention activities such as video presentations, songs, readings, presentations, workshops, panel discussions, and essays which are useful resources for both teachers and students. Furthermore, there were found other responses in relation with the learning sequences.

"Consult family histories, write them up and tell them, stories told in role plays or with puppetry, write up events they have experienced, ask the students to take an important personal object and give reasons about its importance. Highlight important dates in history and take advantage of them to go deeper into them. Make comparisons with the attitudes that arose at the time of

the events and how students value them today. Narrate important events in the form of stories..." (Guerrero B, 2021).

These activities, unlike the previous ones, present an order and resort to innovative activities such as family stories, which directly involve the students, thus attracting their attention and facilitating learning. For similar reasons, the exercise called "the personal object" is also very valuable. For its part, the use of puppets provides the staging of certain events that are difficult to narrate in an expository class.

Since there are several elements to analyze in the answers of the students, it begins with knowing how the teacher develops a class of history. According to fifth graders, the Social science teacher always greets the students at the beginning of the class explains the dynamics of the day's activities, and then proceeds to explain the contents. The vast majority of students from both institutions recall that the history class usually begins with an explanation of the topic, and then proceeds to dictations, which are common: "First she gave us an explanation and then she made us work in the notebook" (Benavides, 2021). Another of the students shares this statement: "Now the classes are short, first he made us write, we did dictation, at the end of the topic he left us exams, he gave us space to study in class" (Guerrero A, 2021). From this, we can conclude that the strategy used by the teachers corresponds to a traditional expository class, where the central resources are the board (to explain the subject) and the notebook (where the information is recorded).

Nevertheless, there are other elements that make part of the strategies used by the teachers, such as interviewing older people, used to learn about customs, way of life or regional history: "We have consulted topics on regional history, interviews were conducted with older people" (Martinez, 2021). The strategies focus mainly on recording the customs and traditions of the region, the typical food in the area, religious and cultural celebrations. However, according to the students of the two institutions, their likes and personal interests are not well taken into account, since the activities, while reflect an interest to involve close topics. It is still necessary to generate a better connection between the gotten knowledge and the daily life, that is, children need to understand that they are generators of memory and that all those regional features and customs are the result of historical processes in which they are immersed.

With respect to the activities that have been developed within social sciences to promote the learning of history,

in most cases there are exhibitions, use of concept maps, geographic maps, billboards, songs, stories, models. These activities are of greater relevance for children, because they allow them to develop various skills that involve their bodies, and for this reason they remember them more easily. In spite of this, they assure that most of the dynamics of the class is centered in the magisterial illustrations, written summaries, dictations, work with books (in the case of I.E.1), consultations, etc. This shows that there is no implementation of the necessary strategies to get the learning of history.

In summary, the main objective of knowing the problems faced by history didactics is to recognize the strengths and possible solutions, in order to contribute to the construction of an innovative strategy that enhances the teaching-learning process, without neglecting the richness of the context; for the same reason, students are asked about the way they would like to learn History. The students at San Luis Gonzaga High School would like to visit historical places, visit museums, learn about the most important people of the region, the history of their town, the customs of their region, learn about the history of Colombia, and have dramatizations. On the other hand, the students at the I. E. El Técnico Girardot are interested in learning about topics related to their region such as: the history of the indigenous people, the topic of the commoners and the wars, the history of Colombia and its culture. The above is taken into account for the elaboration of the strategy.

IV. CONCLUSIONS

The diagnosis provided a general overview of the teaching-learning of history in the institutions under study, and thus to identify difficulties and potentialities regarding the didactics of the discipline. Therefore, it is necessary to take advantage of the results of the process to contribute to the construction of a pertinent didactic strategy.

In the analysis of the institutional documents there was a disagreement between what was established by the Ministry and PEI, plans of area and learning guidelines. Furthermore, in the curricular guidelines of the Social sciences are established the specific guidelines according to the scholar level, the ones which The diagnosis made it possible to obtain a general overview of the teaching-learning of history in the institutions under study, and thus to identify difficulties and potentialities regarding

the didactics of the discipline. Therefore, it is necessary to take advantage of the results of the process to contribute to the construction of a pertinent didactic strategy.

In relationship to the interviews made to the teachers in both institutions, there are still gaps that separate the conception of the teachers and the concept of history as such, which prevents achieving the true teaching-learning process of history, starting with the lack of teacher training and qualification concerning the area. Consequently, the student's conception of history remains in a relationship with the past, without greater significance in the present. Consequently, most of the activities developed in class are aimed at memorization and repetition, manifested in dictations, master classes, oral lessons and the recognition of heroes of national history, all without generating processes of reflection or questioning of the facts. For children, history represents the past that should be narrated but not questioned.

Furthermore, a scarce theoretical development was found in terms of didactics we found a scarce theoretical development in terms of didactics, since the didactic strategies and sequences are not explicitly stated in the classroom plans by the teachers; In this sense, when students are asked about the knowledge acquired about social sciences and history, in most cases they remember events in a very general way, since students learn the date, the event and the character, but they do not relate them to a cause or to the implications that triggered it, this generates a lack of knowledge of the historical processes and weakens the formation of critical thinking.

In the same way, the learning guidelines are clear evidence of the scarce use of didactic strategies, since they are limited to exposing a theoretical basis and then applying a reinforcement workshop, where there are no activities guided by specific objectives, but rather questions to corroborate the reading of the guide. In addition, the activities described by both teachers and students do not obey a didactic strategy as such, since this goes beyond activities. The strategy implies an order and an intention for each activity, .e.g. the teacher must know how, where and when to apply the strategy, must take into account the steps to follow and provide the relevant instructions to achieve the proposed learning goals.

Finally, the diagnostic allowed us to know the students' expectations regarding history teaching strategies, they propose other novel activities such as dramatization,

exhibitions, interviews with adults, visits to historical places, which generate spaces of expression and participation where the communicative and citizen skills be strengthened. These spaces allow students to play roles, take the initiative, lead processes, and lead, in summary actively participate in the construction of knowledge, while exploring other forms of learning. In addition, the linearity in teaching strategies that place traditionally the teacher as the center of the teaching and learning process is avoided because the teacher is in charge of speaking, of imparting knowledge, while students listen and take notes. Therefore, this research allowed to open horizons towards a suitable methodology for teaching as well as innovating curricular contents, in order to achieve a significant learning of History.

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