



## Subjectivity, Identity and Education: The Temporal and Spatially Construction in the Teaching of History

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### **Abstract**

Social events and phenomena have their roots in the past and are inevitably projected into the future. Thus, the present forms a weak, subtle, imprecise temporal border. It needs the past to materialize since this is the only one that has already been. However, the past without the present would be worthless since the explanation given by either of the two is the result of the other, it is the result of the problems and questions that man has about his own time and the future. It is this reflection between the past, present, and future that gives meaning to temporality. Establishing a correct relationship between them must be one of the main purposes of teaching history since one of the basic foundations of the formation of temporality consists of having the ability to perceive and understand the historical dimension of reality.

**Keywords:** *Education; History; Identity; Subjectivity; Teaching*

### **1. Introduction**

A history teaching-learning process that focuses on facts rather than acts guarantees the absence of meaning; In primary education, students' learning in this subject is made up of a series of isolated elements, facts, characters, dates, some topics about concepts such as: discovery, revolution or progress. It is like a box where the student kept everything mixed up and also has a large number of disorganized objects, some of which he does not even know he has or does not know what to relate them to; for example: the notion of time (temporality and spatiality) the conceptual domain or the difficulties in historical conceptualization [1]; and it not only integrates learning problems; The cognitive perspective includes techniques, strategies and educational practice and it not only integrates learning problems; The cognitive perspective includes techniques, strategies and educational practice.

The problem has persisted generationally when moving from grade to grade in primary education, applying purely retention strategies with students, wrong? not completely, but the memory is left aside;

without helping you develop skills such as understanding, reflection, and linking of historical content. The disadvantage in principle is that the majority of teachers consider learning chronology difficult, including spatiotemporal notions.

Temporality and spatiality in the learning of history have presented difficulties in its teaching and learning; The first, according to Braudel, is expressed in three times: In an initial temporal dimension, there are events or events of short duration, which define their temporality to the extent and rhythm of daily events. It is, as Braudel explains, time cut to the measure of the individual and their most immediate experiences. Thus, an earthquake that destroys a city, a coup d'état that overthrows a democratic regime, the signing of an economic free trade agreement, or the publication of a new book, will be various events in history, geographical, political, economic or cultural, among others. In a second temporal dimension, the author proposes, the time of medium duration, which constitutes the different economic, political, social and cultural "conjunctures" in reference to the realities reiterated for several years, decades and even decades. The last temporal dimension that Braudel proposes: the processes and structures of long time or long historical duration, correspond to those realities and to the true determining protagonists of historical development; In a more conceptual way, the first dimension will be the event, followed by the process and the structure of the story.

Currently, it is about establishing a relationship between the historical events of their time, their location in the history of humanity in correlation with other events, context, situation and location with the formation of temporality, a process inherent to the quality of the learning history. This idea is supported by the relationships established between the individual and the social, the particular and the general as paired categories that allow the reflection between these elements to be revealed. That is to say, the understanding of temporality requires that of spatiality. The historical events taught in Primary Education place students in the scenarios in which they take place geographically, including the material and spiritual culture associated with them, which makes it possible to understand temporality. The material objects and spiritual production linked to the social activity of men allow us to appreciate the peculiarities of historical periods and even change in some aspects depending on the regions of the country, which has a connotation in the learning of history.

Social events and phenomena have their roots in the past and are inevitably projected into the future. Thus, the present forms a very weak, subtle, imprecise temporal border; It needs the past to materialize since this is the only one that has already been. However, the past without the present would be worthless since the explanation given by either of the two is the result of the other, it is the fruit of the problems and questions that man has about his own time and the future. It is this reflection between the past, present and future that gives meaning to temporality. Establishing a correct relationship between them must be one of the main purposes of teaching history, since one of the basic foundations of the formation of temporality consists of having the ability to perceive and understand the historical dimension of reality.

The predominant model in the teaching of history in Mexico has been - and still is - the model of "illustrated history", that is, a fundamentally political, diplomatic, military history, focused on the evolution of States, their rulers. and its ruling classes. History exhibited to students through textbooks in a descriptive and uncritical manner, as a body of finished and valid knowledge in themselves that should, as is known, be memorized and repeated in the best possible way (retention) This story represents the problem that will be addressed in this research because the approach used is biased towards temporality and spatiality.

The understanding of history requires the use of notions and methodological categories on which the teacher relies to be able to teach history while the latter are relative to the students; That is, they are the ideas or concepts that children build from their prior knowledge and those they acquire from what

they have worked on in class [2]. To facilitate the development of students' socio-historical notions, the teacher must use nine constants, namely [3]: Temporality, spatiality, historical subject, causality, past-present relationship, empathy, sources of history, continuity and change and the relationship with other subjects, of which only temporality and spatiality will be delved into. With temporality, the teaching of history is based on the location of the historical fact in time. The initial question is when? However, it does not refer to a simple date, on the contrary, it goes further. Historical time includes elements such as order, duration, and era. When we talk about order, it is about other events because they are all part of a process. Duration is about taking into account how much time has passed from the beginning to the end of the historical event. Finally, the era refers to the time before or after Christ.

Hand in hand with temporality goes the constant spatiality because along with the location in time, the location of space is important, which is obtained through the question where? Spatiality includes the location, the physical characteristics of the place (climate, relief, hydrography, flora and fauna) and the social characteristics (population, economic activities, among others). When working on spatiality, the representation of a space (geographical map) with the characteristics of temporality that has previously been discussed is proposed (historical map). Does understanding how temporality and spatiality are addressed in the learning of history in primary school really mean, link and reflect on school and life?

Students consider the subject of history and History itself as a subject that does not need to be understood but memorized [4]. In Mexico, teaching is influenced by different paradigms, one of which and the oldest, is the frontal transmission of knowledge, each level presents a particular content (teaching program or objectives) and adding them together the result will be the learning that the student must be acquired, in this model there is no reflection, analysis, it is a linear teacher-student relationship, the teacher discloses the student receives, what skills are achieved, memorization as a complex process or simple retention. The second current present in the national basic education system has to do with the stimulus response, the teacher analyzes the behaviors whose chains express the competencies that must be acquired, then prepares questions that can provoke their manifestation and matches the student's responses with reinforcement stimuli, pass, fail. The significance, the basic components and indispensable skills that the school is supposed to develop only remain that, assumptions. Based on the fact that the teaching of history in primary school is legally based on the Reform on Educational Modernization given in 1993, which was modified again in 2008 through the Comprehensive Reform of Basic Education (RIEB). However, regarding theoretical-methodological references, the teaching of history in primary education is based on the historiographical current. Which is not carried out within the classroom. The theory of social representations addresses the study of a form of social knowledge specific to modern societies. It conceives representations as a collective product with the capacity to constitute a certain way of life at the same time that they guide the thoughts and actions of individuals, explains the emergence of representations through processes of communication, dialogue, and negotiation of meanings, and maintains that representations have a certain degree of structuring. In this sense, our daily behaviors are induced by the personal representations that each person has of reality [18].

The historiographic method on which the approach to teaching history is based is the Annales School, which originated in 1929 in France. It arose as a reaction to both Positivism and Historical Materialism. The first because it was based fundamentally on political and military events, while the second mainly on economic events [5]. In contrast, in the Annales School history was conceived as a problem to be solved through the different disciplines of the social sciences; In addition, the aim was to give a voice to minorities who, for a long time, were ignored and forgotten (women, the elderly and children, among others). As the different generations of the Annales School passed by, new categories were created that allowed the development of other types of research and themes that would not have been possible otherwise, especially those related to the history of different social groups and groups, ways of life, customs and traditions, in a word, the so-called social history [2].

Recent history is almost never taught, both because of the “dangers” that arise from its proximity to the present and because of the difficulty of covering the entire program in the short period of a school year. The results derived from this teaching are known. The students, at most, memorize some facts, which have sometimes been repeated ad nauseam, and learn to place them in time although not all of them always succeed nor do those who do so with the rigor with which it should be learned and of course the chronology is taught [6].

From this research we aim to understand the development of meaningful learning in primary school students in the construction of skills associated with temporality and spatiality in the subject of History. How do they teach? and determine its importance and effectiveness, because the object of study of this science is a complicated mesh of relationships, causes and effects, which encompass large historical processes and that is what primary school students have to face. The big problem is the contextualization and objectification of reality by the students; since temporality and spatiality are not developed, the learned and lived reality become unrelated, and the student perceives the learning of this subject as a series of facts outside its context. , culture, to your life, we intend to put aside that positivism with which history has been taught, we have to understand that memorization does not manipulate or adapt the information, it is only stored for when it is needed, after a period of time. time it disappears.

Teaching history is not a simple uninterrupted transfer of knowledge, it involves teaching how to learn historically, using temporality and spatiality to analyze data from a dialectical perspective and reflect on the present and future. Unfortunately, in classrooms, students only memorize (in the best of cases) the contents. The teaching of history must reveal that in the past man had various possibilities and had to choose between various futures – which are the present – none of which was the only possible, inevitable one, in the same way that “in The present does not have a single path to choose from, but several, and its future will depend on which one it chooses” (Fontana, 1988). Educating temporality and spatiality can help each one freely and correctly choose their path and participate in the construction of the future, the objectives were: Understand how primary school teachers teach the notions of temporality and spatiality within historical time and contribute to the theoretical reflection of the effectiveness and importance of the socio-historical constants of temporality and spatiality in the learning of primary school students.

The design of all research requires a conceptual organization, ideas that express the understanding that is needed, conceptual bridges that start from what is already known, cognitive structures that guide the collection of data, and schemes to present the interpretations to other people [7]. The following questions were raised: How are the constants of temporality and spatiality taught in the subject of history at the primary level? In what way does the notion of historical time contribute to the learning of history in primary school? Strategies do teachers use to develop the constants of temporality and spatiality in learning history in primary school?

## ***2. Analysis Categories***

The categories are the levels where the units of analysis will be characterized, they are the drawers in which the units of analysis are classified [8]. That is, the analysis categories will be the uncertain codes that are intended to be analyzed to find the answers to the defined problem. Conceptually, a category is understood as a general notion that represents a set or a defined type of characteristics and attributes, which authorizes them to be grouped into the same class.

From a classificatory perspective, in this research, analysis categories will be used to be classified into:

Teacher:

Subject Categories: What do the contents covered in the textbooks teach?

Study unit:

- Socio-historical notions.
- Temporality.
- Spatiality.
- Teaching and learning strategies in learning history.
- Teaching strategies from the perspective of interaction.

Form Categories: How does the teacher develop the notions of historical time: spatiality and temporality during learning the subject of history?

Teacher-student

Categories of appreciation: What meaning and importance does the student give to learning history with space-time notions?

Study unit:

- Conception of time.
- Interpretations of the past.
- Temporality.
- Spatiality.

### **3. Socio-Historical Notions**

Human temporality includes three concepts of broad meaning: past, present and future. The past is known from sources, documents or historical heritage. The study of the past includes elements of individual memory, our memories, as well as collective memory or historical memory.

The present is a temporal fragment, a link between what has already been - the past - and what will be, what is yet to come - the future. The student's personal or family history is in some way history of the present, history close in time. The story that is closest to the future. The future has different ways of taking shape. Religions show different futures that go beyond life. Ideologies present political or social utopias, with more or less realistic expectations. Science uses the concept of foresight as a way of understanding the intellectual capacity to foresee what may happen, as well as the path that should be followed in the future taking into account the past.

**Spatiality.** It integrates basic skills such as spatial conceptualization or the orientation and measurement of space and the graphic representation of space, which usually implies that sometimes the complete story is not taught.

**Conception of Time.** The measurement of time involves the mastery of complex concepts, the concepts of time change with age and circumstances, however the understanding of chronology and the fixation of events in the context and in the time are not synonymous with the development of understanding of past times.

**Interpretations of the Past.** The reconstruction of events and their interpretation, in order to construct a description of the past, require imagination [9]. Carr mentions that, deep down, the appeal of history is its imaginative character; Truth is the criterion of historical study, but its driving force is poetic. (10) viewed historical imagination as a tool for filling in gaps when data are missing.

Children can begin to understand why there can be more than one version of a story from the past. To do this, they need to have opportunities to create their own interpretations, based on what they know, and see how and why they may differ [11].

### 3.1. Teaching and Learning Strategies in History

Training processes are usually designated as teaching and learning processes, however, the teaching strategies used by teachers should not be confused with the learning strategies that students develop to learn. In relation to History, authors such as Pozo, Asensio and Carretero establish a correlation between both processes: between traditional teaching and rote learning, between teaching by discovery and constructive learning, between teaching by exposition and reconstructive learning. Below are some examples of this link between teaching and learning strategies:

In traditional teaching, which is generally presented together with factual history, transmissive strategies focused on the activity of the teaching staff predominate; In these methods, verbal instruction is the main way of transferring knowledge, they are based on the belief that students will learn if the teacher organizes the content appropriately, according to the logic of the discipline and presents it in a clear and orderly manner. This type of teaching, taken to the extreme, generates merely receptive learning strategies in students based on repetition and memorization.

Discovery or inquiry methods generate learning strategies in students based on their own individual construction of knowledge. These methods appear as a reaction to traditional teaching, and are based on providing the student with learning opportunities so that, by themselves and by induction, they discover and construct historical knowledge.

### 3.2. Teaching Strategies from the Perspective of Interaction

Expository methods are based on the teacher's activity, which is the center of the action carried out in the classroom, although students can also participate to varying degrees depending on whether it is a conference, an exhibition, or a dialogue (questions and answers). led by the teacher, while interactive methods are based on the predominance of the students' own activity that reworks knowledge through interaction with other classmates and the teacher; strategies such as projects, investigations, or problem-solving are prioritized; it is common to read in most history teaching texts, and in research on its teaching and learning, that one of the main problems presented by primary school students is It is the difficulty of locating and understanding historical time. Many students are not able to identify the centuries in which the relevant events occurred or in which extremely important figures in national or universal history lived.

The word history is used both to talk about the past and to refer to its reconstruction and interpretation, and also to the memory or recollection of what has happened, situations that develop in sequence. The educational value of teaching history determines, in any circumstance, the conception of temporality, spatiality, the selection and sequence of content, and the guidelines for its teaching and learning. The coherence of the positivist conception of history teaching is absolute when it proposes:

objective given knowledge, teacher-centered teaching, and rote and repetitive learning. The results of this are extremely well known; and this for different reasons: first, it is related to the way in which previous contents from other historiographic paradigms have been introduced into the curriculum and teaching - this last paradigm had already been proposed as a reference to the country's plans and programs - another, with the results and consequences of a certain line of psychological research on learning out of historical time.

The criticism of the Piagetian conception of learning history has generated other research and alternative proposals, for example that of Booth [12] which discusses the viability and application to the teaching of history of Piaget's stages of development, and of Hallam's conclusions, and proposes a teaching of history focused on the development of students' historical thinking that necessarily starts from the temporality and spatiality of the structure of the discipline. Other authors such as Thornton and Vukelich [13] suggest that seven-year-old children already master certain categories of historical time (for example, correctly ordering a sequence of the ages of family members). For this reason, they propose four phases in teaching temporal understanding:

- Between three and five years old, children can carry out sequences of intra- and interpersonal events.
- Six to eight can use historical numbering to represent the past.
- Between nine and eleven they identify periods of time (for example, the colonial period, the revolution, etc.).
- Between twelve and fourteen they can elaborate time periods using terms such as decade and century, and relate years to century respectively.

The evidence of the existence of a consistency of temporality in children has been highlighted by a variety of authors such as those mentioned in previous lines. In reality, temporality is a socializing element for adult generations that subjects all people from birth. Life itself generates images and mental representations of the social scenarios of which it is a part.

### 3.3. How to Teach History?

Teaching resources since the 1960s, free textbooks and teaching materials for teaching history in primary school, caused academic and political scandals. In the 1990s this situation was repeated, increasing, since the books and guides prepared and published in 1992 were withdrawn from circulation - after many attacks, and those that were generated by competition, in 1993, did not come to light, probably to "get healthy." In the last two years, 1994 and 1995, the controversy has subsided because the books changed and there are more serious political, economic and social problems in Mexico [13].

In the case of teaching History in primary school, there is a tendency to subtract the textbook's character as a unique material, developing other teaching materials for teachers and students. The didactic and historical elements contained in these materials are diverse. they should be complementary – although in practice they are sometimes contradictory. The contents of each of these by-products and some of their paradoxes when comparing them will be briefly analyzed below: History plans and programs are a list of the topics of each course. These are not broken down, they do not include objectives, hourly programming, bibliography and resources.

Textbooks attempt to cover the historical contents of plans and programs, illustrating them with certain resources (paintings, cartoons, timelines, documents - which sometimes increase the historical information -, etc.) and with didactic activities for students. Sometimes it was not possible to introduce

the new type of story proposed by the program because it would need to be investigated first. The study guides for primary school teachers address certain theoretical elements of history teaching (difficulties in understanding the concepts used in history, some criteria for managing time, introducing geography and civics in the teaching of History, etc.), proposing activities and practical exercises about them, which students must do in the classroom. But, these criteria and theoretical guidelines were not always applied in the textbooks, because the guides were made a posteriori, after the books [14].

Documentary Anthologies and the Teacher Update Library attempt to augment and update teachers on historical information. But these only deal with certain themes and periods of the program; For example, the Anthology only includes documents (laws and decrees) from the 19th and 20th centuries. Also, the informal materials for children cover only some program topics in a didactic and lively way: they are stories or adventures, which contain multiple activities and resources. In short, these materials include disparate didactic and disciplinary elements; These are not always integrated with each other, not even in the textbook – the only material that is used to teach the course and cover the program, relatively. Therefore, teachers and students must combine these elements.

### 3.4. Learning Strategies

Two groups of procedures are distinguished for teaching history, on the one hand, there are those that allow you to learn the key concepts and specific facts proposed by historians or teachers and, on the other hand there are those that allow us to approach the research methods that historians use to build a body of knowledge [15]. In this distinction it can be seen that the procedures vary depending on the types of knowledge that are addressed. Thus, the first group focuses efforts on the reproduction of knowledge constructed by educators or historians; However, in the second, the concern is centered on the need for students to understand how research is done and what historical knowledge is produced. Within this second option is the recovery of history, which is not only a research strategy but also a teaching one.

### 3.5. Mastery Skills

**Historical Time.** Historical change operates within the context of historical time and implies the establishment of a chronological, space-time sequence. The understanding of historical time involves notions such as changes, continuity and duration of the events or actions under study. This notion is very complex and students have difficulty making an accurate estimate of the span between historical periods.

**Relativist Reasoning.** Relativism is an essential characteristic of historical knowledge, it implies the student's ability to understand that in History there is no absolute and unique truth, although it is possible to contrast contradictory information about the same historical event and take a position regarding its reliability [16].

**Historical Causality.** The understanding of causality involves both the establishment of cause-effect relationships (multicausal and intentional) and the possibility of reconstructing and explaining historical phenomena and foreseeing future situations.

**Historical Empathy.** It is a skill that is both cognitive and affective, related to the possibility of understanding (although not necessarily sharing) the actions of men in the past from the perspective of that past. Putting oneself in the place of historical people and considering the perspective of the past is possible only if one has at one's disposal a conceptual apparatus elaborated in the present that allows the subject to construct a mental model different from his or her own. These concepts refer to the knowledge of different ways of life, conceptions of the world, belief systems, and scale of values.

**Critical Thinking.** It is frequently understood that a critical person is an individual who is rebellious and dissatisfied with everything that is presented to him, whether it has a basis or not, or one



who monopolizes a conversation or imposes himself by speaking in public and disqualifying others. Teachers may think that to develop criticality in students it is enough to accustom them to giving their opinion or expressing their point of view, neglecting the depth and quality of what is expressed.

### 3.6. Type of Study

The typology of the study is Qualitative and exploratory, Blumer's thinking is followed [17], - who considers statistics to be inadequate for most forms of human behavior- and its depth of analysis is a great advantage when conducting a case study. Qualitative researchers study reality in its natural context, as it happens, attempting to make sense of or interpret phenomena according to the meanings they have for the people involved. Qualitative research involves the use and collection of a wide variety of materials that describe routine and problematic situations and meanings in people's lives. Hebert Blumer (1956) identifies serious problems with the statistical method, fails to produce general principles, marginalizes the creative nature of human interaction, and mistreats complex and dynamic characteristics of social life as if they were variables and dynamics of social life as if they were well-defined variables that are interrelated regardless of context. He suggests that these problems make statistical methods inadequate for much of social research [18].

**Totality:** since it tries to cover, in global terms, aspects or elements of the situation studied. In this case, we will try to visualize the situations that favor the teaching of spatio-temporal notions in the subject of history in primary school.

- **Particularity:** it is a concrete reality, since the phenomenon or situation studied is typical of the subject of history, it cannot be generalized to subjects with the same characteristics, therefore, this research becomes unrepeatable.
- **Reality:** the research is carried out within a particular context, which means that there is a level of application with the “state and natural or cultural environment in which it takes place and develops”
- **Participation:** it is intended that all participants in the research be actively involved, in one way or another, in the research process.
- **Accessibility:** make it possible to get closer to the study processes and the subjects involved in them.

## 4. Conclusions

In principle, it is considered that in Mexico primary teachers have a great responsibility. In the case of History, they must cover a huge program, combining the dispersed elements contained in books and teaching materials, such as: updating their historical information to develop different program topics; apply some didactic suggestions – contained in the teacher's guide – to the textbook and the program; help students assimilate the points of view of informal works that deal with some historical stages and problems that the textbook usually addresses in a traditionalist way. The Domain skills that are extremely important for teaching the subject of History of Mexico, are only known by people who are dedicated to research, and who are concerned about the learning of basic level students, in this primary case, because those who have direct contact with them; Teachers have no idea what they are and what each of them refers to. Historical time is the conception we have of the future of the human being and allows us to understand how the past, present and future of societies are closely related to our lives and the world around us. This notion is developed during basic education and implies the appropriation of time measurement systems; the development of thinking skills that help establish relationships between historical facts, and the construction of a chronological ordering scheme to dimension an event or

historical process throughout history. Therefore, students establish relationships of change-permanence, multicausality, simultaneity and past-present-future relationship. To develop the notion of historical time, it is important to implement, according to the school grade, learning strategies in which the student:

- Use conventions (week, month, year, decade, century, before our era and after our era or before Christ and after Christ) describe the passage of time and historical periods.
- Locate story events and processes in time and establish their sequence, duration, and simultaneity in a general context.
- Identify what has transformed over time, as well as the traits that have remained throughout history.
- Understand that societies have their own characteristics and are subject to change.
- Identify, describe and evaluate the various economic, social, political and cultural causes that caused an event.
- Identify and understand how certain features of the past impact the present and are considered for the future.

Historical space. This notion is worked simultaneously with Geography and involves the use of cartographic knowledge and the development of location skills and interrelation of natural and human elements. The development of this notion during primary education allows us to understand why an event or historical process developed in a certain place and what role the different geographical components played.

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