

Elementos teórico-disciplinarios para desarrollar competencias históricas en educación secundaria en México

*Theoretical elements to develop historical skills in secondary education in
México*

*Elementos teórico-disciplinarios para desenvolver competências históricas no
ensino secundário no México*

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Resumen

Este artículo se acerca a los conceptos teóricos implícitos en el plan de estudios 2011 de educación básica relacionados con la enseñanza de la historia mediante el enfoque por competencias. México ha realizado reformas curriculares con base en el enfoque por competencias: primero en la educación media superior, luego en la superior o terciaria y, por último, en la educación básica. Sin embargo, el plan de estudios y los programas de asignatura que rigen la labor del docente han carecido de la información suficiente para que los docentes puedan primero comprender y después desarrollar en sus alumnos las competencias históricas relacionadas con la comprensión del tiempo y el espacio histórico, el manejo de información histórica y la formación de una conciencia histórica para la convivencia. Este escrito recupera algunas definiciones para que los docentes puedan

comprender y, por tanto, desarrollar las competencias históricas en los alumnos de educación secundaria.

Palabras clave: competencias históricas, tiempo histórico, espacio histórico, información histórica, conciencia histórica.

Abstract

This article approaches the theoretical concepts implicit in the 2011 curriculum of basic education related to the teaching of history through the competency approach, since, in the XXI century, Mexico has implemented curricular reforms based on the Competence-based approach: first in upper secondary education, then in higher or tertiary education, and finally in basic education. However, the plan is studies and the subject programs, which govern the work of the teacher, lacked sufficient information so that teachers could first understand and then develop in their students the historical competences related to the Understanding of time and space historical, Management of historical information and the Formation of a historical consciousness for coexistence. Therefore, this paper recovers some definitions so that the teachers can understand and thus develop the historical competences in their students.

Key words: historical skills, historical time, historical space, historical information, historical consciousness.

Resumo

Este artigo aborda os conceitos teóricos implícitos no currículo de educação básica 2011 relacionado ao ensino da história através da abordagem de competência. O México implementou reformas curriculares baseadas na abordagem de competência: primeiro no ensino secundário superior, depois no ensino superior ou superior e, finalmente, na educação básica. No entanto, o currículo e os programas temáticos que regem o trabalho do professor não possuem informações suficientes para que os professores possam primeiro entender e desenvolver em seus alunos as competências históricas relacionadas à compreensão do tempo

e do espaço histórico , o gerenciamento da informação histórica e a formação de uma consciência histórica para a convivência. Este artigo recupera algumas definições para que os professores possam entender e, portanto, desenvolver as competências históricas nos alunos do ensino secundário.

Palavras-chave: competições históricas, tempo histórico, espaço histórico, informações históricas, consciência histórica.

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Introduction

Since the end of the last century, Mexico has acquired the international commitment to insert competences in the field of higher education and, in particular, to implement in the classroom a competency-based curriculum as a preamble to link the school to the productive sector (Díaz and Rigo in Andrade, 2008, 53). However, as the project was to change the entire national educational model, the modification was also extended to other levels. In this respect, the National Education Program 2001-2006 proposed to carry out an Integral Reform of Secondary Education (RIES), in order to achieve continuity of curriculum and its pedagogical and organizational articulation with the two levels of school that precede it: preschool and (SEP, 2002, p.1). In primary education the modifications were tested in the 2009 plan and finally, basic education articulated its three levels through the Integral Reform of Basic Education (RIEB), which consisted of a series of curricular novelties in each of the three levels of basic education, all aimed at the development of competencies (SEPA, 2011, pp. 8-9).

The 2006 high school curriculum, like the one of preschool education of 2004, proposed as general purpose the development of competences, but these were not defined or conceptualized in the document (SEP, 2006, p.29). Subsequently, in the curriculum of 2011, Guide for the teacher of secondary level history was indicated, through a superficial

discourse, that the teacher had to achieve in the students the development of historical thinking by promoting three competences: understanding of time and of historical space, management of historical information and formation of historical consciousness, but without any theoretical orientation (SEP_B, 2011, pp. 23-24).

Method

The method from which this writing is derived has its basis in documentary research, since after reviewing the syllabus of basic education and the syllabus of the history subject in varying degrees, to drive the learning of that discipline and Contrasting the official proposal with the teaching experience in the area, it was concluded that it was necessary to deepen the knowledge and meaning of historical time, space, information and awareness, because the competency approach suggests developing intellectual and promote values at the time of appropriation of the contents.

As a result of this documentary analysis and the contrast with the experience, a curriculum vacuum of basic concepts was located, so another search phase was made for written, printed and electronic sources of theoretical and conceptual content that were within reach of any person. From them a translation was made that served to the teachers of basic education to develop the historical competences in their students. In order to achieve this, the hermeneutic process was developed that all researchers use to understand a text and to elaborate its own interpretation, that is, a careful reading of the meaning that each author gave the concept to compare coincidences and differences, and thus to possess the elements to assimilate and express their own meaning.

At the end of the hermeneutic process of problematization, search, analysis and understanding of the meaning given by specialists to each of the themes, a version of the theme of competences was elaborated because it was almost incomprehensible to teachers. In this way, it was possible to construct meanings about historical time and space, information management in scientific methodology and historical awareness in the coexistence that future citizens should achieve.

Results of research

The results of the theoretical documentary research are presented in the following six sections. Each one exposes and bases the meaning of the basic categories that make up the historical competitions. It begins with the concept of competence and then explains those related to time, space, information and consciousness, historical, since these subjects are the disciplinary basis of the acquisition of skills and the assumption of values by the students.

Towards an idea of historical competences

Competition is a pedagogical notion used as a complex purpose in education, historical in this case, which integrates three elements to be considered during the educational act: acquisition of knowledge, development of skills and exaltation of attitudes for adoption, which, according to the new educational philosophy, the individual must develop simultaneously to be able to act and fully develop in their social environment.

Critical voices have given competition a negative character because of its origins in the business field, its transfer to the educational process, and the location of it as the guiding axis of the subjects and educational levels, making it a difficult notion to understand by teachers and education administrators trained in earlier models. In the context of curricular reforms it is essential that the former have a clear idea, since it is they who have in their hands the possibility of transforming educational practice according to the new purposes.

The development of competences as the ultimate goal of formal education has a fundamental impact on teaching practice, since it complicates the activities that the teacher must carry out and, at the same time, challenges the capacity and, therefore, the training with which the teacher undertakes his daily work. Only those who possess the competences can lead others to develop their own, and if, as said before, developing competencies in education involves assimilating disciplinary knowledge, developing intellectual skills and adopting an ethical stance during the learning process, then the teacher needs training pedagogical and possess a strong base of the knowledge on which the complete competition will be built.

This is the case of competences which, according to the curriculum framework, must gradually develop in secondary education through historical knowledge, since it provides another dimension to the role of the teacher, who stops focusing on promoting the memorization of events, dates and political actors, and begins to focus on building and understanding notions. Knowing the facts of the past allows self to configure a long-term vision, from which the current era is understood and interacts differently with the environment.

To teach understanding of historical time

In everyday language, expressions such as "Time is gold", "I do not have time", "I'm late", "Do not take my time", which is because this element is inherent to nature and action of man, so that "time has taken on an increasingly significant role in modern thought" (Whitrow 1990: 226). The time or actions of the present have acquired more value, however, to understand the present it is necessary to know the past. In this regard, Whitrow (1990) states: "In our day the past is devalued and overestimated at the same time" (p.234).

In this regard, Miguel León-Portilla (1992, pp. 57-58) states that human beings exist in a temporal universe, with the awareness that everything changes and, therefore, that the change and measure of their actions is time. This means that human beings know themselves immersed in the time they have lived since they were born, in which they live in their present moment, and also in that they hope to live a tomorrow; they know part of the time because they perceive a series of changes in themselves and in what surrounds them. In that sense, Mariano Álvarez (2007, p.180) points out that the notions of past, present and future have been constructed; there is time, whose temporality or duration marks the difference between the three moments or dimensions, so it implies an awareness of itself in the world.

On the other hand, Fernand Braudel (Aguirre, 2002, p.109) differentiates physical time from historical. Physical time is that which is characterized by being homogeneous, empty and composed of fragments identical with each other, progresses independently and irreversibly, as when the phenomena of nature occur, or in the face of human events and processes to which it regulates, controlling and subordinating; the physical or nature time that man

inhabits is expressed in the measures that establish the clock and the calendars; is sequential since it is the passage of the days, months, years, lusters, decades, centuries, et cetera.

In contrast, historical time is recognized by the duration of the diversity of human actions that give rise to historical-social, multiple, diverse and heterogeneous temporalities that make up historical realities, so that the times are variable, dense and dissimilar. The multiplicity of times or duration of different human events occur within the space-time framework of nature, so there is a reciprocal influence between physical time and socio-historical time (Aguirre, 2002, p 109). Although apparently historical time is alien to physical time, this is rather the plasma where human action takes place that allows events to be made chronologically comprehensible with the help of the clock and calendar, the basis of the elaboration of notions and historical concepts that express different duration (CCH-UNAM, 2016, s / p).

Periodization is a measuring instrument that helps to order events of human becoming, as abstraction is expressed through terms such as age, age, period, time. In this regard, Pagés (s / a) considers that periodization is difficult to learn since it consists of sequentially organizing events, events, situations and processes that share something in common and that make them different from others (p.3). In contrast, Santisteban (s / a) asserts that "periodization does not respond to measurable regularities, but to the interpretation of historical changes" (p.7). That is, the periodization will be done according to the way historical events undergo some change that can make a difference to what was being lived.

The Mexican historian Andrea Sánchez Quintanar (2004) considers periodization as a methodological resource that serves to establish symbolic cuts throughout human temporality or continuous occurrence based on a broad theoretical criterion, or restricted, orthodox or eclectic, conscious or unconscious (page 71). Therefore, periodization is the way men have made cuts to the temporality of their own social existence and thereby create criteria of order or notions to understand the passing of their lives and those who preceded them in the world.

For example, temporal notions refer to the connections that can be established between two or more historical phenomena (causality), the processes of transformation of a society (change), that which remains over time (continuity), or which takes many years to change or

disappear, and to the confluence and coexistence of various events or historical processes at the same time (simultaneity). In order to identify these temporal relationships, it is necessary to know the almost total characteristics of the fact to be studied (Sánchez, 2004, p. 79), otherwise it will be very difficult to abstract the notion and to subscribe to historical knowledge.

During the course of the life of men in society, facts are interrelated causally but not necessarily linearly, for example, the contagion of diseases of Spaniards to Indians in New Spain resulted in the death of many of these last, the population decline and the traffic of Africans. The notions of change and continuity also appeared in the same historical period with the introduction of the Catholic religion in New Spain and, therefore, the imposition of veneration to new deities, or the historical continuity of magical thinking in associating the new with the known, thus arising the syncretism between both religions. While that happened in the territory that we now know as Mexico, in other places of the planet happened other facts, reason why is recognized the simultaneity of historical facts or times.

Human processes and actions do not have the same permanence in time, so their different duration helps to establish their nature and scope. In this regard, Fernand Braudel proposed to study human events, according to their duration, based on experience in the study of vicissitudes in the Mediterranean world; thus established that there are facts of very short life, facts of conjuncture and structures of long duration (Aguirre, 2002, pp. 109-110).

The short time of the event is explosive, it hardly lasts and its flame is warned; is the time of the chroniclers and journalists, "is the most capricious, the most misleading of durations" (Braudel, 1974, pp. 64-67). For example, there is the abrupt devaluation of a currency, the death of a head of state, the eruption of an earthquake that destroys a city and affects the lives of those who experience it (Aguirre, 2002, 109). On the other hand, the facts of conjuncture are characterized in that they can span a decade or a quarter of a century (Braudel, 1974, page 68), for example, a cultural or literary movement of a certain generation, or the effects of a political or social movement (Aguirre, 2002, p.109). The structure is the one that dominates the time of long duration, as affirms Braudel (1974):

A structure is undoubtedly an assembly, an architecture; but even more so a reality that time takes tremendously to wear and transport. Certain structures are endowed with such a long life that they become stable elements of an infinite number of generations: they obstruct history, obstruct it, and therefore determine its passage (p. 70).

Among the long-lasting structures that can be perceived are the eating habits of human groups, construction systems, mental attitudes towards work, death, life and nature (Aguirre, 2002, p 110). Concerning the various definitions of the duration of events, Braudel says that one should not choose one above the others as it would be a mistake (1974, p. 75), but rather take into account that events occur within others to characterize the diversity of human facts.

It is clear that historical time is complex and difficult to understand due to its greater depth; however, it is necessary to understand it to know and understand history. Social time, as Pagés calls it (s / a, p. 4), is different in each society and culture, so it manifests itself in a plural form due to the different factors involved. Therefore, it is not valid that historical time be conceived in the same way in pre-Hispanic times as in colonial times, or that it be the same for Mexico and Guatemala, for example, since historical evolution is discontinuous, heterogeneous, flows in different ways than cosmic or nature time; it can dilate and contract. That is why the historical time of each society is unique: historical time to Soviet, Chinese, and so on (Chesneaux 1990: 156).

It is important to know the time not by its chronological dating or by knowing exactly when an event happened, but to understand the event, what it represents, its consequences, or the way it influenced posterity. St. Augustine said: "The date of an event is less important than its theological significance" (Whitrow, 1990, p. 234).

For the teaching of historical time, Pagés and Santisteban (2010) recommend the teacher to follow the following recommendations:

- a) The teaching of history should not focus on the accumulation of data and dates.
- b) The learning of historical time must be based on the relations between past, present and future, both personally and socially.
- c) Teach history from the present time and the problems of the student, to be able to form democratic values.
- d) To question the temporal categories that appear as natural, but that in reality are social constructions.
- e) Not only must be taught a certain periodization, but also to periodize.
- f) Chronology must be related to basic temporal concepts such as change, duration, succession, temporal rhythms or the qualities of historical time.
- g) Temporal concepts must be cognitive organizers, both in the events of daily life and in the process of understanding history.
- h) Temporal thinking is formed by a network of conceptual relations, where personal or historical facts are situated in a more or less structured way (pp. 285-286).

According to the experience of both teachers, understanding historical time based on the activities organized by the school can only be achieved when students develop rich and functional temporal structures on the individual and social facts of their own time (Pagés and Santisteban, 2010, p. 287).

Notes to understand the historical space

Miguel León-Portilla (1992) asserts that human beings are delimited both by time and space (p.52). Both concepts share an intrinsic connection and form the key of human orientation in the world (Álvarez, 2007, p.181). That is to say, the development of any human activity necessarily constitutes a determined duration, a time, and a place, that is why the facts can only be understood when considering the coordinates of temporal duration and the characteristics of the space where they occur.

The definition of space, from the Latin *spatium*, first as the extension containing all existing matter and second as the part that occupies each sensitive object, refers to a symbiosis of two elements: a matter that extends and that in doing so delimits a extension at the same time that gives rise to what is called space. The former notion, if analogous to time, physical and historical, would be physical space, since any place on the planet or the universe is space, because in themselves they constitute matter because in their interior other forms of their forms are disseminated .

In physical space human actions and living beings develop, in particular man interacts with natural elements and turns them into resources to survive, thus the social space originates, which, when changed by man's actions, becomes a historical space . The latter must be understood as

Those particular regions, geographical areas, places, countries, continents, etc., where human activities are developed. Their study is fundamental in the social sciences because the space influences of important way in the daily activities of the men. A particular ecological environment affects the way in which natural resources are used for the survival of the human beings that inhabit it and, therefore, affects the economic, political, cultural and social organization of the community (CCH-UNAM, 2017, s/p).

The historical space is every place where man has made any activity from a reciprocal conditioning with the natural elements and, thus, has inaugurated humanization and its economic, social, political, military and cultural forms.

In this regard, Sánchez Quintanar (2004) proposes to historical space as "the space space socially constructed - or destroyed - by man through time" (p.82). It is unfortunate that man, despite inhabiting and using the environment in which he has developed for years, is not able to respect it; nevertheless and as stated by the author cited, the historical space is and will continue to be constructed, positively or negatively, by men and in that sense: "time is indissoluble space. Space and time can not be separated, for time is action and space is the

place where the human act is exercised. Each territory accumulates elements that explain the transitions and ruptures, the conflicts of each generation "(Santisteban, s / a, p.5).

The understanding of the time and the historical space from the perspective that has been tried to explain contributes elements so that the teachers incite to their students to "to establish the interrelations between the diverse elements of a landscape" (Santisteban, s / a, 5) . Only with clear disciplinary knowledge of general concepts and derived notions, such as causality, continuity, simultaneity and duration, can it be possible for the human to think historically and transcend from the first to the second, a meaning that Reynoso (2011) assigns to the competence related to time and space in the following words:

It can mean that the student gets to locate human facts in a chronology built on the basis of measured physical time, through the calendar, or take a long-term perspective in which it recognizes the ascending non-linearity of time, or arrives to conceive the simultaneity of different times in an uncertain future (p. 10).

As has been said, historical time and space are the location coordinates of historical events; however, it must be stressed that, unfortunately, in his eagerness to use and modify his surroundings, the human has deteriorated space to the point of putting his own existence at risk. For this reason, the development of curricular competence implies acquiring knowledge about what human activities are, where they take place and how long they last; practice skills to locate human events and their dimension in space and time; in addition to recognizing attitudes and values put into play during and as a result of the performance of man to assume positions in front of what can happen. Fundamentally, the development of this competition allows us to be aware of the need to take care of the life space of the man to look for actions that stop the deterioration of the planet.

Handle historical information to think

Since the beginning of this century, a great amount of information has been accessed through different means such as radio, television, newspapers, the Internet and social networks; we live the information age. However, each of these means also serves other purposes, particularly promoting consumerism, so it is essential to have the right tools to be able to discern the type of information that is received.

The 2011 Curriculum of Basic Education in Mexico states as general purposes five competences, which must be developed at three levels: preschool, primary and secondary and "throughout life, seeking to provide significant opportunities and learning experiences for all students" (SEPA, 2011, p.38). Competences refer to lifelong learning, management of information, situations, coexistence and learning to live in society (SEPA, 2011, p. 38).

Developing competence related to learning to manage information requires "identifying what is needed to know; learn to seek; identify, evaluate, select, organize and systematize information; appropriately harnessing information, using and sharing information with an ethical sense" (SEPA, 2011, page 38). As competition must be developed from different disciplinary approaches to basic education and strengthened throughout life, due to the dizzying changes and constant increase of information available to man, this competence also appears in the program of the history course as management of historical information.

The concept of management may refer to the action and effect of controlling or governing oneself or others; however, the Dictionary Little Larousse Illustrated points out that driving comes from the Italian *maneggiare*, whose first meaning is "to use, to use, to employ something or to use it properly, especially with the hands" (2013, p.639). This definition coincides with the complement of handling the historical information, because it refers to the action of having something to obtain a profit. With regard to the subject of information, it can be understood in two senses: as the action of assimilating knowledge about a given subject and as the material or acquired knowledge.

The educational purpose of managing information refers to the learning of ways of using information to achieve various objectives, which becomes a complex process, both by the notions involved and by the conditions in which it is possible to achieve it. In didactic terms, the difficulty is expressed as follows:

It is defined as the set of knowledge, skills and attitudes that the student must put into practice to identify what he needs to know at a given moment, effectively seek the information that this requires, determine if that information is relevant to respond to their needs and finally to turn it into useful knowledge to solve information problems in varied and real contexts of daily life (Eduteka, 2016, s/p).

The quotation ratifies the complexity of information management in that it implies making of knowledge from which one can become aware of the situation that is lived and translate the reasoning into questions that can only be answered with the development of skills to obtain another level or type of knowledge, after triggering the senses to determine what information can solve the situation that led to the search. It is therefore a matter of forming in the exercise of reason to create self-knowledge.

It is ensured that to develop this competence it is not possible to follow a form, although the process includes a series of steps to take into account, such as the following:

- Define an information problem by asking a question and identifying exactly what needs to be investigated to solve it.
- Develop a research plan that guides the search, analysis and synthesis of relevant information to solve the information problem.
- Ask questions derived from the research plan that lead to solving the information problem.
- Identify and locate sources of information, adequate and reliable.
- Find the necessary information within the chosen sources.
- Evaluate the quality of the information obtained to determine if it is the most adequate to solve your information problem.

- Classify and organize information to facilitate analysis and synthesis.
- Analyze the information according to a research plan and with the questions that arise.
- Synthesize, use and communicate information effectively (Eduteka, 2016, s/p).

The moments mentioned can be considered as part of the process of knowledge construction of any science, so it is clear that when the official curriculum establishes as an educational goal that high school graduates possess skills for the management of historical information, they must learn the method of historical science as a procedure for acquiring historical knowledge and at the same time developing the skills of scientific thought.

However, as there are ontological, methodological, technical and technical differences within the historical science, it is necessary for the educator to be informed of its existence through the study of historiographic currents and their production in order to have diversity of sources as a basic condition to create an environment that allows the student to form an own version of the facts. According to Santisteban (2010): "Direct work with historical sources favors the development of the competence of historical interpretation, but also the incorporation of historical experience" (p.49).

The same author, in his capacity as a teacher of history, argues that the fact that the student works with historical sources allows him to learn and interpret, compare, classify and answer questions from historical sources (p.). Therefore, the competence to manage historical information means to know what and what are the historical sources, to look for them, to read them, to interpret them and to use that information or knowledge for their own benefit or the community in which they participate.

Elements to understand historical consciousness

The current curriculum of basic education in Mexico defines as the third competency the training in the students of historical awareness to guarantee the healthy coexistence of future citizens from the age of fifteen (SEP, 2011, p.24). Educators should be clear about the concept. In this sense, Augustine Moratalla, in the introduction of Hans-Georg Gadamer's *The Problem of Historical Consciousness*, affirms that historical consciousness is "the privilege of modern man to have a full awareness of the historicity of all present and of the

relativity of all opinions ", which was considered" the most important revolution among which we have experienced with the arrival of the modern age "(Cataño, 2011, pp. 225-226). From this perspective, modernity allowed to crystallize a man with a capacity for reflection on his historicity and current causality, as well as the individual and collective character of being.

From a cognitive point of view, Rüsen (Carnevale, 2013) proposes to understand the historical consciousness as "a sum of mental operations with which men interpret the temporal evolution experience of their world and of themselves, in such a way that they intentionally orient their practical life in time "(p.6). This idea of historical consciousness not only stands out to be the result of thought processes, but the latter are exercised over the process of existence of the life of those who reflect on themselves and about the changes of the communities to which it has belonged, with a clear critical sensitivity to recognize problems and overcome them.

For Santisteban (2010), "historical consciousness is temporal consciousness, it is shaped by the relationships we establish between the past, the present and the future" (p. Therefore, historical consciousness is based on having a clear conception of the articulation of physical and historical times; derives from the management of information about personal history, family, social group and other collectivities that human creates, and in which it is recreated, and its function is to be the basis of a better human act for a better future of its species in the world where it lives and on which it depends to survive.

From a more theoretical angle, Andrea Sánchez Quintanar (2004) expresses that the historical consciousness is constituted in:

- a) The notion that the present originates in the past.
- b) The certainty that societies are not static but mutable, that is, they change, they are transformed constantly and permanently.
- c) The notion that in the transformation past events constitute the conditions of the present.

- d) The conviction that each individual is part of society and, therefore, is part of the process of transformation; the past constitutes it.
- e) The perception that the present is the past of the future, so it is responsible in the construction of the future.
- f) The certainty that the individual is part of the historical process, so he must be conscious in the transformation of society if he wishes (p. 45).

Seen thus, historical consciousness is the capacity of the human being to conceive himself as a historical man, whose basis of self-reflection is the conception of the time of men and of the historical space that has inhabited, in order to act as a member of a dynamic society and historical; this capacity results from the knowledge of what is lived by its species to build a future of its own and, therefore, different from the past.

It is ensured that "the formation of a historical consciousness for coexistence is a competence or ideal that is conditioned by being a result of the previous two" (Reynoso, 2011, p.11); that is, in order to achieve the formation of historical consciousness, it is necessary to understand time, to understand the constitution of space, and to have handled historical information. However, the idea of historical consciousness also depends on the historiographical current to which the writer of history is assigned as the source of the educator:

It is not the same as a historical consciousness of the heroes and great men who determine the destiny of men whose base is found in the Christian messianic vision and which is complemented by the official version of history, embodied in textbooks and in the positivist historiography, that a historical consciousness derived from a critical vision of the present and of the past that grants revolutionary protagonism to those who are assumed to be marginal or exploited (Reynoso, 2011, p. 11).

In the perspective that opens the quotation, the historical consciousness that foments the official history, from the positivism, is based on "the great battles, great political events, the biography of the great men or the great events of the monarchies, States and empires" (Aguirre, 2002, 57). Likewise, this historical consciousness "analyzes the succession of

kingdoms, empires and nations, but seen only from above. Its protagonists have to be emperors, kings, generals and bishops, anyone who has held any kind of power "(Bermejo, 2009, p.

Here heroes are remembered and thought of as important characters set as an example for society and seen as ideals to follow; it is not conceived that all the individuals that make up the society make or construct the history, so this one is written based on the greatness of the heroes. We do not remember the marginalized, the failures of the ancestors, we always look at the "positive" side of events. The result of this type of historical education is that ideological conditions are generated to keep the governed under control, without assuming that they can be agents of change in their society.

Historical ontology gave rise to historical consciousness and later to historical research. From the historicism the interest for the individual actions of the human beings was accentuated. Enrique González Rojo (Gallo, 1987, p.35) considered that the facts studied by the historian are unique, unrepeatable and unique, however, all individuals make history. The greatest contribution of this current is to go against another that seeks to create laws and maintain order; historicism marks the tendency to awaken another type of historical consciousness.

In the same sense can be understood the contribution of historical materialism, which in analyzing the social system of the nineteenth century recognized its division into social classes and promoted their abolition from the awareness of the condition of the marginalized and exploited. Not only does it give the poor a historical nature by investigating and exposing the causes of their way of life, in contrast to the hero-centered vision, but it offers an ideal future of society that must be fought through a new way of thinking.

This notion of historical consciousness that recovers those below as actors in history is one more option of the ontological affiliations produced by historians and to which the history teacher can have access. Its teaching has political implications, since at the same time it contributes elements to question the way of life that prevails in the world, it also diffuses the possibility of constructing a society in which nobody is above nobody, with an egalitarian character and more just as a result of human action, that is, of history.

The influence of Marxism on the Annales current, says Carlos Antonio Aguirre Rojas (2002), is recognized in the idea that the axis of history lies in the collective processes of large groups and social classes; becomes social because it deals with processes, structures, groups, realities and collective and mass phenomena (p. The historical consciousness that is fostered in this current consists of considering or aspiring to individuals to be conceived as the protagonists of great events, the basis for the existence of the great characters, must be assumed as potential agents of change in history.

For Andrea Sánchez Quintanar (2004) it is clear that "the reason for teaching history is to raise historical awareness in the learner" (p.58), so that developing this competence is fundamental in educational formation, because in that way the learner can constitute as an individual with another way of seeing reality, with responsible analysis and action, with foundation, knowledge and values, and with that competence be able to change the course of society.

Functions of historical consciousness

With all this it would be worthwhile to ask what kind of historical consciousness do the 2011 Curriculum and the 2011 History syllabus wish to form, because each of the definitions mentioned, according to the historiographical current, has short or far reaching consequences, depending on its purpose. A more ambitious perspective would be one in which the teacher decides that the kind of consciousness that he wants to train in his students is to observe and experiment in a complex society with deprived classes with growing problems to survive.

But why is it important or what is the use of forming historical consciousness? In order to answer this question, an author argues that "historical consciousness influences the relations established between the various groups, in addition collaborates in the construction of one's own identity and in the elaboration of meanings to explain the origin, past and present" (Carnevale, 2013, p.8). This author postulates that the historical consciousness serves for the different human groups to have good relations, but equally helps to understand the origin, past and present in the construction of identity of the individual.

For its part, Antoni Santisteban (2010) considers:

The formation of historical consciousness and its temporal orientation towards the future is fundamental in the democratic formation of citizenship. Historical awareness helps us to raise the debate about what the foundations are or how they should be, on which we are building or we must build the building of our coexistence. The construction of historical consciousness is learning of the future and, at the same time, social and citizen competences for democratic participation and social intervention (p. 43).

This author believes that the development of historical consciousness is the basis for forming a democratic citizenship that participates with that character in society and manages a healthy coexistence to act in the best way for the near future and have a correct social participation. This coincides with what the program of history manifests when orienting the formation of the historical consciousness for the coexistence.

For López, "historical consciousness is then an aspect of singular importance in the proposal of transformation of a society" (2011, 611). In short, it defines that historical consciousness serves to transform any society, reaffirming the idea that developing this competence in students provides them with elements to guide their society towards a different reality.

The function of forming a historical consciousness is to help the different human groups to conceive themselves as historical beings and their members to learn to relate to the different individuals who inhabit the common space, from the community, the region, the entity, the nation and the world, by accepting and respecting their differences. Coexistence on the basis of consciousness implies the recognition of the other, which results in the formulation of the concept of democracy as an abstraction of the experience of life and as the ideal on which the transformations of the social and natural world are thought lead to a better future.

Conclusion

Basic education teachers in Mexico, particularly at the secondary level, whose students are between 12 and 15 years of age, are obliged to understand clearly the historical time and space, because only with the approach to the notions constructed, between others, by historians and philosophers, may have the disciplinary bases to direct their didactic strategies towards the understanding of temporal space notions and to have their students think and act differently in the world they live in.

Another set of knowledge necessary to educate historically future citizens, which teachers must have in their repertoire and is not found in their initial formation nor in the official curricular documents, is related to the processes inherent in the production of knowledge, all since on this basis the cognition phases of history are given. The management of historical information, as an educational purpose, includes the possibility of posing questions to the past that mobilize the search for information in different historical sources so that, after a process of extraction and analysis, it can arrive at the synthesis and with it to the crystallization of a proper interpretation of the historical fact under study. The management of historical information is a complex process of intellectual exercise, that is why its practice, well led by the history teacher, derives in the formation of thinking skills, which means that with the learning of history you learn to to reason.

The formation of historical consciousness in high school graduates is an expected result after exercising doubt, research, contrasting information and reflecting on past events, and having constructed and understood notions about time and space allow to explain their individual and collective history. At the same time, historical consciousness aims to prepare adolescents to value and exercise coexistence in an ideal democratic system, whose values are so necessary to recover and enrich in the light of recent political experiences and the inability of the political regime to solve problems of economic crisis, violence, delinquency, corruption, global warming, among others.

The teaching of history by competences is a challenge that has not been fulfilled, because the official curriculum does not contain the necessary formative elements so that teachers understand the approach and take it into practice in their daily work and because, in the face of failure. Once the intentions of the training, updating and teacher training policies in Mexico, only the effort of each teacher is left to self-train in the development of the competences and that should stimulate in their students.

This work is only a first approach to the complexity of historical education by competences, since it is necessary to link the disciplinary categories exposed with the intellectual abilities that can stimulate each content, but also to reflect on the ethical stance and the specific values with which historical knowledge contributes to the formation of secondary school students, which requires additional research.

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