

Psychological Development Strategies To Organize The Curriculum

MC. Jose Saul Hernandez Lopez

¹Department of psychology.
University of Sonora, Mexico.

Accepted 12 July, 2016.

ABSTRACT

The following is a proposed theoretical ordering of the academic curriculum from teaching toward intellectual processes of the student in their psychological development and demands for curriculum space for functions defined hierarchical structure, in increasing complexity where the resulting are: programs that support the educational process. Such a strategy considered curricular proposals that have emerged as innovative structures, are empirical and unexplored, which prevents its follow-up and therefore not conclude in forming delimitation

Explore a path of psychological development, to develop and describe criteria and components identified in the dynamics of behavior training, curricular scenarios and relationships in any school setting. Refers to the study of the academico-curriculares practices, linked to its characterization, composition, definition and mechanisms of evaluation and intervention in a scheme of psychological development, (Tinbergen, J. 1994).

Proposed consolidated only learning to express and in targeting and that will only exist to the extent that requested or respondent (Sigel, i. 1982), induced, shown or guided, is educated (Bosh, l. 1984), and therefore to have the education must have conditions for the establishment, development and production of curriculum development.

Keywords: Development and curriculum.

Introduction

In any organization curricular of any level school involved simultaneously academic structures in the form of demands teachers and intellectual processes in which the psychological element is the transformer, computer, instigator and facilitator of those academic commitments with which they are intended to transform the individual; to make this effective teaching and learning to focus teaching and design situations in the form of problems of natural events, the society and of the man himself. Historically the school organization and professions in general have orde-swim its praxis from the delimitation of own contents of his body of cone-foundation which in turn defined as an object of study and where your script delineates their difficulty level. Not its relevance theory and practice, which will transform the activity of the teacher to go to become an instructor in your environment to cognitive researcher of their own ac-cough, during such a process is present the action expert of the worker that presents academic demands intellectual determinants of the educational and personal success of students and recent graduates.

The following model such a structure delineates order in their functions and integrates educational demands with intellectual processes of the apprentice in the scenario curriculum from the actions of the educational trainers, located conceptually in processes growing from the basic expressed at the beginning of any stream, during the course or intermediate and at the end of the cade-na in complex or terminals expressed as corollary of programming hierarchical. In increasing complexity and present differently during the entire process of education, which argues that if there is education must have conditions for the establishment,

development and production of development, which should be understood as a process of describes a conceptual schema that explores a psychological order route to develop and describe criteria and training components of the behavior that is carried out in curricular scenarios, upholds the principle on which it is claimed that educating is to promote and provide with-conditions for the development and that this will be fostered during, Through and until the end of any individual's life, therefore, the education will be the one organizing element that shapes and conditions are available through the various sos scenarios that refer to the study of the academic practices-curricular closely linked to its characterization, composition and definition and mechanisms of evaluation and intervention, Tinbergen, J. (1994), suggests that any learning is expressed in the development that is directed and which exists only to the extent that is requested or respondent (Sigel, I. 1982), in tantly, shown or guided, is to say polite:

- Remains throughout life: in the form of lifetime process changes, skills-des and competencies that are adjusted to each situation by which an individual will have to walk every day.
- Involves gains and losses: Is multidimensional happens along dimensions and interactions, each of which expresses a differential rates. You can be or non-working or competent in various styles of simultaneously and in different effectiveness.
- Comes in more than one direction is multidirectional: as you get in an area is lost in another, depends on the demand. Involves a changing distribution of resources, nobody can do everything nor always respond in the same way, the individuals respond in different ways, i.e. to be able to interact are expressed depending on each situation.

- Is modifiable. Along the life shows plasticity, many skills change significantly with the types of interaction, training or the daily practice, including late in life, that is to say with the education, the styles vary depending on the situation.
- Is influenced by the history and culture: Development in multiple contexts by time and the scenarios is programmable and controllable.

Development

The quantitative analysis of the development economic approach of Tinbergen, J. (1994), represents a tool for establishing an approach to the interpretation and search for solutions to problems generated by the delimitation of profiles and styles of teaching-learning idealists and deterministic of those theoretical foundations that interpret situations as gross changes in the social structure-educational and that tend to be observed and argued as a direct result the settlement of the modernization and globalization or translated to demands of a certain type of knowledge that hypothetically any individual should have assimilated throughout his training and during the following years in school for that subsequently was expressed in the form of skills or powers at the time of its insertion before any exercise labor-professional and who have been treated more as spontaneous generation as a consequence of assessable work plans and that they should:

- To confront the individual before those intellectual content that hypo-teticamente were due to their reflection and action from the beginning of their training school and until the end of the same, as well as to his own project of life. Under such conditions, the educational institutions and the higher education, in particular, that have already selected to convey knowledge previously, argue that form skills and attitudes in the form of styles of programming (Gento, 2012), which must be propitiated throughout the training of students and that they must allow access to new forms of knowledge.

- Promote psychological development, always considering that condition is dependent on education and that part of a structure that supports or provides conditions commensurate with a model of development and with a real potential to modify the work and the results of education.

A curricular structure delimited on the basis of the development, (Tinbergen J., 1994), allows detached from psychological reductionism and count with diagrams (Sigel, I. 1982 and Bosch, L. 1984) and taxonomies in the form of tools in order to organize processes observed sequenced for each educational scenarios.

Therefore a plan of studies is a map that describes the actions for any curricular training school, in the ordered structures are sustained by the conceptual tradition and by the time, although not necessarily by the hierarchy or complexity of the processes of arrest of knowledge, are also clipped systems of interaction between the apprentice and the strategies defined by the teachers to access certain with-taken from the actions planned and knowledge-related selected by their own hierarchies, even though they are not evidenced by tangible products. It is derived from the demand not structured, which dragged its action in the curriculum that are encompassed programming around the satisfaction to the social demand, but that does not result in further action and successively more complex, that is, it is not known whether it is a product of the training or the student's own activity in parallel to their training.

This model is based on the identity of 3 levels of structured interaction and hierarchical allows pedagogicadidactica include the action of the teacher, the psychological development of the student and the type and form of interaction derived from tangible products such as are the competencies or skills formed, establishes criteria for complexity and actions through the educational demand of interaction, the following describes the structure based on theoretical models.

Curriculum Levels Of Basic Formation Processes

<p>Low distance teaching operation. (Sigel, 1982). Verbalization that proposes a minimum and inseparable from the immediate context, demand not transcends the present curricular</p>	<p>Learning process: strategy of knowledge (Bosch, 1984). Learning is reduced to unitary schemes, transformed into chains simple or compound terms or definitions.</p>
<p>Name: Teacher asks the student that name to an object, event, place or action in the context. It does not imply any elaboration, or inference. Examples: "this is an experiment, observe how the water is formed," "what is the name of what is to be performed?"</p>	<p>Organized by removal of content: It is considered additional ideas that are at the end of the chain of teaching or exposed examples and create structures of knowledge where can not observe basic ideas.</p>

Skills curriculum for basic functions, are initial steps in the curriculum as well as basic experiences and seeking to facilitate or influence in post-conflict situations. Home learning and continuous or repetitive use can give rise to the student respond in the same way in all events. Access to such a situation leads to confrontations between new experiences and everyday life, is exceeded if the student can develop conceptual structures of the reading material, the class or the

notes, as ins such: read maps, guides, charts, instructional, sequence listings, summaries or follow scripts on prototypes. Knowledge with basic and similar levels of difficulty may be exporting readings or subjects, actions parallel or prior to the content, which will be necessary to initiate sequences.

<p>Identify: Ask to say whether a name corresponds to a point of reference, to recognize something, to bring the name, to say whether the reference is present. Examples: "What are the 6 elements of analysis of the situation innovative</p>	<p>Organized by omission of referents: Stores teachings or texts, without identifying situations, texts or contextual aid support.</p>
--	--

From that time the readings and classes will be textual, you will learn how to repeat what you hear, meet and with what is shown or exemplified not seek, nor identify, or explore related. To support what has been learned with other classes,

with other information of similar difficulty level and teaching relating to or to use strategies such as searches on the internet, encyclopedias, dictionaries, reference books or supplementary readings will allow you to move.

<p>Observed. Ask to observe, record, record or review; to respond using the senses (hearing, seeing, smell, feel, like it...). To keep the attention on the teaching of the class or in the reading. Example: "notes the sampling technique is"; "do you see the point X?"; "smell the gas", "touch the trachea", "observes the movement..."</p>	<p>Organized by investment ideas: upsets the teaching or the texts, to consider the opposite of the ideas, invests relations. Organized by noise cog-noscitivo. Confused or suppresses ideas, the above, does not consider separation or independence, as a consequence of the absence of reading comprehension.</p>
--	--

Should be supported by parties and explain the education content one by one that require organization: Train to make diagrams and above all make examples from identify key contents to make them interesting. Work on the exploration of content or on subsequent content relevant and really

attractive that you can justify on the basis of establishing linkages with the goals. Train to make notes, prepare classes and techniques of successful study. Organizing systems and routines of learning, readings deal with attractive and full of ideas.

<p>Shows. Teacher demonstrations calling for display, express, declare, record, and denote comments. Example: "interprets the results, based on chapter 4 of the text" "develops the equation, as I do...".</p>	<p>Organization: reduction of matching: does not analyze or is not capable of separating or relate aspects of his teaching with problems that should resolve your profession, the level at which the find. Organized by reduction of diagrams: builds cognitive structures, repeating information relevant. Reduces groups deleted content knowledge and identifies them with a content to a table, a graph or a just to know, including the entire group of knowledge to a single review.</p>
---	--

The demonstration covers a whole process or an issue on the basis of a explanation or trial, many times it will need to shift from the banal to the relevant: define new relations with the environment, perhaps, in a good practice, a good educational act, in a good project or meaningful and relevant in a

interesting community service. The analysis and synthesis of different amounts of information will be made frequent up to half of a course and will support the final work with defined criteria or the preparation of written work with or without descriptive scheme.

<p>Describe: Ask that represent with language, characterize an object, person or situation, that provide information developed something concrete, describe actions or internal states (feelings, beliefs, fantasies, discussions, views or ideas isolated), Descriptions static, not dynamic relationships between elements or characteristics of functional use. Example: "describe your analysis using the SPSS, 11.0" "What has this feature variable."</p>	<p>Organized by reduction of or equitable theory: believes that the theories of their discipline are useless and unnecessary conditions for its formation. . Do not purchase books complementary, or working material, does not accept work models, or criteria for the submission, your expression is the most frequent search for lists of sequence or procedures and not of different possibilities for interpretation.</p>
---	--

This level induces programming from knowledge and repeated matching that are part of a group of axles and content those are consistently manifests. Influences toward the second half of the item, or course of the training, so that they can express themselves as mechanisms related to other contents or other disciplines including different object of study.

Exceeded this level of complexity, teacher and student (no longer repeated to affirm a content) but that initiate the apprehension of other content under the structure of new systems of relationship, where no longer returns to the minimum levels, but that is part of them as a condition to address levels of complexity leading up to the maximum complexity.

Intermediate processes, curricular intermediate levels.

<p>Operation of teaching are far-ing medio (Sigel, I, 1982). Verbalization that increases demand, representation and some elaboration of the immediate present.</p>	<p>Organizational strategy: process asimilatorio (Bosch, 1983). Learning is influenced by other content or word, it does so similar and replaces it when it comes to consolidated content.</p>
<p>Play: Ask the student who propagate and communicate ideas. Reconstruct past experiences without temporary order or do it in dynamic or functional interaction with events. Example: "remember, you did one of these in class," "do it like in a Flight Simulator?"; "is to do it like me"; "How do you this?".</p>	<p>Progressive assimilation: A first segment of content or concepts the following influences, segments by subject and serial materials must produce knowledge progressive and cumulative, not necessarily continuous, i.e. each subject or content depends on their knowledge of the previous.</p>

Past and present are placed at the student for the first occasion to make use of what they have learned in advance, are consolidated actions that require executions in which expresses what has been learned. There will be continuity to make cuts intellectuals, in where the know daily, it must be replaced by the need for more sophisticated or more

professional, when observed progression the conceptual maps, tests and integrate knowledge summaries. Replacement organize activities outside of the action program of study, induces progressions of contents that are loose, so the student may integrate them.

<p>Sequence. Develop succession sorted and temporary event procedures or steps and historical articulated, carrying out a task. Sort events temporarily or articulated steps, both in a history as carrying out a task, or ask the student to do so. Key Words: Last, next, then, begin, which is still top ... Example: "first you see the index", "with the conclusions repeated..." "How did you do this", "describes each step of the method...".</p>	<p>Regressive assimilation: When a segment of cone-foundation previous influences knowledge the student reconstructs what preceded him. The last segment of content or concepts influences in the past, the segments for each subject and the serials materials should produce knowledge regressive and discontinuous, i.e. each subject or content depends for its know until the end of a knowing or of a course.</p>
---	---

Their expressions are more common in content that occur in the final part of any education, course or profession. The initial or previous knowledge of previous stages that not defined acquisitions of patterns of behavior from the confrontation with new knowledge in conflict with one another, and produce cognitive noise, these were able to leave "loopholes" that in

many occasions are not recoverable of all. It is recoverable, if you are familiar with the functions of this knowledge and its links with other new, you can expect that there is some elasticity to retrieve knowledge, at least in its structure, is the possibility of incorporating the reading of understanding or symbolic representations within the cognitive skills.

<p>Compare: Request establish differences or similarities: similarities or differences between classes of objects present or ask the student to do so; it does not include the reason for these similarities or differences. Describe similarities: Notify common characteristics ostensivas (perceptual analysis). Identify differences not observable. Contiguous acceptance: De-hanging by the proximity of the segments. Progressive contiguous when the relationship in the chain of knowledge is one to one and immediate, this is a content of education affect the next. Contiguous regressive when the relationship in the chain of knowledge is immediate, that is, a content of the teaching to the previous affection and modifies Example: "What are the same"; "How do you appear to? ". Describe differences: Identify differences visible between things (perceptual analysis). Example: "What is the difference between the jetfoil of airplane? "; "What is the difference between the concept of the term". Infer similarities: Identify common things not observable, not present, analogies, relations part-whole. Example: "What do you think it a core? ". Infer differences</p>	<p>Adjoining assimilation: Depending on the proximity of the segments. Adjoining progressive when the relationship in the knowledge chain is one to one and immediate, that is, teaching content affects the next. Next countdown when the relationship in the chain of knowledge is immediate, i.e. affection to the teaching content and modify it</p>
---	--

Learning lost the global perspective because elevation step immediately preceding. The possibility of restoring knowledge is set when it is able to read again the classes or to use again the texts passed to refer content.

It is not common sense, neither the effectiveness of your response; it is the condition of the proof-reading and a review

of the notes or the past, is books that allows you continued progress. The regressive assimilation contiguous, considers broader segments of relationship that are produced in accordance with the course progresses or the profession the synthesis and assessment activities are the discovery of content and are given for the preparation of final work with criteria.

<p>Combine: Ask the trainee something different: identify affinities between the equivalent elements of the same class, organizing all the elements included in the, put in a hierarchical order or ask you to do so. Symmetric Classification: recognize the common elements of a series List: Serialize, list things not just similar, count ordinal or ask the student to do so. Synthesize: Rebuild components in an organized whole, together, create a new form, add a number of discrete things. Asymmetric Classification: organizing things in any sequential order, seeing the relationship as an ongoing, some kind of seriation, comparison, where each thing is related to the previous and with the following (in order from largest to smallest). Example: "What does not belong to Example: "What goes together? ". This group"; "what comes now? ". Example: "1,2,3 Example: what does the average,4 ... "</p>	<p>Assimilation related non-contiguous segments of cone-foundation, even when they are not sorted. Not by structured sequences, but by new segments. Non-contiguous progressive assimilation: Provides initial content relationship with the end in any learning process. Non-contiguous regressive Assimilation: Provides table of contents with the previous end in any learning process</p>
---	--

Provides table of contents as a string of programming in don-jumps are offered, the content of teaching provides the possibility of initiating a content, leave it temporarily and return to the encode new knowledge. You can lose the possibility of not establishing order or sequence in the organization of content if you do not set these jumps. It is

important that the student can relate multiple segments of knowledge even if they are not sorted by structured sequences but by new segments. There is a need to develop skills of finding and tracking of projects with the aim to keep the update as the best instrument of regression to initial content.

Complex processes. Final levels and complex functions.

<p>High Demand distancing. Action for teaching (Sigel, I. 1982). Requests a rational hypothesis that can elaborate and transcends all the terms in the qualities of the perceptual environment; they refer to the elaboration of ideas or postulates</p>	<p>Alternative processes of learning. (Bosch, 1983) . The student replaces a content by another, without which this replacement is due to the influence of a content next, since in this case is classified as assimilation.</p>
<p>Evaluate: Ask the trainee to assign attributes and values, encourage criteria. Valued consequences, competencies, effect, or implementation effort. Inference cause-effect: the teacher asks the student to establish cause-effect relationships and to draw up proposals. Example: check if the task has been done according to the expectations, 'can I do? ". Example: "why this happened well? "; "what would happen if the cosmically with another author</p>	<p>Replacement front: a unitary content and later is replaced by another previous independent and self-constructed interpretation of the student or by content without parallel relationship.</p>

The complex processes in the regularity of the training curricula are not addressed in teaching, in the majority of the cases, it may be left to the potential of the students, this model deals with such situation positioned terminals for the periods of training. Curricular Competencies terminals: Order of strings of learning, the student has defined a style to face situations, but if not incorporated, it's too late to return, you'll have to learn in other spaces.

The learning is limited, by segments of content outside the training as any other activity different from the training and that implies the use of more time, when they are new the student still makes use of old teachings or the first levels of schooling, updates its learning to current times. Toward the second part of the course content or profession, reverses the replacement using technical language or own of the discipline.

<p>Plan: Ask you to do shared plans or programs. You specify conditions to carry out a complete action and in an orderly, objective: run the action ideal. Example: "tell me all you have to do to avoid the crisis".</p>	<p>Replacement by absence of multiple segment or simple. When the replacement is performed by a content side of the process is called laterization of matching.</p>
---	---

Segments of late intermediate learning, can and are often replaced by other emerging content, because of the lag in the times of the education (in the program). Disappears at the end of the course, teaching or training, you can pro-Longar until another level of training, ends with unit practices.

<p>Proposes alternatives: Select an action. Ask the trainee to propose different options or ways of performing a task or select a new action. Example: "please try another way"; "Do you know another way of doing it? "</p>	<p>Replacement by locking options. The various learning options are replaced by blocks of content that produces noise cognitive, that is to say enter simultaneously and close the possibility to new knowledge</p>
--	---

You cannot learn a new knowledge because it already has reaffirmed a previous cannot enter new options. The substitutions occur between new options and content blockers that have the same point of articulation. Disappears in the middle of the training, when the student integrates concepts and materialises actions of what they have learned when it is critical.

<p>Transform transmit production changes, changes the function or appearance of something, respond to the process of change the materials, people or events or ask the trainee to include inferences in terms of predictions associated with a change of humor. Example: "What do you need to ask a rock to transform it into metal? "</p>	<p>Replacement for lost meaning. An important and relevant content is replaced by one without relevance, the education loses value in so far as the apprentice only valued as compulsory and not by the relevance to your training.</p>
--	---

Its expression is most common in the avoidance on the part of the student toward new commitments with their learning. Disappears when the student moves the dedication of their time to the activity of learning and reduces the parallel, the new searches, the readings without qualification are indicators of change.

<p>Discussions were based upon resolving conflict. Submit information contradictory or conflicting with a solution, in response to a workaround; includes inferences made about cause-effect with a central element that may be transferred to another situation Example: "whether there will be blood residues, could still identify the criminal"; "if there is no light here, why there is life? "</p>	<p>Replacement by confusion: the case of simultaneous substitutions among content highly representative and less representative, but equally important even if not for that moment.</p>
---	---

Does not separate but replaces one by another content even when thrown out passes from one to another without distinguishing between them, the work in service with academic practice, laboratory or replica content, submit a work publicly allows the separation of content. Disappears around actions organized and relevant to the training, but it must also be borne in mind that in some contexts can be a stable variant.

Conclusions: The foregoing leads to rethink the role of the educational institutions in their substantive functions, create and recreate the knowledge and find resolve the problems of society, the training of individuals and since then the recovery of the proposal: The quantitative analysis of the development (Tinbergen, 1994), it opens the possibility for rapprochement, interpretation and search for solutions, as well the fundamentals change the sense of its interpretation for:

1. Intensify the search for content to characterize manifests and exposed, which are regulated to a body of knowledge, to describe technological lines, cater events or differentiate indicators in its magnitude and/or relevance,
- (Hernandez, Fernandez and Baptista, 2005), this identifies other qualities and categories of study
2. Discuss composition, characteristics and types of relationship between each indicator and their systems ready, watching temporal and spatial changes of the different varieties of behavior. Analyze contexts, situations and scenarios, which expresses the development, incorporated into the educational system their regulatory actions and regulations, in all the curricular areas such as parts of the development process.
3. Describe procedures to guide the creation of conditions, arrangements and provisions consistent with the existence of material resources, intellectuals and formative. Designing technologies to generate provisions and media, for the scope of missions, purposes, goals and objectives, as guides to promote, encourage and facilitate the psychological development and determine commitments and scope of the psychological intervention and define actions, its impact on education and its delimitation of conditions explained with greater breadth and depth by other disciplines.

References

1. Bosch, Laura. (1984). El desarrollo fonológico de simplificación en el habla infantil: una prueba para su evaluación. En: González c, Antonia M. (1995). El desarrollo del lenguaje: nivel fonológico. Practica #4. P 76-87. En Psicología del desarrollo: teoría y prácticas. Ediciones aljibe.
2. Hernández, R. Fernández, C. y Baptista, P. (2005). Metodología de la investigación. McGraw-Hill. México.
3. Sigel, Irvin. E. (1982). The relationship between parental distancing strancing strategies and the childs cognitive behavior. En l. M. Laosa y I. E. Sigel. *Family as learning environment for children, educational testing service*, Princeton, New Jersey. New York and London: Plenum press.
4. Tinbergen, Jan. (1994). Hacia una Economía Mundial: sugerencias para una política económica internacional. Planeta-Agostini. Barcelona.