

Explain the Contextualization of the Curriculum for RBE Learning

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Contextualization are the actions that adapt or transform curricular programming, which is why this research aims to explain the contextualization of the curriculum in EBR learning. The methodology used for this study is the bibliographic review in the database of Scopus, Scielo, Dialmet, among others. Likewise, a total of 43 articles have been reviewed, of which 5 are in English and 38 in Spanish, 2 repositories and 3 doctoral theses. The years of publication are from 2005 to 2022 and the countries are diverse such as Peru, Ecuador, Mexico, Puerto Rico, Cuba, USA, Canada, Philippines, Chile. Regarding the search strategies, word tricks, keywords and bibliographic tracking were used. The study concludes that the contextualization of EBR is generated by the diverse needs of the student and the characteristics of the school context.

Keywords: Contextualization, adaptation, curricular flexibility.

1. Introduction

The curriculum, having the characteristic of flexibility, can be adapted according to the needs of the environment of the educational agents in the development of teaching-learning; generating curricular contextualization (Gálvez and Trallero 2002) Thus, it is a relevant process in the achievement of skills with performance criteria, since it allows contextualization to the cultural media, social, economic, environmental and educational realities; Posso (2018). Different analyses in Latin America show that curricular designs are fragmented and have little relationship with the educational contexts where teachers carry out their activities (Vaillant, 2009; Rodríguez, 2004). This mismatch between what educational institutions want and local demands is one of the manifestations or gaps between a primary training of teachers for other scenarios, an in-service training aligned and complementary to the demands that real educational institutions present today. Of course, the existence of these gaps, and the need to end them in the short term, is one of the emerging concerns of states in terms of teacher preparation (OECD, 2005). In our country, one of the important components in the educational system is school programming, which is known as a pedagogical tool that organizes educational activities so that their elements are developed coherently and integrated according

to the corresponding educational levels and grades (Cuenca et. al, 2017) The national basic curricula are contextualized in the local and regional instances in relevance to the interests, demands and characterization of the students and the real, social, linguistic, economic, cultural-productive and geographical context in each of the places of our country. MINEDU (2009) At the same time, they are also in charge of "Contextualizing and favoring the National Curriculum Design (DCN) to respond coherently to the interests, demands and characteristics of the students and the social, cultural and geographical reality of the different localities and regions of our nation; thus providing and guaranteeing that educational activity is developed in relevance to each reality and to national demands" (MINEDU 2009b) Diversification involves the following processes: contextualization, adaptation and curricular adaptation. (MINEDU 2021) Contextualization is an event by which curricular designs respond to the individual parameters of the different educational and collective environments where it is executed". Zabalza (2012). Thus, the present study deals with the conceptualization of the various needs that generate contextualization according to the elements that are present in each educational context, at the same time it is also reflected in the textual lines on the contextualized or formative evaluation that frames the national curriculum and above all the curricular coherence that each element must have.

The Flexibility and Diversity that generate the Curricular contextualization It is necessary to understand and assimilate the concept of flexibility as an option to develop a contextualized curriculum (Díaz, 2002). Thus, the curriculum, having the characterization of flexibility, can be adapted according to the needs of the environment of the educational agents in the teaching-learning process; generating curricular adaptations (Galve and Trallero 2002) Taking into account that the curriculum having the characteristic of flexibility allows the development of diversification in different instances. The national basic curricula are contextualized in the regional and local instances, in relevance to the interests, needs and characterization of the students and the social, cultural, linguistic, economic-productive and geographical reality in each of the regions and localities of our nation. (MINEDU-2009). That is why, in order to provide quality education, school curricula must respond to the following elements: Need for Contextualization according to the context, in this sense some authors mention the relevance of the elements of the environment, which must be taken into account as the educational environment (teaching, evaluation and curriculum) since it has a fundamental importance in learning. (Vermunt and van Rijswijk, 1988). The need to contextualize according to the situation or problem , since it is a social or natural event or situation that occurs in the student's situation, it becomes a learning situation when it is planned for educational purposes; that is, it is projected into the educational work carried out by the teacher to promote learning through orderly operations and articulated in sequences.

Need to contextualize according to the characteristics, needs and interests of the learner since one of the relevant purposes of educational institutions is to permanently improve teaching contexts focused on the interests and characteristics of students so that they develop a reflective approach (Prosser & Trigwell, 1999). It should be noted that authentic evaluation is a contextualized evaluation, what makes evaluation authentic is precisely the evaluation based on real tasks, which is a conditioning factor to achieve the development of competencies, teach and learn the approach and resolution of everyday problems, understood as authentic tasks (Gulikers, Bastiaens & Martens 2005).

The objective of this research is to explain the importance of the contextualization of various component elements of the school curriculum. Taking into account that curricular contextualization is a decision-making process, in which EI teachers and directors assume a leading role to provide relevance and social and cultural relevance to the implementation of the CNEB. In this way, EI's educational proposal will try to respond to the needs, demands, potentialities and particular characteristics of its students, as well as to the social, cultural, productive, linguistic, economic and geographical reality in which they operate. (Minedu 2019) In this perspective, contextualized educational processes seek to develop practices based on the social activity of the subjects and require psychoeducational strategies and didactics aimed at promoting reflection on their action (Gómez & Rubio, 2017). That is why the relevant purpose of this research is to permanently improve teaching contexts focused on the interests and characteristics of students so that they develop a reflective approach.

2. Methodology

The methodology used for this study is the bibliographic review that has been considered in the database of Scopus, Scielo, Dialmet, among others. Likewise, a total of 43 articles have been reviewed, in which 5 are in English and 38 in Spanish, 2 repositories and 3 doctoral theses, the years of publication are from 2005 to 2022 and the countries are diverse such as Peru, Ecuador, Mexico, Puerto Rico, Cuba, USA, Canada, Philippines, Chile. Regarding the search strategies, word tricks, keyword and bibliographic monitoring were used. The study concludes that the contextualization of the RBE is generated by the diverse needs of the learner and the school context, for this it is essential to assess the characteristic of flexibility that the national curriculum has, thus ensuring the curricular coherence of all its components.

3. Results And Discussion

After an exhaustive review of 43 articles, 2 Minedu repositories and 03 doctoral theses, a general scheme has been developed with all the information collected in this work, where the needs generating the contextualization of RBE are explained.

DEVELOPMENT

Curricular contextualization

Curricular contextualization is defined as an essential figure in the realization of skills with a position of practice, so it is applied in the social, economic, cultural, and educational environment (Posso, 2018). More specifically, curricular contextualizations can be defined as a sequence of actions projected for a certain target group, which guide the variation of some main components (when, how, what, evaluate and teach), whose objective is the didactic individualization to the limit possible in the environment most organized towards students that evidences some pattern of necessary special education (González, That is why contextualizing teaching is conceived operationally in different ways According to (Spring), contextualizing learning means teaching in relation to real life and within the culture of the learners (Bird, Livesey and Simón).

We can also mention that curricular contextualization is to locate teaching in the variety of the *Nanotechnology Perceptions* Vol. 20 No. S8 (2024)

environment, which involves a study of the qualification and contextual appreciation that considers the recognition of environmental, social, political, economic, cultural and geographical realities, the identification of gaps, of the need for learning and where the target groups are qualified together with their contexts. and those cracks of irregularity that they face; Likewise, sociocultural praxis, knowledge and knowledge, linguistic diversity, socio-productive practices, history, diversity of the territory for the development of students' competencies in their context and in the globalized world, technology, among other aspects of the dynamics and characteristics, are added. It also makes it possible to distinguish and estimate variety as national, local, and regional abundance; and to cause inclusive and intercultural conversation that invigorates respect for the other and identity, as well as the complementation between previous national, local, regional and globalized world knowledge, and academic knowledge and knowledge. Which originates at the regional level, in the classroom, educational programs, networks, I.I.EE.(MINEDU – 2021)

It should be noted that curricular adaptation is the essential tool to achieve the delimitation of learning, since they are variations made in the general curricular project to understand the personal discrepancies of the students. These are precautions for the flexibility of the school curriculum, aimed at making it easier for students who are below or above average to participate and have beneficial learning (Galve & Trallero, 2002). It seeks to respond to the diversity of needs of all students and to meet them through considerable cooperation in learning since it is a process consistent with communities and cultures, as well as in minimizing exclusion within learning based on it" (UNESCO, 2003).

Curricular contextualization is attractive because of the epistemic criterion it has, with which it facilitates curricular decentralization and resolution of the replications between the precept and the variety of environments through the incorporation of socio-educational intermediaries. Undoubtedly, the curriculum-environment connection makes sense in heritage, history, cultural identity, traditions, popular culture, which is why curriculum-environment-educational institution become one of the theoretical edifices with a high capacity to schematize in a single hierarchy the multicultural social connections added by Nápoles and Córdova (2016). On the other hand, other authors propose that the reforming element is based on the teacher's perspective of the environment and interprets at the same time the social context in the preparations of their subjects, guaranteeing that humanity and academic praxis progress rapidly, so teachers have to continue this path, since otherwise they will be paralyzed in unattractive methods without results for students. Thus, affirming that teachers need to integrate knowledge of the context to have results with the education of the population (Imbernón, 2016). This entails a selective critical appropriation of data, as well as knowing the usefulness of knowledge with respect to the resolution of conflicts that afflict contemporary humanity. Then, it is required that the curricular organization regenerate the educational process of the students and collaborate to stimulate them with the will to overcome conflicts that arise according to (Martínez, 2014). Therefore, contextualization is defined as development through which curricular suggestions are adapted to references in particular from different contexts, schools and populations where they will be carried out". Zabalza (2012).

The Flexibility and Diversity that generate Curricular contextualization

It is necessary to understand and adapt the definition of flexibility as an alternative for the

progress of a contextualized curriculum, understanding it as: "the generation of interrelations between needs and functions of the population; between curricular and academic development; more organization in training between social extension and study, the success of independence in education; the increase and plurality of proposals..." (Díaz, 2002). Then, the curriculum, having flexibility, manages to accommodate itself according to the requests of the environment or agents in the development of teaching-learning; causing curricular coupling (Galvez and Trallero 2002). This makes it easier for skills with practice judgment to be contextualized to the student's reality according to their characteristics, needs, and social context; (Giraldo, Cadavid and Flórez 2019) The transformation of educational practices is a strategy of curricular flexibility, based on different types of main curricula; which involve suppression/transformation and achievement indicators (Acosta, 2010). It covers the variety of students, their interests, learning rhythms, cognitive styles, needs. A curriculum is flexible when it is based on enhancing skills, ignoring the inability of some students with respect to learning (Duk & Loren, 2010). Thus, diversification is a relevant choice for students with different learning rhythms, cognitive styles and characteristics, who need a diverse curricular structure in order to enhance education (Hederich C. et al, 1998). Expanding on this statement, they report that curricula that respond to diversification add variations in the context of education and in the type of teaching, moving away from an egalitarian and general curriculum and Rohrkemper and Corno (1988). Duk & Loren, 2010).

When putting curricular diversity into practice, both objective and content (what to educate, what to understand) are taken into account, apart from the planning and method (how to understand and how to educate), based on the students' teaching rhythm and their respective cognitive modes (Meza 2012).

The general national curricula vary according to region and locality, with respect to the demands, needs and characteristics of learners and the economic-productive, social, geographical, cultural, and linguistic context (MINEDU, 2009). Diversification has to be based on the evaluation of the pedagogical challenge of schools and, in this regard, the National Curriculum Design is improved and suitable for the quality and type of existence of the students. This, with the aim of promoting the complete personal progress and society of the students. The aforementioned process demonstrates the consideration of diversification; It is also developed taking into account local cultures of the regions (learning interests, natural and cultural expressions, student expectations, regional conflicts and potentialities, demands of society and parents) and social demands. (MINEDU, 2016)

Contextualization needs by element:

Need for Contextualization according to the context, the definition of the educational area and means to its capacity, today, force us to talk about educational institutions focused on extremes of perfection that optimize with quality the human and material resources in the place where the school is located. (Vásquez, 2009) Of course, the context-curriculum connection relates to popular culture, history, cultural identity, traditions, and heritage. The theoretical construction provided by (Nápoles & Córdova, 2016) is one of those with the greatest ability to simplify the sociocultural connections curriculum-environment-school in a hierarchy.

At the beginning of research on human education, several authors emphasize the essentiality of the agents of the context, the learning environment (curriculum, educators, assessment)

must be present because it has an elementary value in teaching. (Vermunt and van Rijswijk, 1988). If the environment is facilitated by culture, it is likely to achieve "significant education and cultural sustainability, through feedback on characteristic aspects of society, taking into account the natural, economic and socio-cultural environment" (Díaz et al., 2016, p. 119). It is very important to take into account the context as an element with respect to the progress of the performance of teachers and obligations of schools in front of the students' posture and the connection with the posture of learning. Masjuan, Elias, & Troiano (2009), the qualities of the environment add characterizing agents that need to be manifested in teaching disposition. Escontrela Mao (2003), and that environmental factors have to take into account the learning environment: curriculum, teachers, assessment (Vermunt & van Rijswijk, 1988). The goal of curricular diversification is to strengthen opportunity with respect to the student's environment and diversity, as well as to respond to interpersonal or social qualities (Minedu 2021).

Need to contextualize according to the situation or problem:

It is an educational point of view that carries roots in Latin America, it is social formation (Tobón, 2002), which leads to molding populations in an individual and integral way, since it takes into account the social collaborative relevance to touch environmental conflicts with realization, organizing a plan of ethics about life, with the support of technologies of inquiry and communication, with metacognition (Tobón, 2017). From the socio-formative perception, it is referred to as a grouping of educational practices, which are intersected cooperatively through the different educational agents (social organizations, parents, teachers, students, educational authorities) to reach the individual base of the student body through a particular curriculum, taking into account the needs and interests of young people, conflicts and challenges of the environment based on the practice of commitment and diagnosis situational found (Tobón, 2017; Vázquez et al., 2017).

A situation is a natural or social event that occurs in the student's environment, when it is used for training purposes it becomes a teaching situation; that is, it is conceived in the educational fact that the teacher performs to teach through articulated and organized operations. The situation given in the context is simulated, reconstructed, staged or analyzed by means of an informative video note, visit to the scene of the events, film, photographic record. Therefore, the teaching context that occurs in the course of the educational event are situations that are used to obtain skills, abilities, knowledge, competencies, values, and attitudes (Flores, 2009). Teaching situations are declared educational exercises designed by the teacher in order to increase in students the responsible and individual construction of specific skills and, in general, normative of a sufficiently professional and ethical action in a context of dialogue and participatory and dialogic (Gonzales et al., 2011). On the other hand, they are spaces, times, environments planned by the teacher, where a set of educational actions take place, where the development of important learning is stimulated and the progress of skills in students is motivated, through the solution of conflicts raised or daily life. Those educational actions are characterized by: (a) difficult contexts that consist of a challenge for teaching and integration exercises; (b) joint responsibility based on learning and collective bargaining; (c) diversity of representations of the content; (d) understanding that knowledge is generated; and (e) student-centred learning. Piraval, Morales, & Gutiérrez (2013) Contextualized teaching is a methodology where the problem or situation is presented in a significant and relevant context. Thus, teachers use facts, events, happenings, and true materials related to students to meet

their expectations on the subject. According to (Marri; McDermott,)

The significant situation allows us to combine and mobilize the various competencies. In the didactic programming it is developed in a coherent way, based on the description of the real context and the challenges or challenges that are currently addressed. (Minedu 2019).

Need to contextualize according to the characteristics, needs and interests of the student: The activities of progress have to originate from the daily knowledge of the teacher, that is, from the particularities of the school, the teaching staff, the students and the community where it is located, and that teachers tend to collaborate actively in the development and conception" (Cárdenas, 2000). Flexibility in curricular capacity is having the facility to be able to change them according to environments, needs and interests that promote the achievement of adequate learning; therefore, curricular flexibility is subject to the contextualization that the educator gives to the curriculum, managing to provide educational quality (Giraldo, Cadavid & Flórez 2019). That is why contextualization is the congruent development in responding to the diversification of students' needs and thus satisfying them through more intervention in teaching, communities, cultures, as well as in reducing discrimination in teaching through it" (UNESCO, 2003). The main purpose of educational centers is the congruent improvement of learning environments by focusing on peculiarities and shortcomings of students for the development of a reflective point of view (Prosser & Trigwell, 1999). The adaptation of the curriculum involves the learning of the students, their shortcomings and strengths to achieve the implementation of an integrative curriculum. Realize that learners are different in every way, heterogeneous; It is the definitive step to make decisions according to what is used (places of teaching, the curriculum design and its components), although the development of learning is similar for all students, it has to be organized differently individually. Some will need more time... while others learn more competently... just as it is also possible that others need other types of help (Ferguson and Jeanchild 1999). For this reason, contextualization aims to respond to the teaching needs and potential of the students. That development is carried out through the characterization of these, taking into account the diversification of socio-productive and family activities, knowledge, sociocultural practices, linguistics and knowledge; as well as the study of the institutional dx suitable in the Institutional Educational Project (PEI) of the Educational Institution and educational program, where they enable the teacher to reflect, analyze and propose methods for the success of teaching the Graduate Profile of the students. The aforementioned characterization of the students will enable the teacher to outline learning habits.

Authentic assessment is a contextualised assessment: Authentic assessment considers students to carry out in an exercise environment, in a context of conflict resolution or situation analysis. This evaluation makes it possible to estimate the use that the learner makes of knowledge (Biggs 2005). The need to contextualize analysis in authentic, relevant, real activities is referred to as a necessary component of skill-based assessment or "elective" assessment (Birenbaum & Dochy, 1996). It is essential to distinguish that the authenticity of the evaluation is precisely the evaluation referred to specific activities, which derives a determinant to reach the development of skills, educate and understand the plan and the resolution of daily conflicts, as unique activities (Gulikers, Bastiaens & Martens 2005). Therefore, it is estimated that "evaluation is a course and not an event". In this sense, it is committed to periodic and stable evaluation, which is throughout the instructional development... in order to amend some

variant of it in situ, optimizing time and elaborating a reality of efficiency in the success of teaching (Salazar, 2013a, p. 174). In the same way, training evaluation makes it easier for students to understand their individual learning, since, by situating themselves through development, teachers pose situations in which students demonstrate the progress of their performance, without fear of being reproached. This activity enables teachers and young people to correct mistakes and increase successes in a direct and appropriate way. Feedback is recently referred to as feedforward (Rae & Cochrane, 2008). Therefore, reaching a higher level of teaching entails understanding that each person learns based on their own learning style, their individual motivations and their level of cognitive-academic development". This shows that it is necessary for the student to take control of his or her own cognitive progress and for teachers to assess, through the pace of understanding, to examine both environments contextualized with the different subjects, for example, with mathematics, in varying degrees of skill and to reach models of skills given by the Ministry of National Education (Bustinza 2006)

Curricular coherence in the contextualization process:

It is essential that teaching-learning progress be represented by the contextualization of those included in it, so that there is a curricular relationship similar to so many contents, methods, forms of organization, objectives, evaluation and means that are in reciprocity with their potential and real stages of progress. On the other hand, the model focuses on progress, without taking importance to the perspective of its tactics, in which various changes take place, so the evaluation and the method are slowly decontextualized. Pedagogical contextualization is not only about the purpose and the content, although they show them more contextualized. It is also inevitable to estimate it through the agents for the existence of the relationship sought. Contextualization must be motivated through forms, methods, means, evaluation and organization, with connection of the agents in the teaching-learning development, where characters and elements of development are firmly added. However, in these, the organization of the relationships that are made in the teaching-learning development of Mathematics is characterized by chance, spontaneity and is not accommodated in coherence. Those involved in the teaching-learning development need to be consecutive with the Vigotskian point of view of the contemporary pedagogical curriculum (Gamboa, 2012).

Cultural patterns influence the effectiveness of teaching critical thinking. In several countries in sub-Saharan Africa, governments have publicly declared that critical thinking skills are a priority in the education system and important for increasing competitiveness in the global economy. However, many schools and education systems do not take steps to interpret government policies enshrined in curricula, pedagogies, and assessment frameworks. Critical thinking is the result of learning, important in many contexts, and although there is little discussion of how critical thinking manifests itself in African contexts, there is broad consensus that culture is one of the fundamental mediating factors for the progress of these cognitive skills (Deregowski, 1970; Nisbett & Norenzayan, 2002; Norenzayan, Smith, Kim, & Nisbett, 2002; Rogoff, 1990, 2018; Rogoff, 2003; Giacomazz et al, 2021).

4. Conclusions

Contextualization is a process or sequence of various actions or decision-making that lead to the variation of the elements of the educational proposal by educational actors such as principals and teachers, in order to provide relevance and relevance to the curricular programming, thus responding individually to the demands, interests, interests, etc. characteristics, needs and context of the student.

The national curriculum has the characteristic of curricular flexibility, generating its diversification at the regional and local level based on an institutional diagnosis, in the process of diversification the contextualization of the elements of the curricular design is generated in coherence with the demands of the social environment and educational actors.

The context in which the learner develops is the starting point for teachers to develop learning activities, thus establishing a connection between teaching and learning with the real life of the student in situ.

The problems, challenges and opportunities of the national, regional and local context become challenging learning situations through the process of contextualization, thus generating learning activities that mobilize students' competencies.

National curricular designs, when structured, have the possibility of contextualizing the curricular components based on the characteristics, needs, interests and potentialities, thus considering the cultural, social, family, linguistic and knowledge diversity of the student.

Basic education promotes the development of contextualized evaluation, also known as authentic evaluation, because it is an evaluation that poses real tasks or activities, becoming a conditioning factor for the achievement of competencies.

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