



THE ENCOUNTER WITH NATURE AT AN EARLY AGE, A CASE IN ENVIRONMENTAL EDUCATION AS A STRATEGY FOR A BETTER FUTURE

Silva Toribio KI¹, Ruvalcaba Ledezma JC², Toribio Jiménez S^{3*}, Toribio Jiménez J⁴

¹Student of, School Primary School level Fray Bartolome De las Casas, Chilpancingo Guerrero, Mexico.

²Area Academic Research Professor of Medicine and Department of Public Health, University of the State of Hidalgo, Mexico.

^{3,4*}Laboratory of Molecular Microbiology and Environmental Biotechnology, University of State City Chilpancingo, Guerrero State, Mexico.

ABSTRACT

In the socio-environmental context; the students and teacher are willing to venture into the construction of knowledge, an early age a strategy of environmental health for narrative in social context strategy. The objective consisted in describe the process and the results obtained through narrative work as part of the subject of environmental education in the context linking the narrative model as a system of monitoring and supporting students in their learning process during their development in The teaching-learning process must be an active process, where students learn by developing cognitive activity by linking the theoretical with the practical doing, from the classroom and on socio-environmental, and practical of narrative. The narrative intervenes on the learning of the student-teachers in the socio-environmental context.

Keywords: Nature, Early age, Case studies, Socio-constructivism, Socio-environmental context, Healthy environments.

INTRODUCTION

The school education does not always have to develop under the traditional model, the environment every day accumulates chemical substances, garbage, dangerous residues and another type of pollutants, of a forceful way needs from himself to act in the environmental space detonated negatively from the anthropogenic activity, for the same it is necessary to change way of thinking, that is to say, to change in the way of doing the things, of changing paradigm, from here that the approach with the nature on the part of the children represents an opportunity area to sensitize them on the importance of its environment, of those areas where it is necessary to take care and to preserve that it is not disturbed by the anthropogenic activity.

Fuente, Direct, socio-environmental context, Chilpancingo, Guerrero, México. 2015. Aspartof school education, if it is carried out through new educational approaches, such as, the education founded on the

approach socio-constructivist from narrative of cases real or fictitious [1,2] where it causes the development of thinking skills, the teaching-learning process will be translated into actions designed and built with the vision that their stay will lead to future positive impact on your environment, from its interaction with the living beings immediate in your home, in your school and its space called nature, where your act will be without doubt of commitment to the care and conservation of this.

The utility of the method of cases is to bring the individual to the real-life conditions, to prepare developing latent talent of vision, authority, communication and leadership, which will enable them to the confrontation civilized streamlined communication and effective, the information processing rational and objective and making decisions under conditions of uncertainty, it is the raw material of the individual, with the feature of gradually develop the ability to

communicate.

The system of cases can contribute greatly to the development of the skills of the human being to the extent that links the participant with actual facts and help you develop your own analysis and adopt a solution that it deems appropriate [1, 2].

The narrative real of a child before the environment it is then of vital importance [2]. The narrative is structured generally from problems and people in real life. A case narrated in the actual context and its presentation in the actual context by a child represents in it transcendence in the teaching-learning process.

The socio-constructivist approach applied to the teaching-learning process in the classroom and to the socio-environmental context turns out to be a trigger generation mechanism for learning and healthy behavior. It is important that the learner has the ability to question themselves and question their reality [3].

The teaching-learning process should be prosecuted to the production of habits and skills that allow us to find solutions to problems that arise from our environment [4].

Therefore, the ultimate goal of education, above skills training, is the resolution of problems of reality [5].

Objectively, this statement agrees with the statement of critical didactics if I do it, I learn it [6] and this is why it is important for students to make inroads

into the socio-environmental context, which is where the public health problems [7].

Learning in the socio-environmental context also causes that the acquisition of security and professional growth of the student transforms his thinking abilities and actions as a better professional, in other words, I a professional who is nowadays required to face the necessary public health challenges from our country, among which the capability for research and the capability to evaluate risky scenarios are required; Thus to generate healthy environments, safe around them and even make proposals to the problems of public health most common nationally and internationally. When the student becomes an author, he acquires a status with motivation and if he continues in the field of learning under this perspective, then we will have the professionals that are required to address the various problems in the area of public health [8].

It is important for students to make inroads into the socio-environmental context, in this case the children to further develop their scientific creativity.

In conclusion Ruvalcaba et al (2015), noted, the teaching-learning process must be an active process, where students learn by doing, developing cognitive activity by linking the theoretical information with the practical. Knowledge is built from the classroom and on the socio-environmental context, this means that both the teacher and students are willing to venture into the construction of knowledge.

Fig 1. Little girl looking in the socio-environmental context or natural environment directly learning about living things such as fungi and plants, among others



CONCLUSION

The teaching-learning process based on the constructivist approach from contact with nature and from the case study of narrative real increases the sensitivity of the child and in the future this becomes a strategy which will allow us to care for the environment and preserve nature as environmental spaces healthy.

ACKNOWLEDGEMENT

The authors of the present research article would truly like to acknowledge and thank the

collaboration of the Laboratory of Molecular Microbiology and Environmental Biotechnology of the Academic Unit of Chemical and Biological Sciences; Autonomous University of Guerrero, Mexico. [UAGr0-SUPPORT] For the Possibility to Increase the transferring and modification of scientific knowledge.

COMPETING INTERESTS

The authors declare no conflict of interest to which this article is published.

REFERENCES

1. Anonymous. http://caps.educacion.navarra.es/infantil/attachments/article/15/El_aprendizaje_basado_en_problemas_y_el_metodo_de_casos%5B1%5D.pdf
2. http://datateca.unad.edu.co/contenidos/102956/Lectura_para_la_evaluacion_inicial_Estudio_de_casos_2015-2.pdf
3. Panza GM. The didactic instrumentation in the perspective of teaching, Gernika, 1992.
4. Ruvalcaba-Ledezma JC. Analysis of teaching practice in the teaching of ecology. Magazine *UNIVA*, 2004.
5. Monereo C. Teacher training. A guideline for analysis and intervention through critical incidents. *Revista Iberoamericana Education*, 52, 2010, 149-178.
6. ZarzarCharur C, Skills for teaching, Patria, 1996.
7. Ruvalcaba JC. Socio-environmental, vital in the maintenance of health environment. *Apprehending*. Municipal Council of Science and Technology of Oaxaca, 2010, 6-7.
8. RuvalcabaLedezma JC, et al. Project based learning and mentoring as a mean of internationalizing the knowledge and professionalization of the student-teacher in Public Health. *Kasmera*, 43(2), 2015, 451-460.