

## **Prospective of the research and the transdisciplinary didactics.**

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**ABSTRACT:** *The present article deals with different conceptualizations, which refer to the didactic understanding, as a strategy of professional training, present in the different processes and stages of socio-contextual educational development, as well as that of its diverse fields of disciplinary interaction, in and within its own scopes of specificity and methodological incursion. In this sense, subsequent redefinitions are ascribed, which have allowed elucidating and implementing new skills, aimed at achieving greater understandings of disciplinary conception. Having become these, from perspectives of the own aspects of the prospective of the investigation; as well as that of the participation and integration of the most of the disciplines of universal presence. Which is constituted in the transdisciplinary premise, from where the multiple reaches derived from this interrelation, have allowed a prominent advancement, as well as the attention and resolution of the current challenges of the global context. Proposing this way, a reflexive exploration, which allows us to investigate the vicissitudes of prospective research and the didactic dimension from the transdisciplinary assessment.*

**KEYWORDS:** *Prospective, didactic, transdiscipline, professional training.*

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### **I. INTRODUCTION**

It starts by understanding concepts, from aspects oriented to generate proposals for updating, corresponding to the actual scenarios in which professional instruction is developed and taught, and from which, in turn, from those who are part of it, and they already find themselves, immersed, in an obviously changing context, and from where, in addition, it is foreseen, not only to be part of a perceptible way, but also to be raised from a proactive perspective.

In this sense, the emanated participation, of those who are attached to the different fields of professional training, are understood from different premises of an instructive nature, from which didactic incursion strategies are supported, which allow the attainment of the contents that each of the areas that knowledge constitutes. In such a way, that said dynamic has allowed to configure, part of the multiple scenarios that the current context promotes. Delimiting itself thus, that the subsequent redefinition of stages to be pursued, would be centered on the transdisciplinary interactions that the prospective of the research argues as a didactic strategy in the formative professionalization process.

Defining that for this continuous ascent, it would begin by making a contextual approach, from where the items of the didactic incursion have been estimated, both in its constitution and in its implementation. Redefining in this way, the subsequent stages with the ability to specify and infer, initially from a prospective approach, ascribed to the approach of transdisciplinary incursion.

Thus, part of the general definitions that allude to the present didactic conception, part of being an instructional discipline that combines the different areas of disciplinary knowledge and that among its fundamental elements are the various teaching processes as such. Structures that have been developed not only since the dawn of civilization, from the tribal communities, and that from the development of history proper to man, has been a process or factor of interaction for the transmission of knowledge as such.

For understandable purposes, it should be pointed out that in Athenian communities children from an early age were accompanied by people who were assigned a defined teaching role, as well as the responsibility of training individuals in the different knowledge that the time they were considered relevant (Gadotti, 1998)<sup>1</sup>; Likewise, over the years these same priority schemes were modified, according to the historical interests that the context occupied, and although the characteristics of specification would become multivariate, knowledge of a universal importance were maintained. they have perfected and are still valid for the current understanding (Maggio, 2013)<sup>2</sup>.

In later scenarios and more contemporary exercises alluding to the didactic, were shown impregnated topics such as programming, instruction and comprehensive gradual driving. Same as at the end of the previous century, they had already been supplanted by schemes of a more interactive nature and related to practice as a fundamental element in the preparation processes. This, in turn, allowed us to redesign and reconfigure new criteria according to the proposals for habitual participation, in which, as complex and multi-diverse contexts, the approaches that more accurately managed to understand their fine action, were covered with a creative

interaction that has allowed a formative practice, which is finally part of the objectives that the didactic perspective itself promotes (Oprea, 2009)<sup>3</sup>.

## **II. DEVELOPMENT**

Within the contents of the general didactic, there are those referring to the conceptions, common and implications of didactics; as well as, the tools on which it is supported. The different roles of those who are immersed in the processes of didactic instruction, its particularities and opportunities. The strategies and resources from which the different interpretations emerge, as well as the different schools that study the multiple positions and procedures of action. The approaches, principles, models and methods, that allow to understand the elementary criteria, of each one of the methodological constructs of their concepts and referential structures. Being here, from where it is feasible to show, to the different approaches, as well as the promotion of reflexive analysis that allows us to appropriate the already manifest, and that from the proposals, it will be possible to conceptualize new inquiries and perspectives of understanding, towards the present contexts emerging. Emphasizing the importance and possibilities of promoting and tending towards greater integration (Frumos, 2008)<sup>4</sup>.

In this sense, a concatenation with the aforementioned precepts, and in terms of the approaches promoted from prospective integration and transdisciplinary didactics, we could point out the aspects of permanent innovation in terms of their contemporary contextual interrelation. Which, in turn, provides multiple approaches arising from the transformative vision emanating from the different areas of knowledge. Being that, to the being, an aspect that includes the different disciplines conformantes of the universal context, adapting the disciplinary prospective didactic contents to the axes of formation, and successive instruction, would be sustained from the argument of a gradual understanding. From which, it is also an integral part in its character of global knowledge. Promoting in a timely manner, to achieve experience and promote from this exercise, the practice of instruction, which is achieved awareness and implement of, and towards a model of greater significance.

In this understanding, an approach is made of old and new aspects of didactics, as well as the different perspectives that allow reflection on the topics of professional instruction, with special emphasis on the contextualization and interaction of the most diverse approaches. Where, specifically, the interdisciplinary and subsequently transdisciplinary field would be pointed out as an element of nodal relevance, in the understanding of a contextual reality that provides an integral participation. Hence, the importance pointed out by Payne<sup>5</sup>, in (1999), when referring to the interdisciplinary vision as an argument that consolidates and allows the participation of more than the disciplines in a formative dialogue and aimed at the resolution of challenges, in a respectful assimilation and harmoniousness between the different visions that in turn are understood as an integral part of a more comprehensive and general conceptualization. That, in turn, allows us to understand and grow towards a renewed and constant construction and granting premise of new, and better opportunities for expansion, lacking in turn a proposal of unidirectional vision, providing answers that would be shown towards a specific intervention from another accentuation, but that the new contextualization would require this different participation, (Parilla, 2005)<sup>6</sup>.

### **The transdisciplinary dialogue**

In order to understand in a referential way part of the first transdisciplinary developments or proposals, the term is referred to, from which it becomes a conceptual development and assimilation from its first expositions. Resuming these, to the decade of the 70's, when in the scenario propitiated by the organization for cooperation and economic development (OECD). The Swiss psychologist Jean Piaget, referred to this perspective, within the framework of the International meeting, called Interdisciplinarity-Problems of Teaching and Research in Universities, which when convened by the different participating nations, was intended to reroute the vertical notions that would sustain the structuring of knowledge throughout the world, (Nicolescu, 2006)<sup>7</sup>.

In this scenario, key authors for the progress of the terms themselves, and that certain way, gave continuity to what until then was promoted from their different areas, and linked in a manner consistent with their own disciplines; as well as, his theoretical proposals. These proposals were expanded and strengthened. Standing out among these is the notorious participation of Basarab Nicolescu and Edgar Morín. Alluding to an understanding with greater integrality to his physical proposals and from the complex thought, respectively, (Nicolescu, 2006).

In this sense, and from the north of Europe, authors such as Michael Gibbons and Helga Nowotny, suggested this approach from a position of greater inclusiveness, in which were the same surrounding scenarios, who exercised a more specific role, and from where the progress and continuity of essential findings for a precise understanding of reality itself, be promoted from its own actors. Notions that in this sense would

correspond to the suggested approaches to the study and implementation of didactic dynamics from a transdisciplinary perspective.

Making reference to the one that from the transdisciplinary instruction, it is where in the different areas of the knowledge representative advances have been presenting in the more of the disciplines now in force. And from which, the field and areas of possibilities, have in turn granted a contribution of greater breadth to the participating axes, (Klein, 2008)<sup>8</sup>. In such a way that said interaction has not only offered a more integral perspective, but in turn has given rise to unusual dynamics until then in most of the areas of universal science (Wille, 2008)<sup>9</sup>.

Gibbons and Nowotny in (2001)<sup>10</sup>, reported that the permanent scope that this interaction has instructed, hover to the multiple items that make up the structure of current knowledge, in a more coherent and orderly manner; that even though their beginnings were and have had to reconfigure already defined sequences and guidelines, the gradual modifications in each one of the spheres of the established processes have been maintained insightful from the applicable results; as well as the interest of the interacting actors themselves, who in this sense, contemplate the socio-contextual, educational and vocational training spectrum.

Exposing this way, that from this perspective of transdisciplinary participation, is where the slogan of integration and prospective research, would have viability, by integrating the incursion of real feeling and participation, as an essential axis, in the understanding of a current reality; as well as to determine the vicissitudes of a perspective that is understood and interrelated with elements of a global nature, and whose identity is configured from the sphere of present and dynamic activity. With scopes of exponential nature, of which it is possible to interact towards a correct representation, both from the aspects of didactic instruction as well as its aspects of broad functionality.

### **The interactive transdisciplinary proposal.**

Understanding the fundamental elements of transdisciplinarity as areas of wide frequency, interactive and highly dynamic. It should be noted that it is from these emblems that the main constructs capable of offering valid answers and arguments for the gradual advancement of the various fields that constitute and promote a possible didactic arises. In this sense, to be able to investigate from this premise. The construction of a didactic structure of a prospective nature. As a substantial element in the identification and adaptation of contents constructed from the same contextual interrelation.

This as an exercise of notorious viability, emerged from the own experience derived from related fields, where the inclusive participation of those who compete and warns such integration, as from where the intention is promoted and sequenced, has shown an appropriate precision, in as much as in its different stages of promotion and adaptation, which is what would eventually consist of the construction of a didactic instruction process from a prospective approach. Being from here precisely, from where it is noticed its own authenticity and capacity of conjunction is evident. In this particular case, with regard to the prospective didactic development in the formation of new professional teams with emphasis on integral development.

Pointing also, as specified in the present proposal, which has been an imprecise configuration of what until now was related to prospective didactics. And, having no formal consideration. The essential participation and interaction with the transdisciplinary premise; as well as, to whom the central initiative would be ascribed, with a congruence and real identity. In this case the context of professional training. The conceptualization and prospective transdisciplinary interaction, within its didactic promotion. It would be precisely, in which could be articulated the diverse scopes and contexts that the own knowledge confers; within, and from each of the current presence disciplines. Which would act as a representation capable of sustaining emblems of an integral character with distinctive foundation and identity.

### **III. CONCLUSION**

Within the arguments supported in the present text, it is possible to confirm a brief sequencing that the premises of the disciplinary beginning and their own didactic development in the professional formation, would sustain gradually, the own demands that the contextual dynamics warned. However, the adequate achievement and even in a certain way, the global evolutionary advance, would require a greater integration and understanding of the new surrounding realities, whose challenges it was necessary to face. Thus, an adequate viability, propitiated in a timely manner from the prospective premise in the research practice; This is precisely from a transdisciplinary participation.

Attending in this way, the pending schemes of assimilation; corresponding to the different scaffolds that correspond to the formal construction of prospective didactics. In which if initially, would be made from a unilateral approach, and specific execution. The proposal that derives from the transdisciplinary integration, converts the didactic practice of realization, into an evocative and inclusive experience that instructs and entails a formal interaction of adhesion and connection with the prospective from an integral approach.

Alluding thus, the one that to orient and to articulate a didactic construction procedure with prospective orientation, from a transdisciplinary logistics, where one manages to interact so much with the own dynamics of instructional character as with the different scenarios of contextual nature, from an appreciation transdisciplinary, and in which you can also investigate beyond the definition and promotional development. It is from where the resulting result, it is estimated that the accurate scaffolding with the ability to respond and solve, not only the approaches shown in neglect, but crucially, would contribute to a constant achievement, both plural and new objectives. and prospective challenges of the current context, in, from and through the transdisciplinary vision.

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