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Qualification of Secondary School Students in Social Sciences Didactics; a Proposal from Applied Social Anthropology

Cualificación de estudiantes de enseñanza secundaria en Didácticas de las Ciencias Sociales, una propuesta desde la Antropología Social Aplicada

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Abstract

The current article presents a research-and-action proposal from the perspective of the Applied Social Anthropology about the Social Sciences development in scientific-humanist high school. Based on a school qualification research, a complementation of the curricular characteristics is proposed - starting from the Social Sciences Didactics - in order to deliver knowledge and methods on a pre-university level to those students who are interested in exploring this scientific area, through an extracurricular workshop. The project includes a learning validation process with pedagogical methodologies of classroom experimentation and the self-determination of objectives, so that students integrate their school identity with a possible working identity associated to this area of knowledge. The early exploration of specific Didactics would make a better development of the students' working identity possible.

Keywords: school qualification, Social Sciences Didactics, Applied Social Anthropology, social sciences qualification project, working identity

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Resumen

Este artículo presenta una propuesta de investigación acción desde la Antropología Social Aplicada, sobre el desarrollo de las Ciencias Sociales en la enseñanza media científico-humanista. A partir de una investigación sobre cualificación escolar, se propone una complementación de las características curriculares de ésta especialidad, desde la Didáctica de las Ciencias Sociales, para entregar conocimientos y métodos en un nivel pre universitario, a los estudiantes que estén interesados en explorar esta área científica, en un taller extra programático. Se proyecta un proceso de validación de aprendizajes con metodologías pedagógicas de experimentación en el aula y autodeterminación de objetivos, con lo cual los estudiantes van integrando su identidad escolar con una posible identidad laboral asociada a este sector del conocimiento. La exploración temprana en Didácticas específicas posibilitaría un mejor desarrollo de identidades laborales en los estudiantes.

Palabras clave: cualificación escolar, Didáctica de las Ciencias Sociales, Antropología Social Aplicada, proyecto cualificación en ciencias sociales, identidad laboral

One relevant topic in education raises the question on what secondary schools are doing to prepare students. In Chile, secondary education is classified into three types: scientific-humanistic, professional technical and artistic. In the latter two, students receive institutional recognition about their specialization, while scientific-humanistic schools do not offer the acknowledgement, for being considered propaedeutic. This situation affects the school development of the students, since it does not offer a legitimate identification, and the study option becomes an obligation which does not impact their higher education performance or working life. The interlocking of school life and working life will be analyzed from a critical pedagogical point of view, complementing elements of the theories of reproduction and resistance, as a way to understand the phenomenon from a social anthropological approach, integrating the institutional level and the individuals and communities at different levels.

Legitimacy of scientific-humanistic secondary education, the propaedeutic preparation ability that it has, and how a school identity is developed along with a working future are described in this study. From this, it is suggested that Social Sciences Didactics is a new way of complementing secondary education curriculum in this field, as a way to explore new means of vocational guidance for the students. This research is focused on social sciences and its didactics, since anthropology belongs to this area, and it possesses theoretical elements which are important to contribute to this topic.

Curriculum and secondary education qualification

Research on school curriculums addresses the topic from several perspectives. Critical pedagogy offers two lines. Reproduction theory establishes the school system as an Ideological State Apparatus that works mainly through an ideology which allows to reproduce production relationships, leaving the socioeconomic structure of the individuals out of the analysis (Borquez, 2006), establishing a correlation between the capitalist way of production and school (DaSilva, 2001), intertwining the processes of social division of hierarchized work (Bowles and Gintis, 1985).

The resistance theory performs a critique towards reproduction theory, pointing out that individuals, despite being subjected to coercive institutions, are able to resist and intervene social reality, criticizing traditionalist pedagogies from positivist schools, reclaiming the intersubjective dialogic knowledge and the possibility that the students have to transform their environment (Borquez, 2006). Both analyses are fundamental to comprehend

the organization of the social system.

Anthropologic theory has a wider relationship with teaching since from the beginning, the ethnographic work in other cultures raises the question on how cultural transmission occurs, starting the analysis of social particularities, explicitly educational. One of the most important contributions by F. Boas, since historical particularism, is to point out that intellectual development of children is associated to cultural factors, not to genetic ones (as noted by evolutionism). Then, Herskovits describes the concept of acculturation, which includes all the learning experience processes in which social boundaries are delivered from the culture (Garcia and Pulido, 1994). In the fifties, consolidation of anthropology and education studies occurs, mainly in the United States, where several instances for its development are generated (Ibid), particularly in studies of culture and personality, relating closely with psychology elements. In Europe, the topic was developed mainly from sociology.

Since then, anthropology has had a tendency to position itself in reproductive theories originated in structuralism. These theories open a very complex field of study about what the school system implies in our society, generating debate spaces in which the gradients of functionalism and interpretative approach converge, along with the structuralist approaches, contributing with theoretical elements to the debate. Thus, structural functionalism, cultural relativism, cultural materialism, post-structuralism, symbolic interactionism, indigenism and colonialism, will analyze the predicament of the symbolic violence, popularized by the *hidden curriculum*, opening space for post-critical theories (Da Silva, 2001).

The most relevant anthropological contribution is *classroom ethnography*, in order to know educational reality (Rockwell, 1980), as a methodology to describe and analyze the *school culture*, where problems associated to the school system can be observed.

Applied anthropology suggests the possibility of finding solutions to social problems from theoretical and contextual analyses. The social phenomenon is studied, considering micro and macro social aspects, from the subjectivity of the different actors which integrate it. Institutions cannot be known, if individuals which take part in them are not known (Garcia and Pulido, 1994), being the role of social actors, fundamental in this subjective, contextual and intertwined reality, which in this case, is the students' perception on the type of teaching they can get access to and its value, and the purpose of this education for the future.

Why qualification?

School qualification is a central topic, since it is one of the main objectives of secondary education, regardless of the specific ways in which it can be represented, for each school community, institution to which it is affiliated, and the level of identification of each individual which conforms it. The term qualification will be used to refer to the preparation handed in by secondary education to the students as a curricular option specialization[1]. This concept allows us to imbricate in a dynamic way, the perceptions of the actors, focusing a problem of wide analysis within a didactical proposal which opens a complementary space of exploration, to improve school guidance.

This concern about the type of preparation handed in to students has been in the Chilean school system since the first half of XIXth century, when a state secondary education was pursued, originating debates about the orientation this education trajectory must have: a republican group was in favor of humanistic education oriented towards the training of cultured and learned people, with a lack of sense of use about the knowledge, while the other group was in favor of a teaching system whose aim was to prepare students for work, enhancing

1 As previously stated, this qualification is not certified for the scientific-humanistic specialization, which we will analyze later.

the progress of the country (Brahm, 1981), and the development of the economic and industrial activity. The demands about the type of knowledge that secondary education was supposed to hand in were different in other regions, according to their main characteristics and economic markets (Cruz, 2002). It can be observed, from the beginning, tensions between curricular definitions implemented by the state, and the needs of school communities that have access to secondary education, mainly, because as it has been said before, people's curricular demand had started becoming varied and heterogenous.

Through reforms, two types of secondary education lines are defined: scientific-humanistic education with a propaedeutic approach, and technical education[2], preparing students to get into the working world. However, in the 80s, studies[3] revealed that for the population, the selection of one or another specialization area is defined by the type of knowledge they offer, not because of their propaedeutic or technical aspect.

If the contents are observed, most of the curricular diversification has been carried out in the area of technical education, which, in its aim to prepare students for a certified job, delivering updated knowledge from the demands of local working markets and their requirements of qualified working labor to manage new technologies.

The scientific-humanistic area depends on the teacher, their initiative and support materials, in order to keep the knowledge updated, since in the practice, the progress carried out in the several disciplines is not implemented, not accomplishing either to successfully guide the students in their vocation for university and working performance (Corvalan, 1981).

According to the LEGE, it can be observed in paragraph 2, about qualification, validation and certification; and primary education degree in article 40, that the degree obtained by the students of the scientific-humanistic area is not recognized for its specialization, unlike the technical one, which recognizes a specific area, and the artistic one which recognizes majors, having no value or legitimacy in terms of choosing a specialization in the scientific-humanistic education, with a very basic regulatory frame, without standards, expertise in an area or qualifications.

> "The institutions officially recognized will certify annual grades of each students, and as the case may be, the end of primary and secondary education studies. Nevertheless, secondary education degree will be given by the Ministry of Education. In the case of technical-professional education, the Ministry of Education, once the requirements have been met according to the curricular bases, will hand in certificates of middle level technicians. For artistic education, the Ministry of Education will hand in a certificate to accredit the realization of studies in the specialization the student chose." (LEGE, 2010, on line)

In this sense, scientific-humanistic education continues to be inserted in a romantic aspect of knowledge. On the one hand, the scientific approach is barely observed in the biology-chemistry specialization area, leaving specific didactics from the social, physic and mathematic sciences out from secondary education. On the other hand, the work qualification aspect is not considered, not projecting the image of a working student who could take advantage of this situation with experiences on their field of specialization, rather than working activities which are non-related to their studies[4].

2 In the LEGE, a third division has been recognized as artistic education.

3 One of these is from Magendzo and González 1981.

4 Students from the social sciences who work in other services outside their specialization trigger an imbalance in the labor market as they occupy positions that belong to students with the right qualification for those jobs, in turn devaluating these students' qualifications. This phenomenon also occurs with students from different majors.

Low presence of social sciences didactics which is manifested in a real lack of guidance for the students who choose this scientific area, with lack of methodological preparation, late and difficult practice, little attraction towards investigation more inclined to technocratic practice of the social sciences which has an impact on the disciplinary preparation, knowledge production at a national level and finally, diversification of the working market to which the professionals of the social sciences have access to.

Social Sciences Didactics

The field of Science Didactics has developed mainly during the last 50 years. Massification of education established two pedagogical challenges: cultural diversity of the students (Osandon, 2002) and lack of teachers to fulfill the demand (Cruz, 2002); both, substantial problems in the educational practice.

First, formulas are tested in order to transmit the knowledge more efficiently, being subsequently investigated to understand why some of them work better than others. Within this development of the specific sciences, natural sciences and mathematics lead the way, being the social sciences the less developed in terms of didactics (Osandon, 2002).

Current scenario for Social Sciences didactics reflects this situation, in which the meaning of these is discussed around an agreed definition. If the didactics implies programming, execution and evaluation of a particular teaching and learning strategy based in a curriculum and theory (Feliu, 2010, p. 140), the specific didactics point out to specific fields of the sciences that have their own way to articulate and relate concepts, supporting with evidence which validates theories and scientific constructs, as well as their own ways to research about issues from their areas (Osandon, 2002, p. 143); thus, the specific didactics have the purpose of developing a linking role between the worlds of production of the scientific communities and the school world (Ibid).

Osandon points out that the Social Sciences Didactics have three branches of study. the first from cognitive psychology, which has had a main role over didactics in general, but in this case, Chevallard contributes with the idea of *didactic transposition*, as a response to the preoccupation regarding knowledge movement between the scientific and the school community, searching to define rules of scientific construction to allow contextualization of the social sciences knowledge into the school knowledge. Second branch is oriented to curriculum studies, presenting a change for the knowledge perspective, leaving behind the encyclopedic aspect allowing a dynamic knowledge, in which know-hows are in constant re-articulation and tension. The third one refers to thought and preparation of teachers, being this the most developed area, with the lowest impact. It focuses in the teacher's practice and the efficiency regarding the transmission of the knowledge of social sciences (Ibid).

In Chile, the didactics of Social Sciences is an emergent topic, as noticed by Osandon "Our current situation is that of a theoretical dependence, and in general, the ones who have specialized in the didactics of Social Sciences are consumers/translators of productions from other latitudes" (Ibid, p. 168), also indicating that scientific encounters evidence lack of theoretical depth about the object of the social sciences didactics.

From Applied Anthropology

To analyze the macrosocial context of school qualification, the reproduction theory will be used, which allows to understand the school system as a State ideological apparatus.

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To organize the existing diverse means of production not only a structure for knowledge transfer must be generated but also a legitimization of the determination of the cultural option that is being made, and ideology is what allows this legitimization. At different ideological levels, "they/these" maintain a relationship with the dominant ideology, which in our study corresponds to the hierarchic social division of labor and salaries, allowing particular ideologies that each educational institution develops (Althusser, 1988).

In this way, it generates a collective and systemic qualification for diversity concerning the orientation that each educational institute adopts is fundamental, in order to generate different types of work forces.

The specialties comprising the School System stem from hegemonic and systemic policies which generate a hierarchic institutional qualification to organize the social division of the workforce. Therefore, its main objective is to deliver specialized knowledge that allows institutional certification of said division.

In the case of high school, this situation becomes evident. The first division of the occupational/workplace hierarchy is justified in the different types of training offered by the school system, such as the scientific-humanistic division, and technical education (Redondo, 2000). These three types differ both in the purposes and the social statuses that each specialization acquires in the global and local spheres in which the educational institutions are located.

Ideology, as an imaginary representation of the relationship among individuals and their real-life conditions with which they exist, can materialize through the exercise of practice, which regulates the ideologic apparatus of the State, in this case school-related, through rituals that modulate how subjects act by situating them into action as a way of ideologic acknowledgements. The ideological practices generate a double effect on those appointed, in turn disregarding those who do not identify with it nor participate in an institution with which the subject identifies and feel close to it (Althusser, 1988), becomes part of it.

To understand what these acknowledgements means, we will use the theories of the resistance, to grasp the interaction between students and ideology in the learning processes. From anthropology, we take the question formulated by Wolcott about culture acquisition: why does not everybody learn everything? He postulates that anthropology must consider the idea that an individual learns a part of one culture (Garcia and Pulido, 1994) as society in its entirety is what transmits culture, and each individual holds a specific selection of contents.

"Every human being contributes or has contributed to this diversity, by ideating solution to the problems presented to them as they live, and transferring these solutions to their peers or subsequent generations, by means of exchange, negotiation, imposition, etc.; in turn, the group responds to these differently by: forgetting, rejecting, criticizing, transforming or accepting them" (Hernandez, 2007, p. 268)

In this way, if the School System manages and controls the socially hierarchized learning qualification ideologies, it is the people/workforce who manage and control, either formally or informally, either deliberately or voluntarily, the diverse personal qualifications that they pass on to other people. This extraofficial learning process starts comprising a symbolic array that articulates with the collective meaning, generating a subjective perspective on the work qualifications that students acquire.

This real qualification (Freyssnet 1979), personal and subjective, gives way to an intersection between two types of qualification: the collective and systemic type, which is useful to the appraising of human capital, and the syncretic type, usually understood as a complement to the former. Both types of qualification originate in the selection of knowledge reconfigured and channeled by families, friends, jobs and private institutions, all whom become tools for people, giving way to the personal qualification of each student. "From earliest childhood through adulthood, individuals are socialized as members of particular groups, in this process the content of groups membership is appropriated by individuals who become social actors in specific parts of specific orders. Individuals learn which actions and beliefs are acceptable, 'sane', or possible. They learn how to perceive reality and how change aspects of that reality." (Comitas & Dolgin, 1978, p.171).

Individuals adhere to collective identities to construct their personal and subjective identity. Therefore, we have to consider the lens of the anthropology of differences, where "…. culture means a sense of collective belonging but also contrasting with other individuals." (Garcia, 2005, p. 13). People construe their identities through negotiation, conflict and retributive borrowings of symbolic elements related to the diverse ideologies in different degrees. These processes occur between and within cultures, likewise between and within individuals (Hernández, 2007).

This relational process in which what the individual and the collective practice, shapes the limits of intra and inter community, institutional and/or systemic identities. Scientific-humanistic students' practice lack a work-qualified identity. Their identity only possesses institutional limits that lack the strength of a social network of, in this case, scientific complementary identities. "Seen as a way of knowledge of the Other, the representation is at the core of the knowledge-power link." (Da Silva, 2001, p. 159). The lack of curricular integration with methodological contexts of specialization in the social sciences, physics-mathematics and biology-chemistry sciences, prevents the development of identities suitable to those presented in Higher Education.

In this light, we will use the Didactics of the Social Sciences so that students, equipped with the Social Sciences tools, can generate their own learning spaces. The Didactics of the Social Sciences "… must prepare students to construe their own knowledge, to be part of their own world and intervene on it […] it must be a fundamental task […] to provide nautical charts of a complex agitated world and, at the same time, the compass to navigate through it." (Pagès, 2002, pp. 258-259).

Action and Research Project

In a study conducted during 2009 in Puchuncaví on the perception of qualification of scientific-humanistic students and technical education students, the use of the category of analysis Hierarchical Hegemonic Value/ Hierarchical Extrapolated Value was proposed. With this, it was expected to observe how students placed or distanced themselves from the hegemonic school identity.

Table 1:
Variables from the Category of Analysis of the perception on *the ideology of hierarchic social division of work* in high school students.

Categoría	Dimensión	Variable	Subvariable	Indicador
Valor hegemónico jerárquico	*Legitimidad Cualificación Institucional Jerárquica*	Apreciación cualificación que recibe de la Enseñanza Media a la que accede el estudiante	*Resultados alcanzados por los estudiantes de Enseñanza Media*	Promedio de notas obtenido por el estudiante en Enseñanza Media
				Orientación para la vida laboral recibida por el estudiante
				Participación de los estudiantes en políticas del establecimiento
			Percepción de la preparación que recibe el estudiante de E.M. para la vida laboral	Características de la percepción de la preparación entregada por el sistema educativo para la vida laboral
				Característica de la percepción de la enseñanza como medio de ascenso y movilidad social
Valor extrapolar jerárquico	*Legitimidad Cualificación Personal*	Percepción cualificación personal del estudiante	*Tipos de trabajo que realiza el estudiante de E.M.*	Características del trabajo que realiza el estudiante de Enseñanza Media
				Características del trabajo que le gustaría hacer en el futuro al estudiante de Enseñanza Media
			Nivel de remuneración del estudiante trabajador de E.M.	Cantidad de dinero que recibe el estudiante por el trabajo que realiza
				Cantidad de dinero que le gustaría recibir en el futuro el estudiante por su trabajo
			Oferta y demanda de estudiantes de E.M. como fuerza de trabajo	Características de la percepción de los estudiantes sobre la oferta y demanda de egresados de E.M. dentro y fuera de la comuna de Puchuncaví

Source: personal elaboration based on the literature review and on the category of values and motivations of the individuals provided by Pablo González Casanova in "*The categories of the economic development and research in the social sciences"* (1970).

The result was that students, according to their specialties and what these meant in their contexts, presented different levels of proximity, according to the majority of each level, with the identities offered by the specialties of each schools, where the only related sub variables were the improvement of school performance and the promise of securing a job related to their specialties (from the perspective of students). "In this light, it is more accurate to consider the student as a subject construed historically and socially, who, in virtue of his own identity, relates to the school phenomenon in different ways and with diverse expectations…" (Merchán, 2010, p. 110).

It was observed that the hegemonic school identity was almost non-existent in the two participant schools. Rather, an identity was found in the expression of the majority of students, present in different levels, segmented by the specialties and school year.

In this way, it was elucidated that the Hierarchic Hegemonic Value corresponds to a dynamic category that allows to set students' identity from their action in school life. Also, that the construction of group identities allows to develop a majority that constitutes that Hierarchic Hegemonic Value (homogeneous to the group class considering the Generation X idea). At the same time, this value presents students from the same class that

do not identify with the majority; these were identified as perception of the Hierarchic Extrapolated Values. The Value is the legitimacy that students give through their actions to the school and its ideology. Hegemonic corresponds to the identity adopted by most of each class and Extrapolated refers to those who dot adhere to this identity. Finally, Hierarchic corresponds to the place in which the school ideology is present within the social division of labor and salaries, in other words, the dominant ideology.

In some cases, the Hierarchic Hegemonic Value was found near the school's ideology present when students just moving into high school, whereas to those belonging to the same specialization but were finishing secondary education, the ideology had lost value. In other cases, those starting their high school years did not trust the ideology behind their specialization, but by the end of high school students' identification with it increased.

The school sphere, being a space for social action, is a place where negotiation of primary identities related to the hierarchic social division of labor and salaries occurs. This negotiation has come to be known as the 'black box' in education. These are the processes explained, which has been achieved at a micro level through culture studies and classroom ethnographies. In this case, this category allows to locate the school and its students within a discourse dialectic of identities, which renders its legitimization fluid. "Each perspective and several together underscore the significance to studies of anthropology and education of combining objective and subjective comprehensions in research." (Comitas & Dogin, 1978, p.172).

This category allows to study an extensive number of schools and their ideologies, and how students identify with it. At the same time, it allows to locate them within a context of hierarchic social division of labor and salaries.

From these results, an extracurricular workshop was designed, which constitutes a learning validation process, with pedagogic methodologies of experimentation in the classroom so that students can have pre-university practice of research methods in the Social Sciences. These practices are aligned with the curricular content of the Chilean Ministry of Education (MINEDUC) in this area.

As the main research method, didactic transposition will be used, centered around the methodologies used in the social sciences, considering a degree of interactive participation (Geifuls, 1999). This is done to foster communal management, where students choose a discipline from which they can formulate a research proposal and course of action, and the parameters of evaluation for their research.

To develop the activities, there will be different activities such as expository and participative lectures, group workshops, focused homework, project-based teaching, presentation of results and concentric learning.

The General Objective is that the participant students research on a field within the social sciences, to foster their orientation and vocation in high school, through the development of an identity linked to socio-scientific research.

The Specific Objectives are: 1) Students will delve into one discipline of the social sciences of their choice; 2) Students will research on the history and theory of the disciplines of the social sciences; 3) Students will explore through methodologies of the social sciences; 4) Students will conduct research on a discipline of their choice; 5) Students will write up a report of their results for the school community; 6) Students will develop an early projection of work interlocking in the areas of research and production in the social sciences.

This workshop is directed towards students from 9th to 12th grade, attending either private or public school, with interests in the social sciences, that is, students' participation is optional. This workshop, to be offered every year, will allow students to work in different disciplines so that they can determine which one is most suitable for their future.

The impact expected to be achieves is: A) To increase students' level of orientation in their future job choice associated to the social sciences field; b) To generate practice in social sciences research that stimulates academic and work excellence in students who chose to work in this area of knowledge; c) To allow participant students to develop a work identity, allowing them to draw a clear objective within socio-scientific vocation. This is done to improve students' attitudes to a more positive stance by providing experience in social research in the discipline of their choice.

To ensure the achievement of objectives, an instrument has been designed to test students' knowledge at the start an end of the workshop. This will allow observation of their perspectives and attitudes they acquire in this area. At the same time, it will allows us to measure the Hierarchic Hegemonic Values and Hierarchic Extrapolated Values that students present during this Social Sciences Workshop. We have used this category of analysis with more specific variables to propose this project.

Table 2
Chart Variables of the Category of Analysis of perception on *preparation on the area of social sciences* in high school students.

Categoría	Dimensión	Variable	Subvariable	Indicador
Valor hegemónico jerárquico	*Legitimidad Cualificación Institucional Jerárquica*	Apreciación cualificación en Ciencias Sociales que recibe de la Enseñanza Media el estudiante	*Resultados alcanzados en ciencias sociales por los estudiantes de Enseñanza Media*	Promedio de notas obtenido por el estudiante en Ciencias sociales el año anterior
				Percepción de los estudiantes sobre las ciencias sociales
				Conocimiento de teoría y método en ciencias sociales
			Preparación que recibe el estudiante en Ciencias Sociales para la vida laboral	Percepción sobre la preparación entregada en ciencias sociales para la vida laboral por el establecimiento
				Orientación sobre especialidades de las Ciencias Sociales recibida por el estudiante
Valor extrapolar jerárquico	*Legitimidad Cualificación Personal*	Percepción cualificación personal del estudiante para las Ciencias Sociales	*Identificación con el área de las Ciencias sociales*	Disciplinas de las ciencias sociales de interés para los estudiantes
				Apreciación de acercamiento del estudiante a las Ciencias sociales
			Tipos de trabajo que puede realizar el estudiante de E.M.	Características del trabajo que realiza el estudiante de Enseñanza Media
				Características del trabajo que le gustaría realizar en el futuro al estudiante de Enseñanza Media en Ciencias Sociales

Source: personal elaboration based on the literature review and on the category of values and motivations of the individuals provided by Pablo González Casanova in "*The categories of the economic development and research in the social sciences"* (1970).

Projections

It is expected that, as students will practice self-discipline as they work on an area of knowledge of their choice, their Hierarchic Hegemonic Value should be close towards a more scientific identity of the social sciences by the end of the workshop. Through this, it will be possible to corroborate an interlocking of the school identity with their work identity in the Didactics of the Social Sciences, through practice and methodological work in high school. This way, they can propose and meet knowledge goals by themselves with the tools received during the workshop, to discover their interests and skills. Also, by feeling validated during this work methodology, they can investigate their work identity from their school identity from the perspective of the development of scientific production.

The didactic of the social sciences provide competences early from a scientific identity, a course of action and method. This allows the association of students as an individual with a vocational identity, providing them with a new perspective on the identification of high school students. This is not to be understood as way to homogenize their capabilities, but rather as a segment that permits them to examine early the different areas of knowledge that students possess, like abilities and vocations that they can fully develop as talents in Higher education.

The contribution made from the Didactics of the Social Sciences is a proposal of empirical work in high school, that allows to provide an educational complement shaped by guidelines like those of the production of knowledge in the Social Sciences and the exploration of methodological techniques as through these disciplines meet and provide a space for dialogue for theories.

This contribution to curriculum focus is a new way in which the challenges to access to telecommunication and the information handled by the population are faced. The new ways of connection must include novel ways of facing knowledge, as its automatic diffusion is abundant but counterproductive without a critical lens with procreative and non-reactive foundations, as it is seen largely in current times.

As Sanmartí asserts on the Didactics of the Social Sciences "…another problem to be faced is that of the transmission of the generated knowledge. A study does not end when it is completed, and only makes sense if its published to the public so that the educational system can benefit from the didactic knowledge generated." (2010, p. 52). Because of this, this paper must be understood in the context of a sequence of theoretical development, where it is researched how to implement a curricular complement that questions how knowledge in the scientific-humanistic area is certified and at the same times offers a new perspective, mainly from the specific Didactics.

As we previously stated, social anthropology has studied in different cultures how different human groups transmit and develop their own knowledge. In this way, there are four fundamental elements to consider in perspective when thinking of structuring the dominant means of production and its respective devices and ideologies: 1) every ideology or creation is in constant re articulation, culturally speaking, as its existence is bounded by the subjectivity of individual; 2) every ideology requires the production and establishment of rules that allows its transmission to future generations and/or other cultural groups whose ideologies differ from the affiliated group, be it a dominant or a particular ideology; 3) the spaces of power are in constant legitimization, a struggle among ideologies that are social enough to understand and/or justify the power and structure that they acquire; 4) every society has systems of powers, in which they economic, political, cultural and social activities are interlocked, and this power is justified and legitimized in the ideology.

With this, we want to express that it is possible to generate modifications in the field of the dominant ideology through the development of particular ideologies, and these are the processes that have led to the big

and small changes in history and prehistory of humankind, and the development of multiple and complex cultures that are faced in the search for power, manifesting it in different sociocultural expressions.

Therefore, it is not about questioning the current conditions of the economic and school system. Rather, it is about giving way to a perspective shift of the functional, technocratic, reactive and/or competitive work that culturally has been imposed to us and has become naturalized, to a creative, project-based, scientific and/or complementary work perspective. To this end, we must provide the tools for the future generations. These are not just for the accumulation of but for the generation of knowledge, for the creation of knowledge diasporas that can enrich the country's development.

As Brameld and Sullivan claim "Only through emergent values that are even now permeating our culture can means be found of developing in children permanent capacity for self-motivation to learn." (1961, p. 74)". Regularly, news surface about high school students who make discoveries or inventions in different areas of knowledge because they have applied elements of self-motivation in areas that are both interesting and challenging for them. If scientific-humanistic education could be complement with workshops that can bring students closer to specific didactics, we would be opening many doors for students to reach Higher Education having work experience based on creative projects and not mere application of knowledge. In this way, they can comprehend that knowledge equals searching, and it is developed when there is a critical questioning of social problems in order to propose a new alternative "…. It is not possible to think of a new paradigm for the didactics of the experimental sciences if the content to be taught is not coherent with a dynamic view about what science and scientific production mean." (Pessoa de Carvalho, 2002, p. 299).

Transitory Conclusions

We are in a moment of inflection in terms of social organization. The school system is questioned, and many countries have already started applying different formulas, among which we can highlight the role of the Didactics of the Social Sciences and the specific didactics in general.

As we stated, in every culture there is an establishment of systems for culture transmission, without which a culture could neither exist nor reproduce. Due to this, it is fundamental to shift the paradigm of scientific-humanistic teaching as a preparation for real life, as it does not actually certify the specialization of those students as these do not possess a real preparation in the scientific area. This romanticism is currently deteriorating the levels of science and limiting its development.

It is important to consider the approach of the Specific Didactics, as these provide a new perspective in the organization of high school curriculum, and in this case the scientific-humanistic specialization.

However, the development of these new methodologies in this specialization should have a similar direction to that of the arts and technical education, because although its formation is more defined and academically recognized, it should also provide tools to develop cutting-edge innovations in all areas of knowledge.

The project of promoting in high school students a sense of belonging in work identities, from a real practice based on their interests and options, can improve their life conditions by assigning value to labor as an achievement in their vocational development and within their school identity. In turn, this impacts in the economy of the country, because the economy needs to expand its markets constantly, it needs not just reactive people but creative individuals. A creation implies generation of knowledge, entrepreneurship, technology, production, demand for labor and expansion of the circulation of capital stock, meanwhile the reaction generates consumption and labor supply.

Today, the modern electronic technologies progress at a fast pace, and the possibility to produce inventions and make discoveries is infinite. This area of development which has prevailed in our current society, demands new forms of labor division. It is necessary to boost these categories, because both production as well as workers are rapidly affected by technological advances.

In light of these changes, a new way to complement the curriculum must be explored, as suggested by the life skills needed to live. A big part of an adult's life is his work, and the abilities must be a complement to each other to foster the development of a fulfilling labor life.

Today, diversification and economic access to higher education has become a consumer good that is massively acquired but loses its value in the hierarchic social division of salaries. At the same time, when the objective to acquire more academic degrees is based on the validation for a better salary, the accumulation of knowledge no longer makes sense. If that certification only becomes a degree, it creates a problem for the generation of knowledge, because in truth its applicability is relative.

Luckily, in a parallel fashion, society has started to move towards work environment topics. In these, they seek to promote the idea of working teams with leaders that can properly establish work relationships suitable for the development of the workers' knowledge and methods. These can also improve the quality of the company by means of active participation.

The notion of complementarity should be developed over that of competence, considering that the big social shifts demand deep cultural shifts as well. This can be achieved not by the prevalence of a selected number of intelligences deemed as the most fit, but rather by the sum of different types of intelligence. These cycles of human organization present an effervescent participation of individuals, and it is the dialectic relationship of individuals with the institutions which enact change. Our society needs to trust in the creative cultural aspect, intrinsic to human beings, which we express and develop today in the name of science.

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