

Importance Of Humanities And History Education In Latin American Primary School

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Abstract

A documentary review was carried out on the production and publication of research papers related to the study of the variable Importance of education in humanities and history in Latin American basic education. The purpose of the bibliometric analysis proposed in this document, is to know the main characteristics of the volume of publications registered in Scopus database during the period 2016-2021 in Latin American countries, achieving the identification of publications 44 in total. The information provided by said platform, was organized by means of graphs and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics were described, the position of different authors regarding the proposed topic was referenced by means of a qualitative analysis. Among the main findings of this research, it is found that Brazil, with 126 publications, is the Latin American country with the highest production. The area of knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of the importance of education in humanities and history in basic education was social sciences with 49 published documents, and the type of publication that was most used during the period indicated above was the journal article, which represents 61% of the total scientific production.

Keywords: humanities, basic education, history, Latin America, history, Latin America

1. Introduction

Humanities and history provide the ability to reflect and understand human relationships and their effects through history and allow to create a global vision of any subject, so it is necessary to implement these areas of knowledge at all stages of education. History and humanities are responsible for the study of society and human thought, which is why it is of great importance to teach it in basic education since it gives students the ability to understand historical events and ways of acting in the past, helping to identify narratives.

In recent years, the teaching methods of these subjects in Latin America have changed seeking to focus on reflection and assimilation of knowledge and not on memorization of dates and historical events, since this does not contribute to the creation of a critical autonomy that allows students to recognize valid information. It is also sought that this education is not disconnected from the present, that is, although it is important to know about historical events that in one way or another changed the course of our society, which is obsolete when it is not connected with the present as it would only be memorized information but not assimilated by not having a use.

The importance of education in humanities and history in basic education lies in helping the development of critical thinking and strengthening culture and democracy. This education is influenced by the teacher's education, so it is also necessary to take into account the curriculum applied in the education programs for future teachers that allow the implementation of new methodologies for the correct development of knowledge. Humanities by helping to develop critical thinking makes it easier for students to recognize false information that they want to pass off as truth, especially in the digital era, faced with an unlimited amount of information important to know the truth in order not to be negatively influenced.

Therefore, it is important to know in terms of bibliographic resources, the current state of research concerning the Importance of education in humanities and history in basic education, so a bibliometric analysis of the scientific production registered in Scopus database during the period 2016-2021 is proposed to answer the question: How has been the production and publication of research papers related to the study of the variable Importance of education in humanities and history in basic education in Latin America during the period 2016-2021?

2. General Objective

To analyze from a bibliometric and bibliographic perspective, the production of high impact research papers on the variable Importance of humanities and history education in Latin American basic education during the period 2016-2021.

3. Methodology

Quantitative analysis of the information provided by Scopus under a bibliometric approach on the scientific production concerning the Importance of education in humanities and history in basic education is carried out. Also, from a qualitative perspective, examples of some research papers published in the area of study mentioned above are analyzed from a bibliographic approach to describe the position of different authors on the proposed topic.

The search is performed through the tool provided by Scopus and the parameters referenced in Table 1 are established.

3.1 Methodological design

	PHASE	DESCRIPTION	CLASSIFICATION
PHASE 1	DATA COLLECTION	Data was collected using the Scopus web page search tool, through which a total of 75 publications were identified.	Published papers whose study variables are related to the Importance of education in humanities and history in basic education. Research papers published during the period 2016-2021. Limited to Latin American countries. Without distinction of area of knowledge. Without distinction of type of publication.
PHASE 2	CONSTRUCTION OF ANALYSIS MATERIAL	The information identified in the previous phase is organized. The classification will be made by means of graphs, figures and tables based on data provided by Scopus.	Word Co-occurrence. Year of publication Country of origin of the publication. Area of knowledge. Type of publication
PHASE 3	DRAFTING OF CONCLUSIONS AND FINAL DOCUMENT	After the analysis carried out in the previous phase, the study proceeds to the drafting of the conclusions and the preparation of the final document.	

Table 1. Methodological design.

Source: Own elaboration (2022)

4. Results

4.1 Co-occurrence of words

Figure 1 shows the co-occurrence of keywords within the publications identified in the Scopus database.

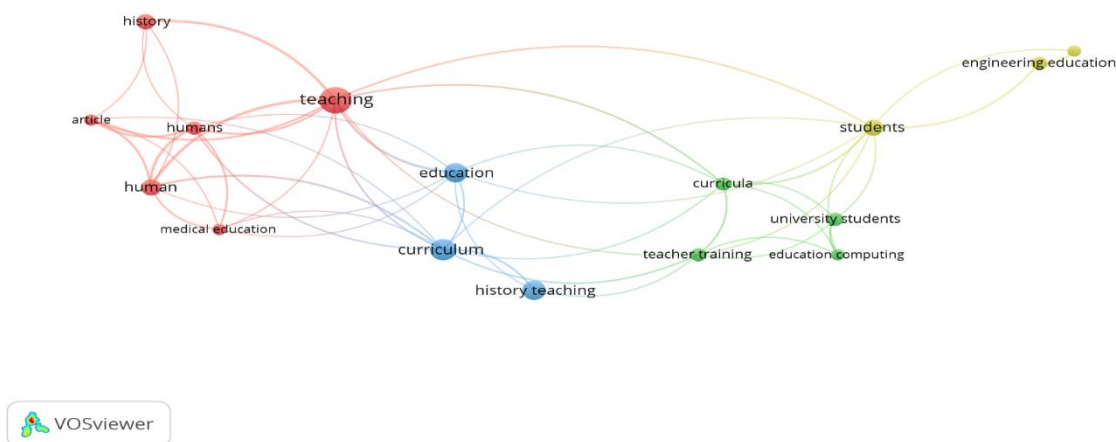


Figure 1. Co-occurrence of words

Source: Own elaboration (2022); based on data provided by Scopus.

As shown in Figure 1, the most used keywords are teaching and education, which refer to the formation of people in an integral way, thus taking into account the important role of teaching humanities from basic education in order to develop critical thinking taking into account past events that will serve to determine the actions that should or should not be taken. There are also keywords such as history, teacher training and history teaching which refer to the importance of teaching basic education in order to integrate to a greater extent the subjects aimed at developing knowledge in humanities and areas related to these topics. Students, engineering education, computer education are keywords that determine the importance of teaching humanities even in careers that do not have this focus, this in order to form integral professionals with a good ability to analyze and determine the veracity of the knowledge and information provided.

4.2 Distribution of scientific production by year of publication.

Figure 2 shows how the scientific production is distributed according to the year of publication, taking into account that the period from 2016 to 2021 is taken.

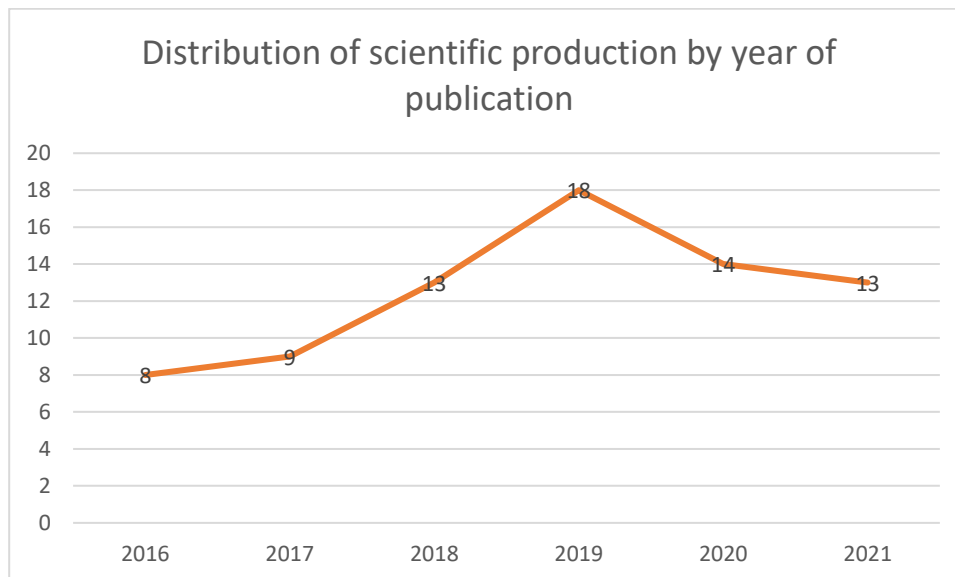


Figure 2. Distribution of scientific production by year of publication.

Source: Own elaboration (2022); based on data provided by Scopus.

The year 2019 is the year with the highest number of publications related to the variables under study with a total of 18 documents registered in Scopus, among which is the one entitled “Design, Implementation and Evaluation of the Transversal Program of Academic Literacy - Lector-es” (Pardo-Espejo & Villanueva-Roa, 2019). which presents a program aimed at undergraduate students in basic education based on developing the habit of reading in order to consolidate knowledge. This study was carried out in the distance education program of the bachelor's degree in basic education, with emphasis on mathematics, humanities and Spanish language, since it is intended for the instruction of future teachers; the Lector-es program responds to the needs of the participants and meets the criteria of relevance, intrinsic quality and viability necessary for the teaching of humanities.

In second place is 2020 with 14 publications registered in Scopus where is “Teaching Practices in the Teaching of Afro-Brazilian and Indigenous History and Culture” (Fontenele & Cavalcante, 2020). which studies Law 11.645/2008 in Brazil, aiming to achieve the inclusion of Afro-Brazilian and Indigenous History and Culture in Basic Education curricula. The main objective of this document is to investigate the applicability of this law in relation to the obligation to teach Afro-Brazilian and Indigenous History and Culture in the teaching practices of high school history teachers, so teachers from state public schools in a city in the state of Rio Grande do Norte were interviewed; it was found that although it is a good way to implement the teaching of this culture, they do not consider it sufficient to generate effective changes in schools, so it is necessary to train teachers in these topics in order to ensure a good education.

4.3 Distribution of scientific production by country of origin.

Figure 3 shows the distribution of scientific production according to the nationality of the authors.

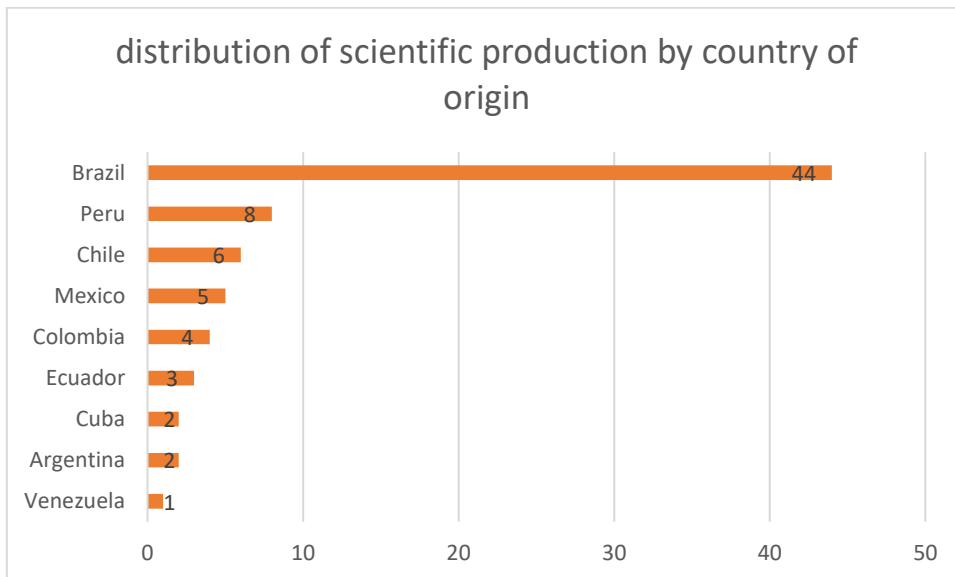


Figure 3. Distribution of scientific production by country of origin.

Source: Own elaboration (2022); based on data provided by Scopus.

Brazil is the Latin American country with the greatest contribution to research related to the variables under study presenting 44 publications within which is the “Struggle for the insertion of the discipline of sociology in basic education in Brazil and the specificities of the education of young people and adults” (Gomes E. & Musial, 2019). which explains the Struggle for the insertion of the discipline of sociology in basic education in Brazil and the specificities of youth and adult education, taking into account that in recent years they propose the withdrawal of disciplines such as philosophy and sociology from the school curriculum, it is necessary to recall the struggle for the insertion of sociology in Brazilian basic education. So, the study analyzes the challenges that these subjects face and ensure their legitimate place of these topics in the curriculum of Basic Education in Brazil.

At this point, it is worth noting that the production of scientific publications, when classified by country of origin, presents a special characteristic and that is the collaboration between authors with different affiliations to both public and private institutions, and these institutions can be from the same country or from different nationalities, so that the production of an article co-authored by different authors from different countries of origin allows each of the countries to add up as a unit in the overall publications. This is best explained in Figure 4, which shows the flow of collaborative work from different countries.

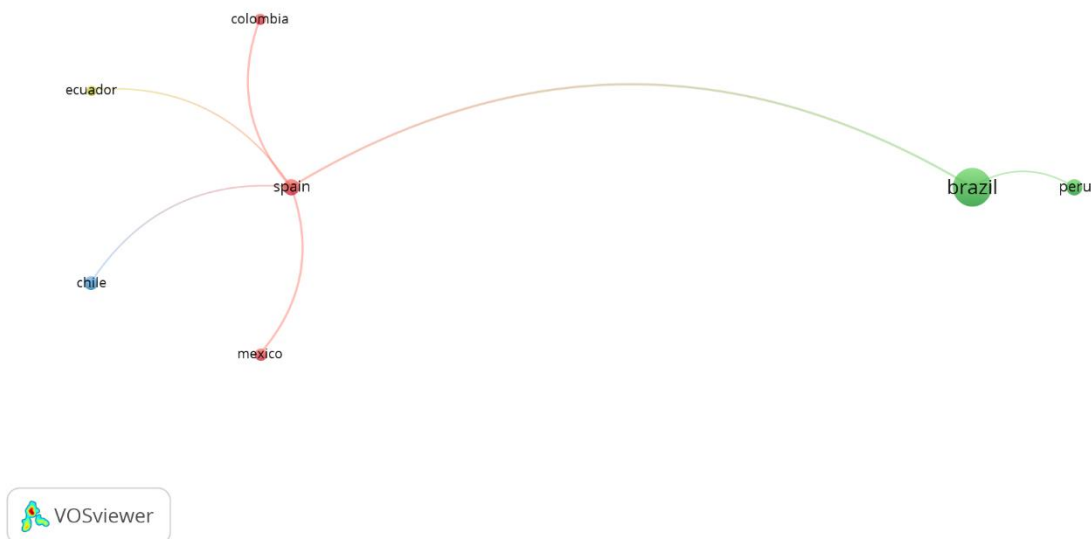


Figure 4. Co-citations between countries.

Source: Own elaboration (2021); based on data provided by Scopus.

As mentioned above, Brazil is the country with the highest number of publications related to the importance of humanities teaching in basic education, presenting publications with countries that do not belong to Latin America, such as Spain, which demonstrates the importance of researching how humanities-related subjects are implemented in the basic education curriculum. In second place is Peru with 8 documents registered in Scopus and in third place is Chile with 6 documents which has publications and co-authorship with Spain and Mexico mainly, within these publications is “Educadores docentes memorables: perspectiva de los profesores novatos” (Gajardo-Asbún, Turra-Díaz, & Aravena-Ramirez, 2021). This document has as its main objective to recognize the characteristic components with which the academic trainers of teachers considered memorable are understood, so the educational component of the universities and the factors that influence the creation of new teachers are studied, so it concludes with the importance of the role of the trainer and its impact on the teaching staff.

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows how the production of scientific publications is distributed according to the area of knowledge through which the different research methodologies are executed.

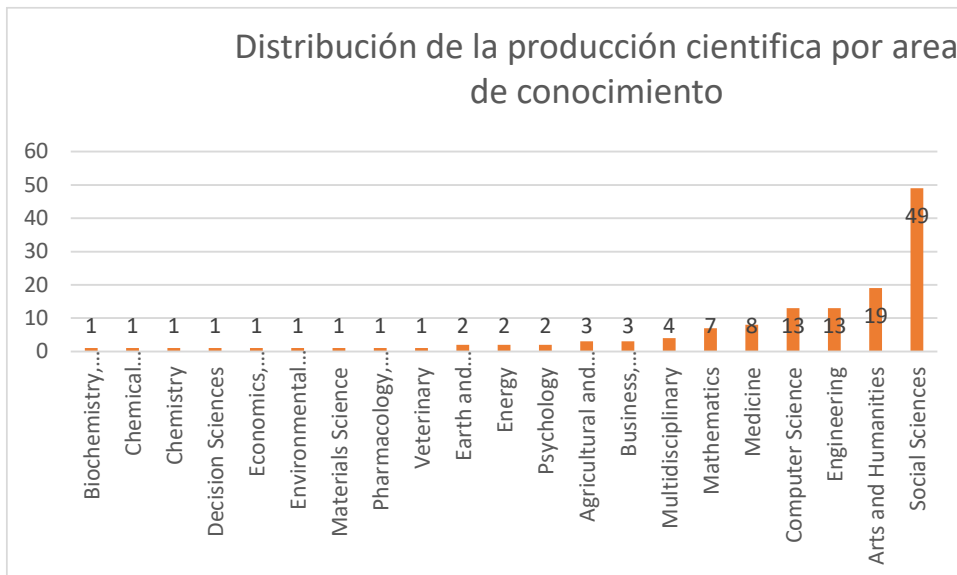


Figure 5. Distribution of scientific production by area of knowledge.

Source: Own elaboration (2022); based on data provided by Scopus.

Social sciences is the area of knowledge with the largest number of contributions through the theories that are framed in it, in the search for new knowledge on the Importance of education in humanities and history in basic education presenting 49 papers among which is “The teaching of history in the face of denialism and revisionist discourse in the context of the pandemic: Challenges and possibilities” (Domiciano, Krames, Souza, & Campos, 2021) where the importance of history teaching is studied in the face of the proportions that political-ideological polarization has been assuming in Brazil since 2013 and that have been presented to a greater extent since 2020 with the pandemic where students are exposed to publications that evoke false discourses of truth. Therefore, the role of History teaching needs to be focused on the construction of spaces of sensitivity and otherness, contributing to a humanized society that values life and can determine the veracity of the information to which it has access.

In second place are arts and humanities where 19 documents were written following the guidelines of the themes related to this area, within these documents is “History without present and teaching without future: Representation of time in the teaching of History by students of Basic Education” (Cavalcanti 2021). This study was carried out in Brazil with ninth grade students in order to determine the degree of knowledge of time in history. In this study, students were able to record a set of information on the teaching of history, especially with regard to its relationship with the understanding of time. Even so, it was concluded that the history taught is predominantly related to the past, with practically no link or relationship with the present and no connections with future perspectives, which does not help to develop

critical thinking in the students because they cannot apply it and rely only on the memorization of facts.

4.5 Type of publication

Figure 6 shows how the bibliographic production is distributed according to the type of publication chosen by the authors.

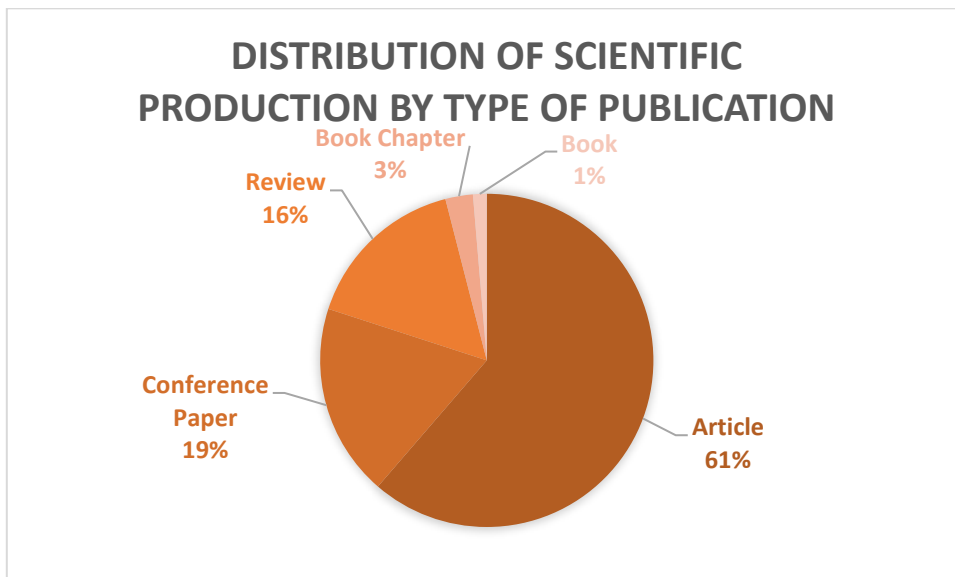


Figure 6. Type of publication

Source: Own elaboration (2021); based on data provided by Scopus.

As shown in Figure 6, among the different types of publications, 61% of the total number of documents identified through Phase 1 of the Methodological Design correspond to Journal Articles, among which is the one entitled “History teaching and sensitive issues in times of pandemic: Dilemmas and (im) pertinence” (Souza & Freitas, 2021). This document analyzes the measures taken for the teaching of history during the pandemic and their impact on its quality. This study was conducted in Brazil and sought to determine if there were changes in the teaching methodologies of the humanities during the pandemic in senior students. Therefore, it concludes with the factors that influenced the change in distance and/or non face-to-face teaching and theorizes on the possibilities of the so-called sensitive subjects to be addressed in history classes as currently in a conjunctural situation which has a great historical transcendence by unleashing a large number of effects ranging from the economic to the social.

In second place are the conference proceedings which represent 19% of the documents identified in this study, in third place are the reviews which are 16% of the total number of publications in Scopus, within these documents is “Teaching history and public history: historical knowledge and its social function” (Alves, 2018). The main objective of this

document is to discuss the relationship between historical learning and its public function in society. This document recognizes the importance that historical science and its cognitive repertoire have for the formation of historical thought, relying on scientific means that allow the identification of narratives. It concludes with the need for the construction and development of historical thinking, as well as its public function of strengthening democracy, citizenship, critical autonomy, respect and acceptance of otherness and, finally, the full humanization of society.

5. Conclusions

Thanks to the bibliometric analysis proposed in the research, it can be determined that Brazil is the Latin American country with the largest number of bibliographic records in Scopus database during the period from 2016 to 2021 with a total of 44 documents. The scientific production related to the study of the Importance of education in humanities and history in basic education, has presented a significant growth during the period previously indicated, going from 8 publications in 2016 to 13 units in 2021, having the highest number of documents in 2019 with 18 publications in Scopus that is to say a great increase in the creation of bibliographic records in a period of 5 years was achieved, which indicates the importance that education in humanities represents in the curricular mesh of basic education in order to instruct and analyze historical events and create critical thinking with the present and the future.

Education in humanities and history in Latin American educational institutions has presented several changes in recent years with variations in methodology in order to ensure student learning and the development of critical thinking. In recent years, several techniques have been implemented that seek the understanding of historical facts and relate it to current issues thus developing a stance to the information presented to them, taking into account that when accessing social networks there are fake news that sell them as truth, so the humanities help the creation of a critical stance to the knowledge that is offered to them.

This integration of humanities is also influenced by the education that future teachers receive, since it is sought that they use methods that do not focus only on memorizing historical facts but that seek to interrelate the past with the present. All of the above, allows to conclude the importance of education and humanities and history in basic education institutions in Latin America in order to form integral students to strengthen democracy, and develop a critical autonomy that allows them to become an active role of change in society. It is for this reason that the need for studies such as the one presented in this document is emphasized to make a tour of those texts that address the aforementioned topic in order to give the reader a broad view of the current situation of the literature on the Importance of education in humanities and history in basic education.

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