

Teachers' Perspectives on the Social Science Didactics in Colombia

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Introduction

This essay will examine the perspectives of practising and aspiring Colombian social science teachers in primary and secondary education. The study strengthens the body of work on social science didactics, which has been expanding over the past few decades, particularly in the areas of spatial and historical thinking skills. This study acknowledges the relevance and significance of teachers' perspectives for the design, implementation, and assessment of educational policies in education, particularly those policies intended to enhance the teaching and learning processes in primary and secondary school. The study of social science instructors' perspectives can reveal their understanding of the discipline's importance, its purpose, and the function of the daily activities they engage in in the classroom. Since we concur with the perspectives of, who emphasise that asking about the perceptions of history teachers in training and practise can give us a perspective of what needs to be changed in the didactics of the discipline, the results of the article highlight the significance of gathering the perceptions of future teachers and those who are already practising. The reflection on teachers' views for the future is also aided by the study of such perceptions. The clarity with which social science educators view the necessity of teaching the subject, the role of the activity they engage in on a daily basis in the classroom, and their motivations for doing so can be shown through examination of their perspectives. Since we concur with the perspectives of who emphasise that examining the perceptions of history teachers in training and practise can provide us with a perspective on what needs to be changed in the didactics of the discipline, the article's findings highlight the significance of gathering the perspectives of future teachers and those who are already practising. The reflection on the visions that instructors have for the future is also aided by the study of these perspectives [1-3].

Description

The didactics of social sciences are generally correlated with how crucial and essential they believe the subject matter to be for students to comprehend the nation's problems and their immediate surroundings. Other opinions voiced by the participants emphasise the significance of the role played by social science teachers in the dissemination of a particular body of academic knowledge, the growth of social and cognitive abilities, and the direction of actions that support the students' changes in cognition, behaviour, and values. From the viewpoint of the professors, both the teaching and learning processes are centred on the possibility that students can comprehend the social sciences thoroughly and use this understanding. Thus, the goal of developing students who are able to critically and persuasively analyse contemporary occurrences

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is related to what teachers refer to as thought and context. These teachers' opinions about the social science didactics appear to be very similar to what the suggested curriculum suggest [4,5]. The Ministry of Education emphasises in these guidelines the necessity to depart from the conventional method of teaching social sciences through a series of discrete disciplines that places an emphasis on the transmission of material rather than the development of skills. The curricular standards and teachers' opinions both stress the significance of treating social problems from an integrated or transdisciplinary perspective to better comprehend the local, national, and global contexts [6].

Conclusion

This makes it difficult to provide social science didactics from a multidisciplinary perspective with holistic and non-fragmented analyses due to the priority teachers attach to social problems, which in the case of Colombia have to do with poverty, exclusion, illegal economy, and violence. The association between social science didactics and the growth of historical and geographic thinking thus supports a socio-educational viewpoint that develops a transdisciplinary and relational notion of social knowledge that transcends reductionist views. As previously said, such a perspective necessitates systemic teaching techniques that have a tendency to be integrative so that the teaching subject can comprehend topics and concepts holistically while adjusting to the modern, global context. Since we concur with the perspectives about the perceptions of history teachers in training and practise can give us a perspective of what needs to be changed in the didactics of the discipline, the article's findings highlight the significance of gathering the perspectives of future teachers and those who are already practising. The examination of these perspectives also aids in teachers' reflection on their impressions of the weight of geography and history's disciplinary codes and the countless continuities that govern daily school life.

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Conflict of Interest

None.

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