

ORIGINAL
Review article

Management to innovate geographic education from the study of the community: An option to train the citizen of the 21st century*

Gestión para innovar la educación geográfica desde el estudio de la comunidad: una opción para formar al ciudadano del siglo XXI*

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Abstract

The purpose of the work is to reflect on the innovation of Geographic Education management with the study of the community, as an option to form the citizen of the 21st century. The problem is inscribed in the pedagogical function of the classroom, of affection to the traditional transmission of disciplinary programmatic contents and scarce analysis of the current geographical difficulties. In this regard, methodologically, a documentary review is carried out to explain the context of the current world, geographic education and the pedagogical and didactic renovation and geographic education from the community. It is concluded the need to modernize the geographic literacy task, with pedagogical activities, supported by the investigation of community geographic problems, in order to strengthen the collective critical conscience.

Keywords: Geographic Education, Community, Citizen Education.

Resumen

El propósito del trabajo es reflexionar sobre la innovación de la gestión de la Educación Geográfica con el estudio de la comunidad, como opción para formar al ciudadano del siglo XXI. El problema se inscribe en la función pedagógica del aula de clase, de afecto a la

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tradicional transmisión de contenidos programáticos disciplinares y escaso análisis de las dificultades geográficas actuales. Al respecto, metodológicamente, se realiza una revisión documental para explicar el contexto del mundo actual, la educación geográfica y la renovación pedagógica y didáctica y la educación geográfica desde la comunidad. Se concluye la necesidad de modernizar la tarea alfabetizadora geográfica, con actividades pedagógicas, apoyadas en la investigación de problemas geográficos comunitarios, a fin de potenciar la conciencia crítica colectiva.

Palabras Claves: Educación Geográfica, Comunidad, Formación Ciudadana.

SUMMARY

INTRODUCTION. - RESOLUTION SCHEME. - I. Research problem - II. Methodology. -III. Writing plan. - 1. The contemporary context and Geographic Education. - 2. Geographic Education and pedagogical and didactic renewal. - IV. Research result. - 1. Geographic Education from the community: the necessary change. CONCLUSIONS. REFERENCES.

Introduction

During the 20th century, initiatives on quality education have been a reiterative claim of world society. The challenge of an integral formation of the citizen obeys the complex situations in the scenario of the globalized world. This situation has been the reason for updating education laws and curricular reforms. These are responses of the political management of the State, given the need to adopt the appropriate formative action to promote the understanding of the events of the present historical moment.

For UNESCO, the aspiration of an updated educational model implies recommending an educational act under renewed foundations and practices, both pedagogical and didactic. It is appreciated in the formulation of theoretical bases and strategies, disclosed by the institution above, with the capacity to guide the teaching and learning processes towards forming a citizen aware of the complicated global geographical reality.

This work of presenting updated foundations has had a significant precedent, the occurrence in the middle of the 20th century, of two conflicts with disastrous and adverse repercussions at the planetary level, with the considerable loss of human lives and the accentuated deterioration of the territories. This reality has been attended, in addition to the explanation of knowledge and renewed practices, promoting the formation of values such as harmony, solidarity, and responsibility in the school.

As the purpose has been to make citizens aware of how to avoid new disastrous and adverse conflagrations, they have proposed to offer an educational act to question the excessive intention of political power over the social. In this, the education model has been supported by using methods, techniques, and procedures with an innovative emphasis, elaborated with the support of pedagogical, didactic, and psychological advances and revamping teaching and learning.

As a theoretical basis, this reform in education had the formative use of behaviorism as a new feasible option to promote methodological training to achieve behavior change and reduce the application of rote learning. Consequently, the challenge was to propose a formative option of psychological accent to adapt teaching and learning to the foundations of the behaviorist proposal and innovate educational formation with mechanisms derived from psychological experiments of recognized influence.

It was a proposal to substantially reorient the traditional mechanical, functional, and linear educational activity as a feasible option to offer knowledge through transmission in the

classroom, with the incentive of reproduction as a learning task. Moreover, with that, propose intellectual development. For the experts, it was decisive to plan a formative action different from the traditional proposal dedicated to reproducing the content explained by the teacher as a manifestation of learning. Undoubtedly, this way of instructing learning led to disturbing formative results in school institutions because they are unreliable in achieving educational quality. The questioning aimed to question the daily task of the classroom where the teacher dictates, and the students copy, draw and trace.

In response to the behaviorist version of education, it offered academic training, with the gradual application of pedagogical activities, from the simple to the complex, and, in that, the student could learn in a progressive order since it modifies their behavior when they achieve the established objectives. This work contributed to teaching and learning, having the support of psychological knowledge, especially to conceive the mind as an active field.

In this situation, a notable contribution was to postulate Geographic Education as a school training action, sustained in a renewed geographic vision, by the advances of the discipline, in terms of new theories on the spatial and the social. There, it was a concern to attend to the insistence of the theoretical bases of descriptive geography, limited to enumerating the details of the physical-natural environment of the territory. Specifically, review the presence of the tradition of geographical teaching.

In this direction, one aspect to highlight was appreciating the worrying distance between geographical difficulties and the formation of teaching in school practice. What was striking was the outdated pedagogical and didactic treatment of notions and concepts without proper transfer in the understanding of reality. This problem resulted in carrying out a bibliographical consultation on the present object of study, given the requirement to propose comprehensive educational training with the capacity to train the citizen of the 21st century.

The justification of this analysis is due to the essential of paying attention to the conditions of the current time and the pedagogical and didactic practice because it deserves a management conducive to educating students, based on research as an innovative option, reasoning about the explanation of environmental problems, derived from how the inhabited territory is intervened. In this, it is decisive to promote collective pedagogical training that sensitizes geographic and ecological awareness.

Therefore, appropriate management is required to generate formative changes in the face of the frequent adversities of daily situations experienced with the disastrous, disastrous, and fateful accent in the contemporary world. Now it is essential to propose an education dedicated to paying due attention to the aggressive way natural disasters or socio-environmental events of daily occurrence are revealed on a global planetary scale.

Resolution Scheme

1. Research problem

How should the management of geographic education be considered with the study of the community and train the citizen of the globalized world?

2. Methodology

The work was developed with the foundations of documentary research and conceiving a reasoned reflection on the object of study. The process of reviewing papers, articles, and books on the problem raised. Next, a content scheme of the aspects to be explained was drawn up, and the APA standards considered the convenience of guiding the writing with the exposition of textual quotations and paraphrasing.

Therefore, according to what is established by UPEL (2001), "Documentary Research is understood as the study of problems to broaden and deepen the knowledge of their nature, with the support, mainly, of previous works, information and data disclosed by print, audiovisual or electronic media" (p. 6). In this work, the originality of what is exposed is due to the explanatory form developed by the researcher when answering the question previously formulated.

The reflection on the management to be promoted by Geographical Education meant reviewing theoretical bases formulated by renowned researchers in this field of knowledge and structuring a reflective approach from the interpretive perspective, and placing the analytical treatment of this subject in the direction of reviewing the traditional foundations of current traditional geographic education and lay the foundations of a geographic education with the capacity to educate the citizen of the globalized world.

For this purpose, the categories that originated in the reading and interpreting of the bibliographic references consulted on the management of Geographic Education from the study of the community and training the citizen at the beginning of the 21st century were analyzed. Consequently, it dealt with reflection on the contemporary context and Geographic Education, Geographic Education and pedagogical and didactic renewal, and Geographic Education from the community: the necessary change.

3. Drafting plan

3.1 The contemporary context and Geographical Education

In principle, answering the question asked determined reflecting on the scenario of the current era. It is a requirement by the reality of the contemporary environment where Geographic Education must be proposed, aiming to transform citizens' conceptions about the complexity of their environmental, geographical, and social scenarios. Precisely, that demanded to conceive this situation as the base area of the development of the conditions of the current world, as a context of community events.

For this reason, from the perspective of Arenas & Salinas (2013), any initiative with the capacity to manage change and the formative improvement of the community from Geographical Education supposes taking into account the development of explanatory analysis with a reflection on the historical framework. And, especially, the inhabited place. It is the requirement of understanding the circumstances of the time as an unavoidable challenge of the need to notice how they affect the social dynamics of human groups and their quality of life.

From Garay's (1999) point of view, at the end of the 20th century, it was essential to reflect on the place as an area where the life of society unfolds and how it relates to nature. There, the striking thing was to pay attention to the difficulties of the geographical reality, as a pressing task in the management to know the justifying reasons for the presence of an appropriate

education towards the formation of citizens; that is, diagnose the existing conditions and offer the pertinent educational action.

In the direction of Busch (2013), he aimed to process in management the feasibility of offering a quality education, whose formative repercussions on people favor appropriate initiatives to improve social needs and promote treatment. Environmental, the promotion of the feasible conditions to improve the health of the nature of the occupied territory by the human collective, is a fundamental task to fulfill in the community geographic treatment.

From this perspective, the purpose of recognizing the behavior of the current context as a unit of analysis, whose physiognomy is total, systemic, and global, has been proposed as unavoidable. It responds to its global integrity under a hologram where each place can experience the planetary reality and vice versa. This reality harmonizes the active and leading interrelation of the cultures and civilizations in the world unit in a total and global concord.

When studying this situation then, Sarmiento (1999) highlighted the complex, difficult, and worrisome existence of the world reality as an unavoidable challenge to recognize the importance of its interconnected accent and homogenizing tendency. It is inevitable to vindicate the geographical role of the regions in global diversity and consider the task accomplished in planetary dynamics. In this situation, no place on the planet is excluded from the globalizing panorama.

In this regard, given the influences of the moment, according to the Association of Spanish Geographers (2005), this brings the strengthening of globalizing behavior as a consequence. There, the locality and the regions have begun to be explained with other reflections related to the influences of the overwhelming homogenizing behavior of Western culture. Indeed, the response has been to strengthen its local identity and counteract globalizing influences.

Therefore, in this task, it is unquestionable to promote the revitalization of the community as an area of daily life in political management. It is the immediate locality inhabited by citizens with affection and identity. The reason: "It is a living, dynamic, complex and global space, where different and conflicting interests, values, ideals, social uses, prejudices, expectations are intertwined and where complex and contradictory interactions take place between the elements that make it up" (Cañal de León, 2002, p.36).

In this situation, it is possible to appreciate, in its spatial conformation, the coexistence of its past associated with the present, allowing us to project toward the future the tendencies of the community transformations. Rodríguez (2000), in his reflection on this behavior of communities in the contemporary world, considered the opportuneness of claiming identification with the place; especially about autochthonous customs, habits, and traditions; that is, the culture of the place and, with that, neutralize the globalizing.

With this perspective, in Geographic Education, according to Llancavil (2014), the valuable opportunity to assume the cultural aspect has been facilitated towards strengthening a responsible, committed, and supportive citizen attitude with its inhabited place. Proposing the immediate environment represents the opportunity for citizens to experiment with their daily experience and the relevance to their territory. Therefore, it is evident to build a critical awareness about the conditions of the time from the development of teaching and learning.

It is to educate with a task with explanatory capacity about the community's events. In this formative direction, it is also possible to resort to experience as a manifestation of approaches to the conditions of the time. According to Araya Palacios (2007), this eventuality makes it easier to acquire foundations in the appropriate management direction by reorienting the

pedagogical work towards an ideal humanizing education with the ability to analyze the demand for a renewed and coherent training activity with the current times.

Although an unquestionable event in the complexity of the contemporary world, the stated situation responds to the challenge of studying the themes and problems whose unforeseen and catastrophic occurrence affects communities in their community settings. Therefore, according to Álvarez-Cruz (2012), Geographic Education has resumed its objects of study as a discipline and seeks feasible explanations to blur opinions, criteria, and geographical conceptions of the inhabitants of the locality.

At the time, for Santos (2004), the geographical discipline must consider the renewal of the contemplative observation of reality limited to describing the physical-natural aspects of the territory. Given the reality of globalization, he suggested explaining the organization of space, in particular, reflect on the environmental crisis, the effects of global warming, and the breakdown of the planetary ecological system; that is, to develop an appropriate systematic intervention in the improvement of the quality of collective life.

Necessarily, it is about directing attention toward the underlying reasons for the disastrous events. It is to go beyond what is perceived to investigate the hidden causality in the real appreciated. There, one purpose is to reveal in the internalities of the daily phenomena of the communities the function fulfilled by the constitutive forces of their origin. In this work, a priority is to know the causality of what has been experienced, in line with the why and for what.

It is opening the show's curtains in progress and penetrating its interior in search of its analytical understanding. According to Santiago (2017), this task implies Geographic Education, being able to discover the driving forces of the situations experienced and interpretatively warn the task of social intervention, considered in the objective of economically taking advantage of the natural resources of the territories. It is an action whose initiative should consider other explanations of contemporary reality.

This perspective is for the educational act, the possibility of managing basic scientific training that encourages the acquisition of knowledge and practices by proposing to interpretively investigate the geographical reality, from the points of view of its inhabitants, in a reasoned and critical way. Therefore, in the opinion of Cepeda (2014), the objective of improving the contemplative positions of the events and facilitating reasoned explanations is supported by participatory and protagonist pedagogical management by promoting research as an educational task.

With these indications, the formation of the citizen of the globalized world, as it is in the presence of a complicated situation where events are perceived from different points of view, Geographical Education must exercise sustained explanations in the emerging paradigms and epistemologies as an extraordinary opportunity to renew their formative task, with a version more appropriate to how daily events occur and are transformed.

3.2 Geographic Education and pedagogical and didactic renewal

Given the fact of having conceptual clarity of the contemporary context and Geographic Education, it is now convenient in the management for a formative work with the capacity to explain the events of the historical moment, to contribute knowledge and appropriate practices in the task of considering the analytical understanding of the reality of contemporary times. In principle, explaining the conflictive and complicated accent is urgent, whose traditional

problems originate from a historical circumstance demanding critical and constructive interpretative reflections.

Since recent times, this worldwide panorama has been a first-order reference in knowing the geographical dynamics of its events. In this regard, Ander-Egg (1994) stated at the end of the 20th century the need to analyze events from the perspective of the historical moment. It is to examine what happened, given the essential need to reason about aspects; for example, the complexity, uncertainty, and contradictions of its historical context.

A response to this reality must be capable of exercising the frequency of constructive reasoning that generates changes and transformations in reality. According to García & Pulgar (2010), an important step is to prioritize daily situations since that is where the human group historically transforms its territory. That requires starting by attending to the personal points of view elaborated by the inhabitants of a certain place; that is, it is to value the experience of citizens as actors of the geographical reality.

Likewise, this supposes valuing the personal criteria elaborated from the news and information about the inhabited reality and stimulating the understanding of the programmatic contents transmitted in the school. In the opinion of González (2018), it is the opportunity to recognize the function of the subjectivity of the locals as protagonists of the community's geographic reality. There, what is manifested as a testimony of the citizens about geography, as empirical knowledge transformed in daily life, is significant.

An interesting result of this case is the opportunity to put into practice the knowledge obtained in the interpersonal experiential dynamics with their neighbors and in everyday informal conversation. It is the opportunity to exchange with their empirical baggage the reflections elaborated in the community day to day and enriched the personal criteria in the citizen exchange; that is to say, the dialogue becomes the propitious scenario of the collective geographical communication.

Casado & Calonge (2001) justified this conception, who valued the versions of the inhabitants as excellent support in the innovative task of the formative activity of daily school work. It responds to valuing their perspectives on community events in an updated, direct way and in better conditions than what they have learned in school activities with a traditional and behavioral accent. One aspect to consider in school training is the educational work of media action.

This school-media integrity implies the possibility of motivating explanations based on school knowledge articulated with bibliographic and field investigative experiences, which address the emerging geographical problems of the communities. It means consulting articles and books, complemented by watching and interpreting videos on YouTube. Consequently, new knowledge can be acquired when coming into contact with the community's geographical situations.

On these aspects, Arenas-Martija & Salinas-Silva (2013) contributed to the demand for opportunities to socialize the studies carried out with the support of critical thinking and valuing educational media training as another opportunity to teach and learn. It implies renewing this educational work with the epistemic leap supported by constructive reflection, in whose fundamental task of the pedagogical act, it is possible to motorize the reasoning with arguments sustained in criticality, inventiveness, and creativity.

The perspective of linking experience, information, and school content goes toward reorienting the formative capacity of the pedagogical and didactic processes of Geographic Education. It is about relating practice, knowledge, and reasoned action. The reason for this

reference has been to conceive the formative work from an open and flexible interpretive activity, where it is possible to sustain approaches with arguments validated in the daily life of the place.

According to Santiago (2017), it supposes conceiving knowledge as a construct elaborated in progressively dynamic, interactive, and evolutionary processes from the simple to the complicated. From these formative conditions, the opportunity emerges to lay the transformative bases of the data in knowledge, based on the notions provided by the media and the school, complemented with the empirical baggage forged in the place.

What is relevant is moving towards valid and reliable knowledge beyond the superficial and superficial information of the media and the superficiality of school work. It implies developing a constructive process more related to the vicissitudes of daily life and moving beyond the traditional activity circumscribed to the format of the privilege of the abstract, notional, and neutral. It means turning the formative look towards the understanding of the immediate reality and stirring up the geographical reflection of its events.

Indeed, according to Ander-Egg (2004), a formative activity is very distant from how traditionally taught and learned in the condition of inhabitants of a community. Therefore, it is contradictory to educate by focusing the educational act on strengthening mechanical thinking and superficial knowledge; that is to say, at present globalized, it is contradictory to educate with the transmission of concepts when in this regard, it is required to teach how to build knowledge with a formative task supported by sustained research in paradigmatic and epistemic innovation.

When explaining this situation, Villa (2008) valued citizen performance in community life, where people can teach and learn in an open, flexible, socially natural, and spontaneous manner. This possibility implies habitually exercising critical analysis in citizen education, given the feasibility of holding a critical and constructive personal opinion about daily events. It is to activate reasoning as the fundamental basis of educational change.

This opportunity makes it easier to educate citizens in strengthening the analytical explanation, careful reflection, active intervention, social performance, and the ability to provide options for change and transformation to social problems. It is turning people into leading actors in their educational training; that is, basic responsible participation of the management and adequate preparation to notice the reality of the current moment.

At the end of the 20th century, Posner (1998) affirmed is to educate, not only with theoretical explanations but also the development of investigative activities of effects on the ability to interpret social reality in an active and leading way with the promotion of cooperative work and the self-reflexive and dynamic incentive feasible to postulate change projects to the difficulties of community situations. It is to pedagogically qualify people to reflect on what happened and promote a formative action of a political and ideological nature that transforms active thinking.

By being educated in its geographical setting, the citizen can present reasoned judgments and evaluate with measure the conservation of the environment, the harmonious intervention of the inhabited territory, and avoid the anarchic organization of the community geographic space. Likewise, learning and unlearning in the explanatory experience of the complicated community circumstances and inserting oneself critically and consciously into their daily realities of dynamic and changing accents.

It is valued by Cañal-de-León (2002), who, when reflecting on the importance of the explanation of daily life as the object of study of Geographic Education, has considered that it is the immediate scenario of the circumstances of the locality. Today is conceived as the

experiential laboratory capable of facilitating the public's understanding of the lived reality. Precisely, there are offered opportunities to agitate the rethinking of the characteristic facts of the place.

According to Llancavil (2014), it is also an opportunity for contemporary Geographic Education to propose the revaluation of human activity, given the privilege of the economic, since the formative processes of the citizen will be able to conceive their condition as an active, leading, responsible and committed person with his territory. With this, this formative work ensures the possibility of redirecting their pedagogical work using different, diverse, and multiple scenarios appropriate to the management of facilitating teaching and learning.

One aspect of assessing is the feasibility of actively relating common sense, intuition, street research, and deciphering news, information, and knowledge. By activating the exercise of interpretations on community geographic dynamics, both activities will facilitate the opportunity to use the actions of local life didactically and open opportunities to educate the elaboration of knowledge.

That is why it is understandable that the purpose of Geographic Education, from the perspective of Villa (2008), is to reorient epistemological teaching and learning, taking into account the didactic application of the fundamentals of the qualitative orientation of science. In this way, it is to build knowledge by directly intervening in reality and, in this activity, using the interview as a feasible methodological option to obtain the testimonies of the inhabitants of the studied reality.

Consequently, in Geographic Education, the pedagogical and didactic renovation must begin with understanding the urgency of assuming the importance assigned to the subject as a citizen with the feasibility of acquiring, elaborating, and transforming their knowledge by participating actively and reflexively in their situation of community inhabitant. It is about the eventuality of obtaining, processing, and transforming testimonies about the daily collective activity, underpinned by dialogic and daily horizontality.

In this sense, as Careaga (2004) explained, the school cannot be indifferent to this situation. It must assume the explanation of the geographical reality as a formative need of the citizens of the globalized world. This task manages the vindication of their active, reflective, analytical behavior and social leadership. Therefore, this aspect must be considered fundamentally important in educational action.

In the aspiration of a renewed Geographical Education, it must renew its pedagogical and didactic work. For this reason, the concern to analyze community events is imposed as an object of the pedagogical and didactic treatment of daily school practice. In this regard, there is a fundamental purpose to encourage the application of the diagnosis of topics of interest, problems, and difficulties identified as setbacks of the place, with the essential daily contact with the reality lived.

From the perspective of Arenas-Martija & Salinas-Silva (2013), Geographic Education must indispensably assume as its objects of study current events, the environmental and geographical reality of the country, the current educational purpose and geographic knowledge and practices, updated pedagogical and didactic; that is to say, it is urgent to contextualize the explanations of the geographical reality, given the intricate problems that occurred. By considering this approach, it will be possible to understand the geographic dynamics of the globalized world.

It forces the educational act to review the explanation of the geohistorical reality of the community to understand its processes, changes, and transformations from the past to the present and vice versa. The challenge is to complete an educational action capable of analyzing

its geographic events critically and constructively, given the possibility for citizens to act, think, elaborate points of view, and formulate options for change consistent with the improvement of community geography, understood in the global scope.

4. Research results

4.1 Geographic Education from the community: the necessary change

In the management to innovate Geographic Education, from the study of the community, as a formative option for the citizen of the 21st century, it is a challenge to propose an educational model, more appropriate and convenient in the perspective of deciphering the new environmental and geographical realities; especially, a pedagogical and didactic preparation with the capacity to intervene critically and constructively in natural and spontaneous situations, about ecological deterioration and geographical space.

Where necessary, the purpose should be to resize the educational act developed in the classroom to propose participatory and protagonist teaching strategies feasible to structure an interpretative didactic mediation of geographic reality. In principle, this is due to reconsidering the anachronistic traditional pedagogical action due to its behavior that is reluctant to change and its attachment to the past. The complexity of the events, they deserve to establish other explanatory options of a leading order.

Reflecting on the inappropriate insistence of the educational mission fulfilled by the school since the 19th century, Careaga (2004) insisted on improving the changes proposed in the curricular reforms because they have yet to have the requested aspiration of achieving school renewal. Quite the contrary, at the beginning of the new millennium, the conservative condition persists since teaching is carried out by "...twentieth-century teachers, (who) educate 21st-century students with 19th-century methodologies" (p. 6).

This situation indisputably reveals the validity of the pedagogical and didactic proposals established during the nineteenth century as fundamental guidelines in daily school activity. The worrying thing about formative work is that it is limited to transmitting programmatic contents and, with that, distorting the formative by the instructive and preserving the theoretical and methodological foundations of education, current since the 19th century; that is to say, to conserve the practice in a static, paralyzed and immutable way in time.

In this regard, Santiago (2017) expressed his opinion on this education model, the requirement to offer the treatment of comprehensive training of citizens. It is about humanizing citizens and training them to understand the inhabited context, especially educating them towards coexistence and sensitizing them about the setbacks experienced in their inhabited place. It means the urgency of another convenient educational version of assuming the critical explanation of the real; as far as possible, analyze their events as objects of study treated with the investigation.

Therefore, it is no longer only to transmit the programmatic contents in the geographical subjects but also to apply its foundations in explaining the reality of the immediate scenario. From there, generate the pedagogical change and assume, as a basic orientation, the didactic investigation of the immediate environment and facilitate discussion and critical and constructive reflection.

An appropriate alternative for this purpose in daily school practice, problematizing education, has been proposed, capable of forming an analytical, deliberate, and reflective conscience that examines geographical facts with the possibility of exercising questioning

rationality. It is to rescue learning outside of school as an experience that Geographic Education can use to renew its teaching and learning. The new times require your knowledge directly and experientially.

In this activity, it is urgent to practice ways of thinking, styles of acting, and the exercise of dialogue, and, in this, assume the naturalness and spontaneity of the citizen's action in the daily life of his community. According to Arenas & Salinas (2013), the formative work should contribute to educating society as a leading actor in the processes of change and the renewal of daily school work and, from there, rethink the developing era with constructive reflection.

However, it is a political task derived from the participation of the educator as a subject of transcendent importance in the literacy activity of Geographic Education. Its performance must lead to innovating the pedagogical treatment of its students with the analysis of the geographical themes of the contemporary world. The possibility of directing the school training effort in the community setting, as a habitual environment where people perceive, interpret, feel, and live the world, reality, and life, should be deprived.

From the perspective of Álvarez-Cruz (2013), in the educational change from the classroom to the community, an education that forms the citizen in an interpretative way of the complexity, uncertainty, and paradoxes of his time is decisive. In this direction, education must promote a pedagogical work towards daily experience and informality in such a way as to take advantage of the points of view, and the new options for change argued, enunciated by the citizens.

Thus, the geographical space will be understood to the extent of applying investigative positions trained in the intervention of investigative processes on the themes and problems and how they have been transformed into community social difficulties. According to Guitián (1999), this approach at the end of the 20th century translates into the obligation to emphasize the elaboration of other enriching points of view of collective probity with knowledge elaborated from the scientific perspective.

Indeed, in the opinion of Rojas (2000), the challenge of Geographical Education is to provide contributions that exercise citizen emancipation, resulting from leading the inquiring analytical explanation supported by questioning subjectivity. Hence the reason for insisting on pedagogical processes focused on the renewal and social reconstruction of literacy effects from the streamlined analytical interpretation of the analysis and understanding of everyday life.

Currently, when the person participates and starts in the search, processing, and elaboration of knowledge, they will also be able to develop the ability to interpret reality in comprehensive levels of evaluative and creative accent. Unquestionably, the result will be to originate actions that generate other actions, contribute to the pedagogical promotion of the personal autonomy of the citizen, and elaborate contextualized responses in the transformation of the geographical problems experienced by society.

Conclusions

The explanatory treatment of the management proposed by Geographical Education, in the effective and efficient fulfillment of its formative work with the support of the study of the community, as a fundamental part of the educational action of the citizens of the XXI century, results in promoting the understanding of the reality of the beginning of the new millennium, reconsidering the geographical and pedagogical foundations, at the same time renewing the activity of the classroom and assuming the community as the geographical book par excellence

as an object of study. From these perspectives, it means considering the pedagogical interest in considering the geographical situations of the territories of the contemporary scenario. The reason is the occurrence of events demanding other more coherent and pertinent explanations with their untimely development characterized by catastrophic, adverse, and hostile characters and influential human groups in different regions of the planetary sphere regarding their quality of life.

In these historical conditions of the globalized world, Geographic Education must assume an educational direction focused on the development of the personality of citizens, proposing as a basic task the ability to develop research. With the traditional transmission of content, it is difficult to prepare adequately for untimely geographical events, whose consequences affect the social group and aggravate the dire consequences of the daily circumstances of the places. The preceding is decisive in the pedagogical training leading to promoting environmental and geographical sensitivity as the basis for managing a profitable pedagogical activity in the diligence of contributing to the formation of the citizen, strengthening their identity with the community, enlivening the belonging to one's own, accentuate affection for the territory and lay the foundations for the development of personality in an integrated way with the explanatory understanding of their community and the conditions of the time.

Therefore, an aspect to review with significant attention is the educational purpose of fulfilling the work of Geographical Education. In principle, educating citizens about what is cultured, healthy, and critical. In addition, motivate their participation and leadership as an actor in geographic events, with a critical and constructive conscience that can strengthen democracy, solidarity, peace, and harmony, as fundamental values. From this perspective, a pedagogical and didactic option is to turn the immediate scenario into a laboratory where it is possible to develop the teaching and learning processes of geography and educate in the daily performance of the place. It is about conceiving the place in a highly favorable didactic resource in the management to modernize geographical teaching, with the critical explanation of the environmental, geographical, and social circumstances.

This occasion requires considering the present historical moment of the globalized world as a concrete, experiential, media, and virtual reality, as well as opportune to promote the feasible facilities to promote the development of interpretative processes and warn from other points of view, the current complex geographical realities. Thus, the feasibility of understanding the time lived, through the didactic application of the question in teaching geography, as a social discipline. In this way, the opportunity to formulate questions is opened to relate knowledge, reality, and conscience to guide the exercise of the analytical, reflective, and interpretative study of the problems of the environmental quality of the community. It is daring to propose questions leading to investigate the geographical events revealed in community daily life, as a possibility of guiding the investigative effort towards achieving its purposes.

Considering the local community, as the book with the opportune and appropriate conditions in the fulfillment of the pedagogical function of teaching geography, it is necessary to justify the achievement of learning in an active and leading way by getting involved in social processes of transformation. Geographic. In this way, Geographical Education will be able to comply with what is required by today's society, such as explaining reality. Indeed, with a work consistent with the complexities of the globalized world, the classroom will be a democratic environment derived from the search for information, interpretative reading, analysis of real situations, and the design of options for change to community circumstances. Thus, a formative work with notable educational and social effects in preparing citizens appropriately to improve contemporary geographical needs.

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