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ABSTRACT

The content presents as a need to contemplate beyond the classroom, the influence of contexts as a factor that affects the achievements of expected competencies proposed by official schooling programs. The experience where the narrative begins originates in supervision of practice of undergraduate students in primary education, which led to contrast performances and practical problems of real work that are enunciated in ordinary languages of teachers.

The march begins with the hypothetical statement that they are not only school problems, the observations lead to consider the external implications of context. So it is undertaken to apply instruments for data collection that are put to scrutiny with triangulation technique for its validity, Triangulations between observations, narrative data and contrast with theoretical elements.

The study offers among some findings that, the interest of the child in school stage after vital satisfactions, is the repository of superfluous consumption learned in proximity to adult society. The taste, interests and significance of children's schooling seem to be dissociated from the institutional purposes on which the public school is founded. Hence the need to find a meaning for school literacy.

Keywords: Reading comprehension, School context, Significance of schooling, Crisis..

1 INTRODUCTION

The present research originates from the level of observable data, at the level of reality in the work of primary education teachers who have revealed some obvious problems. The observation first originated in the curricular space that consists of supervision directed towards practice of initiation to the teaching work of undergraduate students in primary education framed in an official teacher training institution, that is, in a "Rural Normal School". From this supervision work, as fieldwork focused on peripheral contexts of primary schools where there is accentuated poverty, the record of what was observed is analyzed and compared with the narratives of teachers, in addition to a survey aimed at children of 5th and 6th grade of primary education aged between 11 and 12 years, data with which triangulation is made. In summary, the data that structure the field research content are taken from three instances:

- A) Field observations gathered in the supervision of teachers in training;
- B) Narratives of practicing teachers with more than 10 years of experience working in rural contexts or communities and,
- C) On the other hand, data are acquired from surveys applied to children and parents.

Once the data obtained from these three sources were collected and analyzed, the following categories were taken as problematic diagnosis: children's non-attendance at school,

indiscipline with various forms of manifestation (violence, inappropriate habits, needs for psychological attention), low school achievement, low reading comprehension indicators, irregularity in the fulfillment of tasks and lack of required school materials.

The field study that consists of gathering information focused on the space where the origin of the aulic cases with more incidence was accentuated, this derived from observations to the work routines and narratives of teachers in their language, as well as ways of working and intersubjective relationships in the classroom.

The observations in continuity unfolded as a spiral circle, extended to the social environment, to the frontiers of schooling to seek determinations of school context that, it was estimated by then that they have an impact on the problems that educators face. Given this, it is necessary to contemplate beyond the classroom, the influence of contexts as a factor that affects the expected achievements of competencies proposed by official schooling programs. And the data from there go on to carry out an exploratory study in documented background the exploratory march goes in search of explanation of the problems related to insufficient levels of competences proposed by the official schooling programs.

After delving a little deeper into the observations

Dimensioning: to initiate and locate *context* or the position of the observation, from general referent as emanated deduction. By official guiding letter, it is said that: for every Mexican, the spirit of the public school has a specific social function as an individual guarantee, to form citizenship. (Constitution of the United Mexican States (Art.3°), however, for the recipient, for the infant of primary education, the forms and conditions of life of context is a determining factor, which at first sight shows that some community conditions are very far from the ideal on which the public school is based. It is then and from there where the observation study and the recovery of field data originates that have led to an initial problem and that leads to a contrast with the policies *of quality of the educational service*.

In the contrast of the data of level of reality before the documented data, referring to the official orientations, a distance that demands to be studied is manifested and this is what is done here, an approximation to visualize those distances.

2 PROBLEM STATEMENT

In the supervision of practice to undergraduate students of primary education who start as graduates in primary education, it has led to face problems of ordinary teaching practice in real work that, in the list of enumeration of problems appears among the generalized in its terms the *low school achievement* (doing hermeneutic exercise it is understood that the expected learning indicators indicated in the study programs are not satisfactorily achieved), within the framework of the official

languages the results of the evaluations show that the graduation profiles that the curricular design proposes are not achieved.

A surface of observation are evident in the visits to schools and in the tour inside classrooms, cases of children with *low levels of reading comprehension*, from the most elementary as is the protocol of supervision to students who carry out practices with this question How many children do you work with? The responses generally show that children are regularly absent from school. On the other hand, in the framework of schooling from the classroom, teachers in their language and the setting of evidence expose as problems, the lack of reading comprehension, the non-presentation of tasks and that children do not come with materials required for their work. In the narratives, "indiscipline" is also mentioned as a problem. And the need for greater support from parents is very widespread.

The problems correspond in these three instances: 1.- from the level of observables, 2.- from the data of evaluations by official schooling programs, and 3.- from the evidence that students face in their days of practice, which is complemented by the narratives of teachers with experience of working in this type of contexts.

In this way, the need and interest in deepening these manifest evidences moves him to questions such as these, What contextual factors affect the forms of assimilation, interest and achievement of expected skills or knowledge?, Do the dynamics and ways of life of the contexts, influence the meaning and significance of schooling in the infant?

In this space for now we focus on the second question and with:

Objective: Correlate data from general observations and search for explanations outside the school environment to find some determinations of social and global order typical of this era that involve education

The method to explain the problem starts inductively from description of facts. An analysis of cases that does not represent in what is the normal curve of school groups is made, where children who do not reach the indicators of standards suggested in the *expected knowledge and graduation profiles* are identified. The cases observed for being singular, from 3 to 5 for each classroom observed in an average of 10 different schools in three years is a qualitative approach. It extends to several increasingly wider layers such as school space to space environment or social context, in the last degree of generalization is contrasted with global environment that in parts uses the term *Global* era, at this level of theoretical contrast, is aided with the deductive strategy to make an explanation of the object of study that is a problem.

For the study of the observed cases, this work raises the **assumption** that : As soon as the look is extended to more breadth in the environments or social contexts, it is obtained as a constant that the context as a whole, determines by much the practical forms of particular life.

3 THEORETICAL REFERENCES

The problem outlined in the question ¿What contextual factors affect the forms of assimilation, interest and achievement of skills or knowledge expected in primary school children? Inductively, it offers from school observations multiple problematic effects that are taken to study of greater amplitude and deeper structural dimensions. In a step to stage of theoretical deductions begins by assuming that all particles as atomic units make sense when contemplating a greater order or a general framework that allows to see more components and interconnections. As a complex it offers an understanding of recursive interdependencies. Placing in a global stanza of the era the local existential practices of individuals are guided by that context. The environment or context is presented as a major social dimension that permeates the particular, with the support of systems theory it is explained how the order of a system offers "functional" operational sense of the elements that integrate it. Supporting this theoretical perspective of systems, we also find that the system as a totalizing global unit (information) determines the dynamics of the particles. This is the particles in this case individuals are relatively autonomous for the purifying force of the general order that guards the environment with which they interact and coexist. (Luckmann, 1991)

It is considered in this systemic approach that the exercise of life is holistic from the social dynamics and global interdependence in which interdependence affects separate individuals and groups, which connects as a unit in system. In that sense that the influence of unity external to the parts is considered, as he says "social problems are always cultural problems, because they have to do with the worlds we build in coexistence ..." Although this is written in general terms, it is possible to explain it with what for its part, offers to understand that the system of world order limited the autonomy of autarkic groups and connects by economic-political interdependencies to the whole world.(Maturana, 1995, pág. 18) (Krippendorff, 1985)

In this way we understand the determinations how the social or environment influences the interests of individuals.

The framework in which problematic situations that have arisen in school are presented is proactively proposed to deduce from the scope that connects in some way as a unit of interdependencies of context, of social environment with specific effects and product in different modes of ordinary life; whose ways in which the dependencies and relations of problems that become manifest and very typical of this era are articulated, interconnected or woven, have common cause. In

the understanding that the phenomena or problems we live with have no independent origin, on the contrary, they are products of networks of interdependencies of a single phenomenon that can be identified as a global unit since the transversal characteristics of observables of the current era in which determination is recognized from universal scopes. It resembles, as well as what many fields of knowledge affect in terms of generalized crisis and that approximate idea is used in this document to understand as a global unit that links a series of problems. Or in the field of physics to use an isomorphism and analogy of the phenomenon of an explosion that throws projectiles in different directions.

Therefore, if we observe, we can see that the exercise of supranational systemic strategies grows in correspondence or implication to a growing homogenization as a driving force of social dynamics and global interdependence, where interdependence affects individuals and separate groups and connects as a unit of system to various elements. As you mention. But also in that sense we have in other words that, "Human existence develops empirically in a context of order, direction and stability" of phenomena that integrate various elements as totalities and that in their dynamics impact with effects to particles. The community with its cultural precepts, normativity and in general as a whole of elements that integrates how the system impacts and prints determinations to individuals, specifically to infants who introject all forms of external life, to itself, this either by what is inculcated, by the imperatives or by the guidelines to the ways of solving community needs. P (Krippendorff, 1985) (Berger & Luckmann, 2001, pág. 72) For this, reality reading is proposed with a model or a system vision. *System* He defines it "as the representation of a set of situations, phenomena, processes, which can be modeled as an organized totality, with a characteristic form of operation" (García, 2008, pág. 78) This allows a broad vision and approach to find how the dependencies and relationships of problems typical of contexts are interconnected or woven in this global era, which offers the components of these functional totalities as Cornelius Castoradis says of the function of the institutions that,

"...In reality they are only valid for the operations, the activities, the life of the concrete individuals trained by the society considered to live according to them, to speak this language, to eat according to such good manners. .. What we call the individual is society in its concrete, [material"], ["real"] form... This is because the individual is a product of society, a social fabrication..." (Castoradis, 2004, p. 38)

On the other hand we have of Symbolic Interactionism that "Individual and community are not independent, but determine each other, Actions are a consequence of social learning while contributing to defining social reality." L (Bonafant, 1998, p. 128) The abstract way of understanding that relationship refers to a retroactive circularity "... the cause acts on the effect and the effect on the cause, as in a

heating system in which the thermostat regulates the work of the boiler..." (Morin, 1999, p. 29). So individuals can be seen as retro-active effects, but fundamentally interrelated their behavior with the influence of social system or context.

Returning to the first concept of system as a unit, and that it is very opportune to use as an analogy of unity to the "*crisis*" that although multifaceted phenomenon encloses a unity that approximates to explain as a characteristic of this Era, that to understand somewhat the descriptions of the influences of context to the infants, we understand that this phenomenon in its logic of growth associates multiple effects, Such effects are in synthesis the costs of progress translated into vital insufficiencies or crises of all kinds that cover other conceptions of values from coexistence to subsistence of human existentiality.

The phenomenon is explained from the multiple problematic effects of greater amplitude and deeper structural dimensions, this dynamic of increasingly rapid changes manifest forces, demands and demands, as a drive that trigger organizational systems. (The drive as an engine responds to the need or guarantee of better practices of life and consciousness) From here it can make sense why, what we see as strategies to safeguard global changes in the face of threatening future scenarios, indicate that official reforms in all kinds seem as necessary as they are insufficient. In most cases, historically social reforms obey a necessity and from the process in which the results are evaluated seem as superficial as insufficient by the very dynamics of already evolutionary and degenerative changes.

In our topic of study societies and families vulnerable to the crisis that becomes manifest in all existential order as all-encompassing, any of the issues of the global era keep implications in their fabric or complex of interrelationships and these range from coexistence, organization and orientations of education (competences of life itself), among many others that are a challenge for future scenarios, to languages and conceptions of reality.

4 FINDINGS, CONTRIBUTIONS AND CONCLUSIONS

4.1 CONTRIBUTIONS FROM DATA AT THE LEVEL OF OBSERVABLE REALITY

The findings of the research show that the consumption of alcohol and enervants, as well as family disintegration expose growth, the absence of values for coexistence and care for vitality from individual to the environment erode human dignity and pollute environments.

In this aspect of context and social sphere, the process of inquiry highlighted the existence of deep social differences, the transitive mobility of coexistence manifests abuses, the analysis of records show the growing violence, insecurity, illegal adjudications

The assistance of crime prevention or social institutions that deal with this issue seems to be more focused on recording statistics, exposing quantitative indices, (when particular cases are more

followed). This leaves pending tasks of the qualitative effects that, although with the statistical data and empirical observables can be identified, do not reach to be treated as a problem in the issues of education.

As for this specific observable part, the facts in the existential dynamics show a positive association with statistical data from other research in other areas such as sociological, health or economic, or the observation confirms that the consumption of alcohol and enervants manifests a statistical growth and becomes common practice as in no other era of history.

The prophylaxis that the cultivation of the human should have from the institutions seems irresponsible inheritance to future generations, which cannot be resolved through isolated strategies, disconnected from educational purposes, because they demand an interdisciplinary approach.

In rural society language is very concrete, dialogues focus on chores, ordinariness guides the ways of behaving, assuming and referring to their relational world that presents few variables and that it seems that schooling is dissociated from the forms of language of the community. That is, children speak in their playful world because of their age and context routine street languages, of their routine acts that make their world. Synthesizing the data collected from this contextual section, it is found that the attention of the parents of children who present some typology conceptualized in the approach to the problem, is directed more intensely to survival practices, vital and ordinary needs, temporary emergencies place them in a vulnerable position, (diseases, insufficiencies of basic resources, vital needs, short-term labor problems, these practices or existential forms give rise to other problems, the lack of resources relativizes or turns interest in other needs that are not school materials, poverty associates degrees of marginalization, (in several cases but the clearest was of two little sisters who did not clean themselves and in smell and appearance marginalized them by the children of the group) infants with family environments and certain Community latitudes introject a relativism of disinterest and loss of meaning towards schooling, what moves them to adults and introjects in children is not so much a long-term futuristic interest, but more vital things, hence it is exposed in this work some assumptions that argue initially the importance of making an approach of analysis to the framework of social context.

4.2 DEDUCTIONS FROM CONTRIBUTIONS OF THEORETICAL TRIANGULATIONS

In search of possibility from where the dimension of a global context can make sense.

The science, technology, that characterizes the global era frames as macro system the principles of a civilization based on science and industrialization, as well as economic development that in articulation offers operational guarantee and universalizing codes as well as existential practical

guidelines of interdependencies by said macro systems, systems or subsystems of the society of this era. And it is from where all the academic language makes sense as a correlate within the meta stories.

The same culture of distrust and individual refuge that were observed in the field research stage, now in the theoretical contrast, has a broader level of explanation when understood as a global historical construct that shapes and reproduces the fabric of close relationships. In the characteristic framework of the Era of faster and deeper changes, the forms of relations between individual subjects that kept a certain congruence since their formation with society in general presents discontinuity and ruptures, opens more generational distance. The fascination of the new generations to artificial intelligence is understood since it offers better operability, feasibility, permanent innovations, expansion and speed of virtual information. Whose technologies accelerate and relativize both values and ends that leave at a distance some routines or essentialism of the public school. While still three decades ago there was no *smartphone*, tablets computers, *the last years have extended, multiplied and diversified, today, a technological device is replaced by advances in a very short time.*

In this way, communication in schools as educational spaces increasingly manifests the discontinuity with the past and the communicative difficulty. For today's child generation the real thing is what for adults is virtual, hence in this era of communication what children aspire to, what they learn, what they play, is what they live in this era of media information. The information mediated by communication technologies has double implication, the virtual as a way of representing reality and reality altered in its form by representation, this is a reality that becomes a virtual model. It is therefore necessary to devote attention to communication mediated by technologies that are one more variable for the ways of seeing reality and the behavior of individuals in this virtual information age.

Today's reality focuses interest and fascination in virtual communication have achieved more scope and more importance, which makes them have a strong impact and scope like no previous generation, the media educate society and children, no one escapes today to information, programs and systems diversified to all contents. Educational are the contents that are exposed in the media, social networks programming and the innumerable public forms in general, such as artistic standards, political speeches, leisure programs, artistic works, subliminal messages and commercialization announcements for being the object of information. From the government he becomes the first educator for the work of the media, police systems, jurists, doctors, army, are agents that can not only be closed to their space, their administration, organization, no longer limited to physical space, their function as part of organization or way of social life, It is educational and known by the media. "Education is everyone's business, not just the Minister of National Education and teachers' unions" (Pegueros, 2018)(Bourdeau, 2007)

Also in this field he applies reproduction under the theory of , because it contains a representation of order, symbolic, functional and operative elements that educate society, in addition to the schooling of the public school that seems still focused on an academic work ... And it remains silent in the face of such accelerated changes and demands for global interdependencies. The school even when its function involves more extensive layers or dimensions that encompass more than just the practice of transmitting thematic information. (Bordieu, 1979)

Given this, information is now not enough supply of teaching, it can no longer be a preserve, a faculty or an exclusive source of the school. If educating even two decades ago was an offer of the school, today schooling will have to see its reality, the commercialization of information, the scope and speed of communication, as well as the production of this are unattainable and uncontrollable.

Given the data from which these conclusions are deduced, it is proposed that the growing phenomenon of individualization has roots in linear continuity, in the way it has been educated, and retains congruence with teaching practices since childhood are developed in a method of competence and personified resolution. Recursively in the school logic the relational codes of individualization, keeps determinations from social and cultural practice as that part of macro context and macro network of systemic interrelations. As a complex fabric it becomes evident that the relational forms between subjects of the schools keeps a certain continuity with society in which the ideals of self-realization as a teleological sense, lead to the search for individual strategies and additionally to lose the value of the communal.

The guarantees of individual freedom as institutional imaginaries without the narrow tutorial of a high civic education, erodes in existential life in an individualism as a figurative crisis of the general phenomenon of today. The ideals of individual self-realization as the most atomic particle of the social complex and teleological sense lead to a personified practice of life. And therefore this practical generalized mode or recursive authorization of the generality imprint a conception of reality, model order or vision of life to infants.(Castoradis, *Lo imaginario: la creación en el dominio historicosocial.*, 1986)

The didactic methodology that emphasizes analysis leads to a partial vision of reality. Thus, "The minds formed by the disciplines lose their natural aptitudes to contextualize knowledge as well as to integrate it into their natural sets." On the contrary, a vision of totality allows us to work with an integral perspective of processes, of wholes/parts. The weakening of the perception of the global leads to the weakening of responsibility (Everyone tends to take responsibility only for their specialized task) and the weakening of solidarity, in this way it is that the educational experience must always be contextualized, not only textualized, hence it is inferred that an education is not of quality if it does not make harmonious to the society in which it is practiced.(Morin, 1999, pág. 39)

Observations and data collected by more than a year of school visits, suggests that the knowledge of the school is not a knowledge of interest to the infant because it does not solve problems of his world, but on the contrary it means a problem of the world (which is not his own) that is given to him to solve. In the conclusions it is also led to think that the contextual as a complex fabric that includes the ordinary forms of practical life, are codes, meanings, language, Zones of proximal development as he understood that influence the conception of reality that prefigure and print the meaning of infants, The presence of vital needs the more they are acute, They offer association of greater cases or grades that blur the sense and meaning of the basic importance of literacy, in the recipients of schooling, the cases of children with little school interest in vulnerable contexts may seem more like a repository of superfluous consumption learned in proximity to adult society. (Vygotsky, 1995)

Interdependencies are manifest in every existential order, lack of a culture of healthy life, a culture of distrust emerges that leads to irremediable individual and egocentric refuge, Without losing sight of the fact that in the processes of humanization in addition to schooling, the media also educate, because they are part of a *global* context, education will have to extend to understand dimensions beyond schooling, the school offers disjointed parts. Thus, in this way it is presented as reflections to deepen studies inherent to the environments of education in the early childhood stage.

To study in global determinations the loss of meaning or significance by the practices, taste and habit of reading is something more than the methods of instruction.

5 CONCLUSIONS

5.1 CONCLUSIONS OF MEDIA AGENCY, DIALOGUES AND CONTRASTS BETWEEN SCHOOL AND CONTEXT

From this stage it has been feasible to infer that evaluating school activity is holographically a part of society, so that the problems of education or the *educational crisis is a problem* of social crisis, and conversely census of social conditions is the quality of an education, because they are recursive loops. Taking some elements as contributions of the theoretical part where there is talk of diverse implications that in dynamic-operational organizations that occur as diverse interdependencies; that function as systemically articulated parts, in by triangulations similar indicators are placed as subsystems. The school keeps a degree and form of micro system that articulates and feeds back a larger subsystem, in which the relations of elements function with form to organization or codes above the actors, and increasingly several subsystems integrate to increasing interconnection of elements that involve in some way and to some extent global determinations.

In the meeting where the articulation of official systems takes place, the postulates, ideas or, imaginaries of education in whose teleological function, orient and regulate forms and strategies of school organization, take place as a continent that determine the contents, the specific problems that have been presented in this work are the way to materialize in the particles, in individuals the destinies of social contexts. Considered as that dialectical synthesis where the thesis or ideals take on reality (substance) in its antithesis that is that context and recipient of the ideals; The true knowledge that embodies in that the infant are the existential conditions in symbiosis. Of the ideals of the school he knows nothing, nor does he find meaning in the abstract of education. It is there that novice and experienced teachers keep their agency, from literacy to the projection and cultivation of science; They bear a responsibility and thus a misunderstood identity. An abysmal distance between the duty to be (ideal) of the public school and the real as it is of the social contexts, with their routines, needs, priorities or values and imaginaries. Imaginaries that emerge from the significance produced by the man-world relationship in its existence and singular environment, of poverty, violence, vulnerable individuality... Imaginaries that do not seem to be contemplated in those of societies possessing resources and a certain stability.

In the fulfillment of the teaching work the school routines for their entropic part, leads to direct the attention and spend energy in the exacerbated administrative burden between ordinary; in planning and evaluation with all that imply the teaching processes that as the context is reduced to a pragmatic way of life, leaving minor or secondary dedication to creativity, the imagination of diversified processes or strategies, non-routine, innovative, or the preparation of resources and didactic materials that are necessary to cover before what is observed. (In the schools observed all teachers have double shifts) The reports focus more on administrative registration tasks in classroom work, which exposes that educators are saturated with limited classroom demands that do not allow them to conduct research or in-depth monitoring of contextual implications. This closeness places in a perspective that makes children see that they do not like school, that they attend a recreational and socialization purpose, but relevant competences are not achieved as the policies of the educational reforms propose. The taste ("significance") of schooling has some implications or external determinations that have repercussions as problems that seem to be dissociated from the expected goals and profiles. The contents of short- and medium-term memory are the contents of working memory, that is, of the social practices in which he spends the most time and the demand for his fulfillment by the immediate authority that is with whom he co-habits. So the problems in the teaching of reading, from this perspective and those cases, correspond to the incompatibility of the sense of schooling between the recipient and that of the literacy ideas of adults (educational policy).

To a certain extent and in some way on this, the interdependencies and relations of development of practices of ordinary life where the problems are complex emergencies march and make sense.

Society reflects or represents an entire existential phenomenon that has repercussions on problems that it seems that the public school does not study in depth, while on the other hand on which the reports focus it shows more concern and attention in teachers. The approximation of observations shows that educators are saturated with demands, with tasks that do not allow them to carry out research or follow-up outside their aulic work frontiers, even the preparation for such research activity. This closeness offers a perspective that makes it seem that the policies of educational reforms lead to not seeing beyond the classroom. The ordinary teaching practice of exacerbated administrative burden between planning and evaluation with all that implies the processes of teaching and elaboration of materials that, by the way, product of the observations, of visits and interviews with teachers and a pedagogical technical advisor of the region, shows that it is to that part of preparing material that less time of elaboration is allocated. The observations indicate that *in vulnerable contexts and specifically in this child generation, the expected achievements of skills and knowledge (as conceptualized in the framework of the programs), not all children, nor the majority, reach them. The cases that we focus the analysis keep indicators of achievement of very elementary competences or barely approximate indicators of sufficiency. So it is inferred that behind all this can not be addressed the lack of potential of children, nor the quality of teaching practices, but a complex causal that integrates these elements with others of systemic order that imbricates local and even global contexts. This is also a growing gradual historical phenomenon that until today has shown that the significance of schooling has gained significant distance about the ideals and objectives of the public school.*

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