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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

“ FORMAR PARA TRANSFORMAR CON CALIDAD, CALIDEZ Y COMPROMISO
SOCIAL”

LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN
EDUCACIÓN SECUNDARIA

NOMBRE DEL EJE: FORMACIÓN PARA LA ENSEÑANZA Y EL APRENDIZAJE

EDUCATION BETWEEN CULTURES

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INTRODUCTION

Throughout history, educational institutions have undergone transformations not only caused by socioeconomic changes, but also due to the diverse scientific and pedagogical positions of each historical moment. However, now more than ever, in current times and in the face of a growing, changing and increasingly demanding society, educational institutions face challenges that undoubtedly imply changes, if they want to respond to the diverse needs and challenges faced by the 21st century societies (globalization).

Although it is true that education in Mexico and in the world through its educational institutions have the need for change, these should focus on a professionalization of the teacher as the main and main protagonist of said change that schools require. For this professionalization and achievement of an educational quality in a foreign language (English), teachers will seek alternatives on how to improve their practices and for students to acquire meaningful learning.

Currently, all children and young people must receive an education that provides them with significant learning and knowledge in a second foreign language (English) that is relevant and useful for life, regardless of their socio-economic background, ethnic origin or gender.

It awakens my interest in doing a comparative study of the didactic strategies for learning the English language in secondary education (third grade), emphasizing the ability of oral production, grammar, writing, reading and how it is used by the teacher for the correct teaching to students. This comparative work will be between two countries; Mexico and England that have witnessed the transition of the educational system that is constituted from their remote times to the present. On this occasion I intend to focus on a brief and concrete text such as education and teaching in these countries, and make a relationship with the real context of the work of teachers. This, in response to the fact that societies and governments face the need to build freer, fairer and more prosperous countries that are part of an increasingly interconnected, complex and challenging world.

DEVELOPMENT

Globalization is a constitutive feature of the modern world (Giddens, 1990).; However, the concept of globalization is complex and problematic, since it can be reached from capitalist or neoliberal assumptions and from Marxist criteria. There is a link between ideology and globalization. Globalization, together with technological and economic development, leads to a specific type of society, with a specific capitalist or neoliberal political brand. This process for some authors is an inevitable and irreversible process (Ojeda, 2000), however, for other authors, it is not an irreversible process, but can be transformed into a type of socialist globalization (Lizárraga, 2008).

There is no single definition of globalization, but there is a certain coincidence in all of them, interconnection as a keyword. For Suárez (2007: 7) globalization "is the increasing integration and economic, social and cultural interconnection across the planet". Since the industrial revolution, economic and technological development has created a new world interconnected by computer and commercial networks. And Robertson (1991: 8) understood globalization as the understanding of the world as a whole, individuals become aware of living connected in the world as a single place.

Other authors believe that globalization will produce the opposite effect since it will cause cultural identity to develop (Tomlinson, 2003: 269). For Tomlinson, globalization will not produce a single model of culture, but cultural hybrids enriched by intercultural experiences, what the author called: cultural mutation.

EDUCATE IN A GLOBALIZED WORLD

Today there are researchers who consider that globalization influences the way of approaching education in each country, and therefore, education must take globalization into account, because the problems are no longer specific to a country and have turned into global phenomena, affecting the whole world, since everything is interconnected (Cifuentes, 2009: 8). Education cannot be alien to the context in which it takes place. Today, technological and economic development They have

made globalization an essential characteristic that cannot be left out of the educational process (Lizárraga, 2008).

We must open the school to the world (Montero, 2000; Kramersch, 1991, 1993), and this requires a preparation of teachers for the new world that we have had to live. The question is how to do this. Hence, the previous question acquires relevance in today's world, and we can reformulate it in the following question.

How should we educate, learn culture and teach foreign languages to our students in a globalized world?

It is necessary to consider the following points:

1st education in general terms, 2nd the transmission of culture, 3rd the learning of second languages in globalization.

Globalization is challenging for teachers as they must consider how to encompass curriculum content and educational methodology.

Mexican challenge

To explain my analysis I will focus on the particular study of the 0530 Anexa Normal de Atizapán de Zaragoza High School with CCT 15EES08011, located in the municipality of Atizapán de Zaragoza (Tools for school and community observation and analysis).

I would like to share with you some data from the observation of my practice. First, I will address the relationship between the school and the community.

It is an institution that enjoys good credibility among the parents who make up this school, as they say that a quality service is provided for all students, especially because parents have seen progress, despite the problems we are facing.

High School 530 accepts the importance of parental involvement and collaboration in the education of adolescents and the need for a cordial relationship between teachers and parents so that teachers can perform their role effectively and fully.

I did an interview with the teacher who teaches the English subject who was very pleasant and was shown effusive by this interview and who also allowed me to observe one of her classes with third grade high school students, it was interesting to observe how the students entered happily the class session and gave a few more minutes so that they could access the session where the teacher greeted her students, passed roll call and reassured them, making them laugh a little as they returned from an exam and they felt confidence towards the teacher.

The students participated a lot in class, the teacher was dynamic and with a lot of educational and entertaining material. The students interacted a lot in class and made notes in their notebooks since at the end of the class they were going to evaluate with the notes of that day since it is part of the evaluation that the teacher takes, finally when the class ends I clarify doubts about work final and deadlines, at the end of the session all the students said goodbye to her and thanked her.

For the interview we begin with a cordial greeting and being as formal as possible, the teacher commented that between 30% -40% of the students do not have learning in the English language, they lack bases, they make their plans with the 2017 program key learning and meeting the planning goal; The evaluation of the students are 40% work in virtual class and 60% work at home (complete exercises, finish paragraphs, readings), the strategies with didactic material of the teacher's work for teaching and learning of the student are audios, videos and presentations in power point and give feedback to the classes.

The Likert Scale is a rating scale used to question a person about their level of agreement or disagreement with a statement. It is ideal for measuring reactions, attitudes and behaviors of a person.

The Likert scale is a measurement method used by researchers with the aim of evaluating people's opinion and attitudes.

There are several types of measurement scales focused on the behavior of people, and the Likert scale is one of the most used.

The teacher performed a Likert scale where she is satisfied with taking courses and improving her way of working, prepares her anticipation of classes excellent, clearly exposes the topics, has an excellent use of didactic materials.

The results of the Likert questionnaires are mostly between excellent and satisfactory.

1. It is important to have a relationship between the school and the community as they say that a quality service is provided for all students, especially because parents have seen progress, despite the problems we are facing.

2. Also have a good relationship between the school and the parents' association the need for a cordial relationship between teachers and parents so that teachers can carry out their function effectively and completely.

Challenge English (British)

In England and the rest of the United Kingdom, education is compulsory until the age of 16, and although the majority of British children attend public or state schools, the proportion of children attending private schools has recently increased by almost 10%, surely supported by the incredible prestige of a large number of elite English schools.

This does not mean that the performance in public schools in Great Britain is significantly lower, since there are many students from these schools who attend some of the best universities in the world after their secondary education, such as Cambridge, Oxford, or London, but there is a certain differentiation between public schools that allow a selection of students based on their academic results, such as some of those that offer, and those that do not.

Secondary education

It would correspond to Key Stages 3 and 4, that is, grades or years from 7 to 11 to 16 years. It is at year 10 when they begin to prepare for the GCSE (General Certificate of Secondary Education) exams, where they will be evaluated in at least 9 subjects.

A-Levels Exams

After passing the GCSE exams, students are free to choose whether they want to continue studying in the British education system, or start a professional life. For this reason, those who decide that they want to continue with third grade or university studies begin to prepare for the “A” or “A-Levels” level exams. The higher the result obtained in these exams, the more chances of entering the universities of their choice. In these exams between 4 and 6 subjects are usually evaluated.

Secondary teachers can work in private or public schools, with adolescents of different ages. Its mission will be to enhance their educational, social and emotional development, in addition to ensuring their care.

The secondary school teacher will address the topics included in the national primary curriculum in the Key Stages stages. The subjects to be taught would be science, English, music and art.

English teachers plan their lessons in the afternoon shift and present their classes to a superior for approval, in this sense, superiors require the use of novel didactic strategies to achieve meaningful learning in students this way of working is adapted to the globalized system.

I will take the reader on a journey through six aspects, located in my comparative study between two cultures, the Mexican and the English, from the perspective of teaching, finding points of agreement that in some way will serve to highlight the argumentation of my premise indicated above. start of this libel.

The first aspect is related to the **teaching of grammar** in the second language (English), the objective of which will be for the teacher to develop and design activities for their own learning and teaching. To start with, I reiterate that the research itself has placed us in a perspective, according to which, the question about how we learn in training contexts begins to be resolved assuming that both the role of teacher with students of the compulsory stages of the educational system, must be based on specific areas of intervention in areas such as induction, analysis, reflection and formative evaluation of learning and, also, certain ways of learning.

The second aspect deals with the **tools for the observation and analysis of the school and the community** Kim's model (1993) indicates that it is important for the teacher to value in this matter knowing how to reflect on observations, design, form concepts, implement teaching tools , contrast concepts, observe and experiment concretely in the classroom. As this will allow us to create favorable learning environments for students.

Bolívar argues that concrete experience, abstract conceptualization 'on the one hand, and reflective observation, active experimentation on the other, constitute two dimensions that would represent guidelines for new education professionals who intend to give a new turn to their work.

In the third aspect we place the **socio-economic and political problems** of the educational systems, these problems are of a technical nature and of a metaphysical nature. For most scholars, the most important question is one of ends. When these are clear, the planning and organization of teaching is facilitated. Here is a review of the problems of education in the world today.

I have synthesized them around ten keywords, which interweave the social situation, which is the same as that of the classrooms. The master ideas are: our world, the economy, the planet earth, the human condition, coexistence, values, rationality, language, the family and the social community. The problem of life and of schools is the lack of a narrative to carry out socio-economic and cultural coexistence projects. In this way, it has repercussions on the training models of education professionals.

In relation to the fourth aspect, I will approach it from the perspective of **development in adolescence** in the attention that it has as its center of interest secondary education students from their condition of adolescents and the processes of construction of their identity in which they are they are involved, considering, furthermore, the role of schools in these processes. Secondary schools are spaces of adolescent life in which the school experience allows students to show and build themselves as young people; Likewise, some of the meanings that school acquires for them are identified and an analysis is carried out of the redefinition and

resignification processes that adolescents experience at the time they complete secondary education.

Regarding **English-speaking cultures**, which would be the fifth aspect, the cultural component in language teaching is the central point of my study. First, I will try to explain the interest that the cultural component has aroused within language teaching in recent decades, as well as the substantial changes that have been found in didactic approaches.

Culture is defined as the communication processes with societies, that is, capturing the way of thinking, feeling and acting as a form of expression of the members of a society in their activities, in their daily activities and that is appreciated through the tongue.

Since the beginning of the communicative approach, the role that culture plays in the class of second languages has been reconsidered. At the time it became clear that mastering a language not only consists of gaining control of a certain linguistic system but also developing the ability to use it in communicative situations, it is clear that learning a language also implies gaining a system of rules of use. The development of the concept of communicative competence and the inclusion of sociolinguistic and sociocultural aspects.

Morphology and Syntax Last Side The term grammar is often used to refer to morphology (the study of word forms) and syntax (the study of sentence structure) together. Languages can be classified according to the grammatical principles they have for them. A language can change its type over time as has happened with the English language, which was a synthetic language with many inflections and is now a rather analytical language with few grammatical endings. This situation is evident in the writing of this work, where the mechanisms of word formation and sentence construction have been adequately followed in order to achieve my communicative competence in the English language.

CONCLUSIONS

In my opinión, and by the way in conclusion, I can say that there are certain similarities in both educational systems, where students must receive adequate training and international competitiveness, teachers will develop curricular plans appropriate to the new contexts of the educational system considering the socio-economic changes in society, New teaching methods must be explored that allow students adequate access and integration to the new social order. Teachers will offer continuous learning, where the teacher will not be the transmitter of knowledge, but the facilitator of continuous learning. However, there are relevant differences, since in the case of England the economic investment made by the state in favor of education is higher than the investment made by the Mexican state. Educational institutions have substitute teachers or tutors; These tutors supervise the teacher's practice and thus help students achieve the expected learning.

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