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In this number is presented The importance of games in e – Learning by PADILLA-LOREDO, Silvia, VELAZQUEZ-RODIGUEZ, Elisa Bertha, QUINTERO-SOTO, María Luisa and RODRÍGUEZ-AGUILAR, Rosa María with adscription *Universidad Autónoma del Estado de México*, next article The importance of administrative control in companies of the mexican chamber of construction industry in Jalisco: evidence for compliance with the UN Global Compact by LÓPEZ-LAGUNA, Ana Bertha, ESPINOZA-AGUILAR, María de Lourdes, MACÍAS-BRAMBILA, Hassem Rubén and GONZÁLEZ-DEL CASTILLO, Edgardo Emmanuel with adscription *Technical University of Jalisco*, next article Dreams, teaching career and leisure by NIEVES-CHÁVEZ, Mayra, next article Technological model for teaching native language (Tének) by LÁRRAGA-ALTAMIRANO, Hugo René, JIMÉNEZ-MALDONADO, Rosa María, ZAPATA-GARAY, Nitgard and BAUTISTA-ODILÓN, Héctor René, next article Design of a graphic interface based on cultural aspects of the Tének language for the monolingual learning platform Ka Exla' by JIMÉNEZ-MALDONADO, Rosa María, LARRAGA-ALTAMIRANO, Hugo Rene, HERNÁNDEZ-LÓPEZ, Dalia Rosario and VEGA-GUERRERO, Gemma.

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The importance of games in e – Learning

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Abstract

Along last decades it has been developed didactic strategies. They have been helped with games' computer by teaching-learning process. They have been diffused trough of TICs on Line with many educate viewpoints. In this case it has helped in social-cultural theories that have proposed starting and promoting of educative competences, trough e-Learning tools, which there have incorporate Social networks. Do a balance of e-Learning's game be able to develop in open access, founded specially in 2015 years ago. Documental review with transversal cut which rescues pedagogical view points and research finding implies ludic activities and his relationship games-competences together. Proposing to apply social historic cultural theory in Learning's game with competences activation trough Web 2.0.

Playing, games, e-learning, MECs

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Introduction

The game, imagination, fantasy, simulating, as part or entertainment, are unique aspects in humans learning throughout the lifeline. Constitute a part of the personality, start from the common sense knowledge and can be an engine of development to reach metacognition. Today, with the advancement of information and communication technologies, ICT and learning technology and knowledge, CT scans, there is a huge amount of games creations in different platforms which accumulate thousands of them and new applications that allow people to transform themselves while they go away from their reality. The games are diverse, but in this article we are interested in talking about those which were made with a didactic function.

The game

Games aren't for a specific age, or have differences between social classes, ideologies or any differences between humans, they are played by children and there are games for adults. At the moment the person was born establishes a set of relationships with the environment, "the game, from a biological point of view, should be the natural school for development, self-education and exercise the skills of the child; in preschool it covers almost all of his behavior "(Vygotsky, 2006: 40-1). It is the first step in the process of cultural development of the child, who goes from the inner form of behavior personality, which is the basic mode of his thinking, to extern his personality and his thoughts, with the integration of thought constructs itself collective- his personality by an intellectual movement of dialectical order, which was encouraged at once and developed -through education- usually configure complex process of thinking, as a scientific thesis.

Making the knowledge grows as it is a part of a stage of rational thinking, individual and intellectual heritage of humanity.

Virtual learning environments

Every time in a while, it is essential that the student has a variety of learning environments, which are placed in virtual space allow sharing knowledge, from there the need of creating appropriate training areas of knowledge, incorporating relevant digital content, built with aspects of art, perhaps with the use of drama, comedy and various forms of expression, because the game complements the narrative, going through verbal or written expression to gestural-body and graphics, it includes not only the practical activity by itself, but appeals to sentiment psychotechnics in combination with cognitive-reflective activity (Padilla, 2014).

Learning environments, in digital environments or network, "allow participants in the learning process look for , contrast, understand, manipulate, perceive and reflect on the importance of information for the scaffolding of knowledge, supported by collaboration , participation, cooperation and creativity to provide and receive learning "(Moya, 2013: 5) These are supported by educational materials online media that are usually included in cell phones, tablets, lap tops, and even wristwatches and other devices, an issue that increases the number of subscribers to various social networks that adds tools such as those provided by Google+. This model of communication, supported by educational purposes, changes the traditional forms of construction of environments as well as they are used to strengthen teaching -learning process, PEA besides the ubiquity to provide educational characters who can be simultaneously in one or more countries and in different time zones, participating in the same game.

Game activity

From its birth the human being is engaged in activities that contribute to the formation of their personality, in these activities humans interact with the natural and social phenomena through games the child begins to learn with funny activities that initially focus on his own body, in exploration by repetition of sensual perceptions, kinesthetic sensations, vocalizations, etc., then the child plays with people and accessible objects that allow the child to own the qualities of objects, the procedures to operate them, ways of relating to others to reaffirm or transform the knowledge they will provide. Thus, by constructing various scenarios to solve problems or achieve dreams, they are building by the child (Esteva, s / f and Erickson, 1983).

The baby pretends crying to see what the wavelength is more effective to demand the attention of the mother, or can perform experimental excursions into the body of the former and the prominences and holes in his face "(Erickson, 1983). Throughout the first year of life, learning activities go through manipulation and recognition of objects, imitation from the adults, all of these till the age of three, at this age children changed the meaning of the object.

From that age, the child learning activity in the game takes place out of direct perception; it's an imaginary situation "(Vygotsky, 1997). Then, the game is an inexhaustible source of transformations of reality that reflect and encourage the development of creativity. The potential developed is linked by the historical, cultural and social development as well as the environment in which it was developed.

Recreational activities are the basis for people to develop cognitive processes with interactive procedures that enable humans to move from one thinking stage to another, because playing with other people, regardless of age, requires the design of the action in the internal imaginary plane, along with a certain orientation in the system of human relations and the ability to coordinate with other participants; what the need to act on their own, to establish respectful relationships and coordinated with playmates, implies express opinions, to consider others, offer or ask for help, direct or be directed adds; therefore feeds the development of the will. (Esteva, 2003) there also comes into the game the emotional aspect that affects cognitive capacity.

It has been shown that the intensity and emotional quality is higher during recreational activities, children's playing facilitates the emotional development as a set of actions to stimulate children's education (Zycha, Ortega-Ruiz, & Sibajaa, 2016).

On the other hand, it promotes "values such as love, appreciation, courtesy, cooperation, coexistence, equality, independence, integration, justice, honesty, integrity, loyalty, participation, punctuality, tolerance and solidarity, besides a playful atmosphere there are strategies designed to create a harmony, well-being and pleasure in the learning process (Camacho: 163). In this environment the imagination is prolific, as inherent to the game, is also a complementary stage of it. For Vygotsky L. (2001) finding solutions depending on the imagination, checking requires logic. The process of imagination in early childhood is abundant, it can mentally transform a set of chairs on a train, a boat or a rocket, they are able to ride on a broomstick or being presidents of a nation that give instructions to work as playing.

As they are advancing in developing in their level of abstraction and, in adolescence, they can do without scaffolding material to make general ideas and use them with fantasy, which is beyond the game because it is usually done regardless of objects, or relationship with other people or with a set of ideas. Even in the simplest abstraction, in the most elementary general idea in general) there's something about it ... any generalization is a going further on life and at the same time a deeper and truthful reflex of themselves and their lifetime, in each general concept there is some fantasy" (Vygotsky, 2001: 61).

Over time generalizations are moving towards finding impossible things intuitively, man builds bridges or scaffolds abstract character with which begins to structure mechanisms that in many cases, lead to innovative processes that promote new reality. By using the adolescent fantasy idealizes reality and seeks to transform it from its idealization. Under the social conventions "as the child grows stop playing; replaces the game by imagination, refuses to seek support from real objects, instead of playing, uses fantasy, build castles in the air "(Vygotsky, 2006: 213)."

It is in the activity of fantasy in where starts the will, which influence expanded representations, the desire not satisfied is the one that stimulates fantasy, in that process the desires are fulfilled, the reality is verified "(Vygotsky, 2006: 221). The will of acting against the reality implies a certain act of rebellion, which entails the exercise of building possibilities to achieve a degree of autonomy of the process of thinking.

Interactivity and social development in the multiplayer game

The game has among other features, the possibility of interactivity in it, the visual motor aspects are very important to the extent stimulation of the ability to socialize in learning games , activate mechanisms of the thinking process that intersect with the feelings and lead a person from a simple visual perception to a conceptual structuration in a more more complex way just because "the interweaving of language with the processes of perception visual-direct new and complex synthesis form, restructuring these processes on a new basis" (Vygotsky, 2006: 122) . Digital content contribute the visual-motor aspect in most parts to the interactive proposals.

The word game includes participation, have fun, abstracting from the outside world and immerse themselves in the playing situation; it is part of social interaction, it has to do with relationships between several people. Although virtual space, at the beginning, it was collocated a side the physical contact and it has maintained inter mental kind. Recently, tools like Skype make possible the interactivity of face to face games, so the interaction and activation of interpersonal skills has increased (Nkatha, et al., 2015).

The Tics have presented a rapid development, there are examples of interactivity through computer games that go beyond, among others, the limits of nationalities, such as mass games between multiple players, Massively Multiplayer Online Games, MMOGs that, thanks to the Tics on the Internet can be used, throughout the Earth through virtual interactions in the world, where hundreds of thousands of people usually connect with academic, commercial, recreational purposes and diverse usages.

The game becomes more effective when it is supported by creative learning scenes in social games and peer influence or rather the mediation of expert systems that can increase the academic level and help to increase the cultural capital of the users. (Padilla, Flores, & Quintero, 2014).

Interactivity is not as anarchic as it might seem at first glance, then, it is ordered from the interests and preferences of users. Hence the creation of games is also involved in the regulatory mechanisms and the success of a site is derived from the motivational mechanisms used either by influence of marketing or imposing its own rules of operation.

The rules of the game

The rules of the game in e-learning are not as free nor as consensual as are spontaneous in children's games as in all games, the online game has socializing advantages such as making a basic regulation, where people feel the need to overcome the immediate impulses, achieve the coordination of personal and collective action. In the non-virtual space during the game, the child is usually part of the experimental trial and error simulation scenes, it is not the same in the virtual game, for example, there is a literary work called Ender's game, which prepares a child to take battles in an imaginary war, there he becomes in a great military strategist (Scott, 1985) enabling it to computer games to defeat an enemy that he doesn't know, a game that also could have been designed to train them in negotiating some peace agreements. Beyond this cognitive training, his two brothers play to be adults, pouring their opinions above critical issues to the nation in virtual environments, having false identities, making the adult world discussing their dissertations. In that book hiding the face to face interaction causes not detectable attitudes except for a small number of people who decide to let them act (Scott, 1985).

Stimulation of the thinking process, as an explanation permission of error making in simulated environments to coexist in the world of reality or the most complex game of representations of reality can be achieved with a broad development and a deployed form of regulated games.

The creation of computerized educational media, MECs can also be the basis of strategic technical preparation to succeed in Education, war, business or politics; among its characteristics we can say teaching strategies includes role play.

Roleplay

Role-play can be mimic patterns and / or a process of them, opens up new possibilities of explanation and analysis, then, by joining the body language, written, graphic, oral, the game is incorporated into structuring teaching and learning process in the search for the appropriation of knowledge as a way to generate explanatory alternatives a reality that is failed or reaffirms and promotes the rule changing, hence the construction of a new social game with new rules because the un personification to represent, for instance, a tree, a rock or the goddess of the lake or the god of air make a thought of a reflection of the characteristics of objects, ideas or events, leading to establish a historical or at least chronological order of a representation, which allows to activate the sequential memory in children and adults (Padilla, Flores, & Quintero, 2014).

A study in a Chilean university by (Gaete-Quezada, 2011) shows the effectiveness of the role play in training professional skills, in university environments that allows the promotion of a widespread participation based on plausible and imagined situations that "break social conventions, universities, promote two additional roles to the traditional ones, they are the coordinator and an observer".

A situation that permits the social interaction of people and develops aspects such as communication, leadership and teamwork, (José David 1997, p. 19 cited by Gaete-Quezada, 2011).

The representation has been a teaching practice that in the Western world and it is promoted from ancient Greece, more internet tools facilitates many processes through the use of some avatar or a set of them.

The game of the debate

For Vygotsky (2006: 227) "discussion induces the child to systematize their own opinions, it constitutes the first form of behavior among children who later becomes the individual form of its behavior". In the debate turns voluntarily what the child knows and combines the lessons learned from their experiences in doing so the level of voluntary attention increases with the dialogic action established with others, the child learns that to be heard, he has to listen, to be respected he must respect, to interpret what others say he may have to investigate the meaning of what they hear, with all active social general skills, which according to the author above mentioned, result in the application of law of social genesis (sociogenesis) of higher forms of behavior where the language is at first a means of relationship, communication, a means of organizing collective behavior, becomes later in the fundamental means of thinking and all higher mental functions for structuring the personality.

Listening to others and internalizing thoughts allow children to open their mind to different situations and designed to think about thought.

That is, through-internal and external-debate the law of double stimulation, which involves interpsychological relationship in which you listen to the other to incorporate what it is considered valued and intrapsychological relationship that could rearranges some mental functions and the own ideas, through it can access metacognition and return to action of the debate, considered by creations and own combinations by collocating the ideas discussed as a possible consideration of the intellectual heritage of others and combine it with their own way to reorganize the thinking process. This discursive skills, which use a prior knowledge, memories, experiences, desires or projections, enabling reflection and creativity.

Online entertainment

In the latest twentieth century and early twenty-first century seller of video games has had a great success, only in 2008 in the UK and the United States of America, the sales of these products were increased as a 40 and 20%, respectively, generating 4.64 billion pounds the first and 32 billion dollars on the second day. In the same year Nintendo released its new console and the first day sold 600,000 units, the sales were to 50 million by March 2009. If that games Microsoft, Xbox and Sony PlayStation are added, the social influence and the proceeds thereof are impressive, even more impressive is the application of entertainment technology that can be used for educational purposes (Whitton, 2010).

The consumers of video games are not only children and adolescents, adult people are also consumers. "For the worker adult, the game is a recreation that allows regular distance for the limitations of their social reality, among which are:

The severity of focus on their daily lives, time remains stressed at work, multiple concerns of various kinds of social reality, inhibited bodily impulses and possible failures in the love life; limitations derived intensively by the role they have in society. Erickson (1983) says It was not surprising that persons feel like persons only when they play.

It should be noted that the game is a relaxing to the teacher, family and society, whom can find a kinder way of presenting learning environments, generating processes of attraction and motivation to compete and complement the entertainment for training purposes.

Socially, people invest in commercial video games, it is investigating whether they do, in the same proportion, educational institutions or closer consumption in quantity and quality are sufficient or appropriate although apparently the technology can be used for learning it represents a high cost. It is important to invest in it, because once in the process can give multiple dividends in the fight against inequalities, that today generates insufficient training and poor responsiveness of educational institutions in the acquisition of professional skills for life.

The e-Learning Game

It is important to quote that computer games designed for learning have been derived from traditional games. Its importance and its benefits are the main proposal of this writing, so the idea is to conduct people to enjoy knowledge in any form you can find. Is very important take advantage of the expandability of ICTs and Tac and struggle by open all recreational products that provide and feed scientific and technological knowledge, which is generated daily in the whole humanity and can be shared via online open access.

The construction of Media knowledge with computerized educational, MECs that are uploaded to the web, has to consider that "the adult (designer) is a partner of the game, playing with children and adults (users), and from its position provides suggestions, proposals, and if it is necessary he carries demonstrations, to conduct the activity towards achieving educational objectives without losing the objective of the user needs (children or people of any age), according to their interests, and above all must encourage their initiative, creativity (Esteva, 2003). Taking its heuristic capacity, where you learn by discovery, the purpose is to transmit knowledge, "the aim is that the learner moves from where you are to where the teacher wants to reach" (Guerrero, Colonel, & Rodriguez, 2014: 48) through software that allows them to acquire knowledge in a didactic way.

Today it is essential to consider education from the application of ICT inside and outside the classroom, giving the importance of the digital content as an educational aspect that exists in the internet in e-Learning platform where all educational actors are involved, it is important to start from the student perspective and from the teacher researcher on the level of design, management, operation and development of teaching-learning processes (TLP).

The game in digital content

It is essential to incorporate virtual tools, add to face to face contact the blended of traditional classrooms with internet because it involves the development of digital and interpersonal competence adding and combine with the rest of the skills acquired.

Having and applying knowledge of technology that allow to select and manage the tools and resources from the Web 2.0 can reduce the digital gap between teachers called digital immigrants, and students also called digital natives, so that teachers know and apply active methodologies, so that the student is able to learn by doing and experimenting with constructivist techniques, collaborative and cooperative ways.

Among other technological tools are the MMOGs, whose popularity reaches 5 percent of traffic circulating gaming on the Internet and increasing steadily the number of players. Such games are the first shooter, first person shooter (FPS) throws massively as a game to be taken by others (whom assume strategies in real time, (RTS) to respond to it, so this e grows into a social game.

MMOGs can be presented as sports games, battles fighting games and riddles, puzzles or jigsaws. These games are had rapidly expanding in Internet traffic and your functionality is staying with the Massively Multiplayer online role-playing games. MMORPGs have occupied 34% and 48% the efforts of researchers in engineering of intelligent systems and architecture in electronic designs in the first decade of the century. (Vahid Golderzehi, 2015).

The Platforms for learning could be classified as formal when include all that is generated and managed by an institution. The others efforts informal are all those that have been created for various purposes and are directed for users, who are assumed as instruments for purposes without academic nature. Its creation was not the primary objective as the networking.

Networking Technologies, NT

The changing needs of learners or searchers knowledge it transforms apace, (Nkatha, et al, 2015 citing Oradini & Saunders, 2008;. Cubukcuoglu & Elci, 2012) say that students use most frequently Facebook, Twitter, MySpace and other social networking technology, called networking technologies, NT. Although recommendations for teachers it inclines to WEB 2.0 many teachers make use of social networks, which seem to have a greater acceptance of students and cause greater closeness between both as well as student-student.

According to the definition of Boyd & Ellison (2008) the -networking- social networks are based on the services provided by the Web that allow the construction of semi-public profiles or According to the definition of (Boyd & Ellison (2008) the networking- social networks are based on the services provided by the Web that allow the construction of semi-public or individual profiles with unlimited system that articulates with the profiles of other users sites which in turn share one or more links to other sites or networks and interconnections, which is as us once articulate with more complex systems of connection, the nomenclature is varied and can easily move users from an Internet site to another.

In addition, blogs and instant messaging produce a feeling of closeness between users. Nearby creation environments and a sense of autonomy own management and sharing sites are potentially proactive to changes in education. They will note the need to compress and expand the private space, the urgency of the human being singled out while belonging to the global world, which as possibility of "existence" that has made been visible.

Incorporating Web 2.0 learning includes NT sites and makes possible strategies multitask in their daily academic work, which LinkedIn adds, on the other hand, connect users with their own lives, so to speak, with activities nonacademic or teaching-learning semi schooled or unschooled. The truth is that the NT open many possibilities as to participate intensively in activities such as content sharing, open forums, conduct discussions and especially support their opinions and confront different types of groups that share differences, about the canons established (Silius, et al., 2010 cited in (Nkatha, et al., 2015).

The results of a research conducted in Kenya showed that the use of more sophisticated technologies such as technological social networks are improving communications between students and teachers, also reduce the distances to access various courses that were previously inaccessible. In Nigeria it became a study in which was shown that the use of the sites of technological social networks have increased the interaction between friends, connecting classmates and providing online studies, in addition to intensify the discussion of national problems and the use of films as simulators. (Miss, Omekwu, & Nneka, 2014, quoted in (Nkatha, et al., 2015).

Simulators

The Simulator's game is part of the implementation of common sense it allows the transition process to the structuring of abstract thinking, not considered as such when its results don't are systematized knowledge and they have regulated collective behavior (Whitton, 2010). By systematizing the discovery it has been built and would use to simulators. The man since childhood to adulthood has been building credible models that prepare to face realities and allow to create scenarios, before being in the real world.

The laboratory is a stage it have in front of the drawing board, made the past alive and thus relieves the residual effects, to reconstruct the model situation it compensates for their failures and strengthens their hopes. Anticipating the future from the point of view corrected and based on shared past. (Erickson, 1983: 200). The simulators with educational games, hypertext systems, tutoring systems, etc., are part of the MECs with which exploratory micro worlds are formed with the help of a computer programming and expert systems (Guerrero, Colonel, & Rodriguez, 2014).

Digital skills are part of the architectural, engineering, medical, etc., they aid learning of science and technology. Practically the simulators are used in various universities in the world (Hong, et al., 2015).

Competences for the game

The game in e-learning opens the way for the acquisition of tools professional life interpersonal, communication and digital and intercultural skills. If competition is understood as the ability to apply learning or behavioral norms in different contexts, the game pretends promote through various forms of interaction involving emotions, knowledge and values with, which are historically and culturally built in society, hence the teaching of the game must to be constantly updated.

When professionals are prepared professionally, for example architects, engineers, doctors, etc., they have training of professional skills that are necessarily lead to the use of ICTs. The attractiveness of activities for LTP have the priority aim of strengthening cognition to achieved an acceptable level of professional competence to move from operations and simulated operations and real constructions processes.

On the other hand, there are examples of its usage in the LTP like Liesenfeld, et al., (2015) which describes a consistent interactive model in developing a questionnaire online that reinforces the concepts learned in understanding the photosynthesis, in which detect misconceptions, for through that use of simple materials that exist in their environment and are inexpensive they would be able to create the model teachers adapted the degree of complexity to the average level of education in a public school of west of Parana Brazil.

They are given the task of designing educational models with three-dimension, colorful with dynamic structures that stimulates visual learning and can promote manipulation of objects presented to the student; that allows to emphasize the details on an empirical basis for further theoretical approach and clarify scientific concepts and transit superficial learning to deep learning.

The use of models enables experimental work activities and questioning, encouraging the promotion of reasoning, both teachers and students.

To achieve this both it has to rely on past experience to design on the financial and material resources at their fingertips and especially the voluntary act of learning and teaching strengthens the relationship, more or less symmetrical among people who share the common purpose to learn and teach one to other. The previous model allows the process of implementing the approach of action research and quantitative and qualitative analysis which added to the stimulation of reasoning, via experimentation, promotes peer interaction with the object of knowledge, which would be enriched with the result of applying the pretest because it allows the initial level cognitive basis for implementing the model and evaluate the restructuring needs in the post-test assessment learning.

Thus, the presentation and discussion of results among peers in the classroom, which could take place in a virtual space encouraging reflection and consolidation of knowledge, which are supervised by the teacher.

In addition it is taking into consideration prior knowledge both students as teachers to pass of a simple content base to another more complex, giving opportunity advancing students the from an initial to another area where new knowledge is created.

Conclusions

The assertive design of the game must start from the constructivist approach and indeed it does in most cases, but much depends on the teacher as the facilitator and provider of correct software and the creating of the infrastructure and services for the following up with digital games which are that their activity is necessarily involved taking elementary considerations in the construction of meaningful games learning with the participation of all educational actors.

Use preferably open access sites and thinking intercultural differences of users as an way focusing and doing the age, culture, history and particularities of each country. Although they may be shared they could to have the necessary flexibility for adaptations with mechanisms and relevant activities and useful actions to the degree of development of individuals, institutions, regions and countries.

We are agreement with view point of (Whitton, 2010) when he do analyze importance of abandon false perceptions to consider games as a childish thing and implement it at all educational levels and especially at the top level, seeking to learning objects whom comply with at least the basics which it is the reliability of the information, friendly platforms, flexibility in options that trigger reflection, applicability in specific contexts and connectivity.

As well as being connected with curricula that are implemented with a motivator design to aim studying and leave the door to open mind to new explanatory possibilities.

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The importance of administrative control in companies of the Mexican chamber of construction industry in Jalisco: evidence for compliance with the UN Global Compact

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Abstract

The importance of administrative control in companies CMIC; it is evidence for compliance with the 10 principles of the Global Compact of the UN since currently most SMEs in Jalisco need to demonstrate to its stakeholders good practices that are held therein by the efficiency of its control administrative. So a collaboration agreement with CMIC-UTJ advice of UTJAL-CA02 was created. CMIC 27 companies joined the UN Global Compact through the corresponding procedure conducted by the RSC and evidence that implement its 10 principles with the advice of UTJAL-CA02 and collaboration of students stay were developed. Further; all students were titrated projects, the first Communication on Progress was generated and climbed to the official website of the UN. The main contribution of this paper is that SMEs CMIC have shown their interest groups rafters in the administrative control, making their businesses more efficient and productive.

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Introduction

Kofi (2004) mentions that the Global Compact is presented in Mexico on June 9, 2005, and brings together hundreds of companies and organizations throughout the world in a network whose common denominator is adherence to 10 principles of Corporate Social Responsibility (RSE).

This initiative, presented for the first time in 1999 at the World Economic Forum in Davos, Switzerland, by United Nations Secretary-General Kofi Annan, starts with the proposal to align corporate policies and practices with values and universally accepted ethical goals.

What the Global Compact proposes is precisely to serve as a bridge between the private sector, governments and civil society, in order to realize the vision of a more sustainable, inclusive and human global economy.

The Global Compact is a voluntary initiative consisting of the public commitment of companies and organizations to adopt and support a set of 10 basic principles of CSR (Kofi, The World Heritage in Mexico, 2004).

These principles are derived from internationally accepted agreements and conventions in four strategic areas where companies and organizations have enormous potential to contribute to positive change:

Human rights

- Support and respect the protection of human rights.
- Not being complicit in abuses of rights.

Working Conditions

- Support the principles of freedom of association and the right to collective bargaining.
- Eliminate forced and compulsory labor.
- Abolish any form of work childish.
- Eliminate discrimination in employment and occupation.

Environment

- Support the preventive approach to the environmental challenges.
- Promote greater environmental responsibility.
- Encourage the development and diffusion of technologies that respect the environment.

Fight against Corruption

- Acting against all forms of corruption, including extortion and bribery (Kofi, The Global Compact in Mexico, 2004).

According to Carroll (1991), CSR encompasses in its pyramid four key commitments that society requires: economic, legal, ethical and philanthropic.

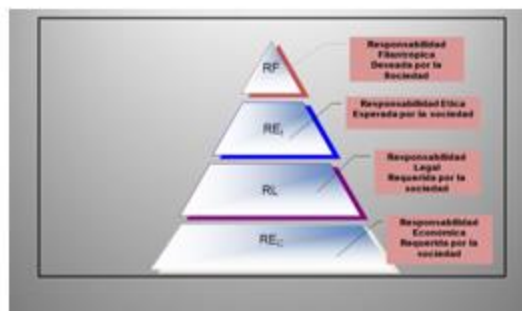


Figure 1 Carroll's CSR Pyramid. Retrieved from <http://slideplayer.com/slide/1035235/>

In general, those companies that start earlier with these tasks will have greater recognition by society, consumers, their customers, suppliers, governments and in a very outstanding way, by its own staff. Unfortunately, most Micro, Small and Medium Enterprises (MyPyMES) in Jalisco are not well-known for having a stable and effective administrative control that supports the principles of

CSR. And they leave aside the knowledge and application of a correct and effective administrative control by means of which performance is evaluated in all types of organization, regardless of their size, turnover, social position and / or position in the market.

Kofi (2004) mentions that the UN Global Compact is an opportunity to promote the coherence of the policies and practices of Mexican organizations with universally agreed and internationally applicable ethical values and objectives.

And derived from this; The present project has as a general objective that the companies of the Mexican Chamber of Construction Industry in Jalisco comply with the 10 principles of the UN Global Compact and demonstrate positive changes in its administrative control to its internal and external clients And their interest groups.

From the first moment they acquire the commitment and sign to the UN.

All these achievements with the collaborative work and advice of: Academic Body No.2 of the Jalisco Technological University (UTJ) "Social Responsibility, Sustainability and Integral Development for SMEs (UTJAL-CA02)", Social Responsibility Consultants (CSR) and (TSU) of the Career Management Area Human Resources (ARH) of the UTJ. They will design and create the specific administrative evidence that will comply with the 10 principles of the UN Global Compact in each of the organizations of the CMIC, thus generating inside and outside the administrative control they require for their effective operation.

Fulfilling the specific objectives: Create the Company-University link with the collaborative work of UTJAL-CA02 and CMIC. Adhere to the CMIC companies to the UN Global Compact. Apply a questionnaire to each of the companies to create their diagnosis individually and make them known. To design and elaborate the evidences that comply with the 10 principles of the UN Global Compact with the work of advising the UTJAL-CA02 and the students of stay, to be contributing to the effective administrative control of the organizations. To know the progress of companies' results in line with the fulfillment of the 10 principles of the UN Global Compact.

And finally; to help organizations generate the first annual Communication of Progress (CoP) and upload it to the UN website, in order to be able to accredit the compliance of CMIC companies.

It is important to note that CMIC has been a promoter of CSR in Jalisco since 2011 to the Mexican Center for Philanthropy (CEMEFI) (Mexican Chamber of Construction Industry, 2009).

And for this reason; Has encouraged all of its companies to obtain the CSR badge before CEMEFI, but many of them are SMEs and do not have the economic relief to cover the costs demanded by CEMEFI.

But nevertheless; there is another option! The UN Global Compact, since it does not require economic expenditure to carry out the good practices of its 10 Principles. Only, if an organization wishes to use the UN Global Compact logo on its stationery and /or website, permission is requested in writing and once authorized a small fee is requested.

Recovery based on the company's annual economic earnings. For this reason, the present work is based and takes value in the SMEs of the CMIC in Jalisco.

Application of the methodology

In September 2012, RSC designed an electronic questionnaire of 176 questions aligned to the 10 principles of the UN Global Compact, the requirements established by the ISO 26000 standard and the requirements established by CEMEFI.

And from 2012 to date CSR and UTJAL-CA02 have worked collaboratively with CMIC companies managing and advising them on CSR. But it is not until August 2015 that 27 CMIC companies voluntarily decide to join the UN Global Compact.

In the January-April 2016 term, UTJAL-CA02 assigns students of Stay in each of the companies adhered and accepted by the UN, and begins with the work of elaborating evidences that comply with the 10 principles of the Pact Of the UN. And until last April 19 of the current year an agreement was made for UTJ-CMIC collaboration, as well as a plan of action between UTJAL-CA02, students of TSU career stay in ARH, companies of CMIC And CSR.

The process to the Global Compact begins when CSR processes its adhesion, issuing the letters, sends them to the UN and while they are evaluated to be accepted or rejected, the UTJAL-CA02 initiates the assignment of the students in stay in each one of the companies. Subsequently RSC and the UTJAL-CA02 apply the electronic questionnaire to each of these companies, which includes questions of the state in which they are in the areas of: Rights

Humans. Labor Standards, Environment, Anti-Corruption and Stakeholders. Subsequently RSC generates the self-diagnosis and is made known and interprets their results individually. And based on these results, UTJAL-CA02 advises students by generating day by day in companies, new evidence aligned with the 10 Principles of the UN Global Compact and at the same time design a new administrative control in their internal processes And external.

For the four-month period (May-August and September-December 2016), students from the ARH career continue to work, and new TSU students from the Information and Communication Technologies (ICT) career were involved. Advice from UTJAL-CA02.

It is worth mentioning that each one ends a semester, all the projects are presented and defended by the students before an evaluation committee of the UTJ-CMIC, which makes some observations and approves their elaboration. These projects are the evidence for the titling process of each of the students in both UTJ careers. Validating these with the letter of termination of stay issued by the director of the company and by the RVIN-03-05 format of the Quality Management System (SGC) of the UTJ. In this way the student is titled TSU in ARH.

It is important to note that companies adhering to the UN Global Compact after one year (from their date of acceptance), must upload their first Communication of Progress (CoP) to the UN website, where UTJAL- CA02 and the shift student help to generate such a document, and only RSC analyzes and suggests changes if it's necessary.

It is important to note that once the year has elapsed, the CSR and the UTJAL-CA02 have again made a diagnosis to the companies, which analyzes the before and after the new administrative control implemented by the organization.

It is worth mentioning that it will continue to work under the same method for several consecutive four-month periods, until all the CMIC companies adhering to the UN Global Compact formally evidence the requirements established in its Principles and it grants its compliance letter.

Results

The results obtained so far are preliminary to the 27 companies that adhered to the UN Global Compact in August 2015.

Unfortunately not all the companies have been able to assign a student at the time of their adhesion, since this depends on the generational release each quarter and the requirements of the other companies that are linked to the UTJ.

And for the moment will only be presented the results obtained in 12 of the 27 companies adhering to the UN Global Compact.

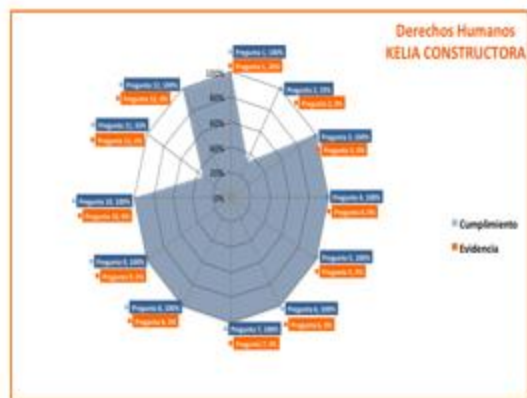
Once RSC delivered the results of their self-diagnosis in PDF format to each of the companies and interpreted the results.

The UTJAL-CA02 advises the students in identifying the areas of opportunity that each of the companies possessed with respect to their results, always taking care of compliance with Human Rights, Labor Standards, Interest Groups, Environment and Fight against Corruption (see Table No. 1).



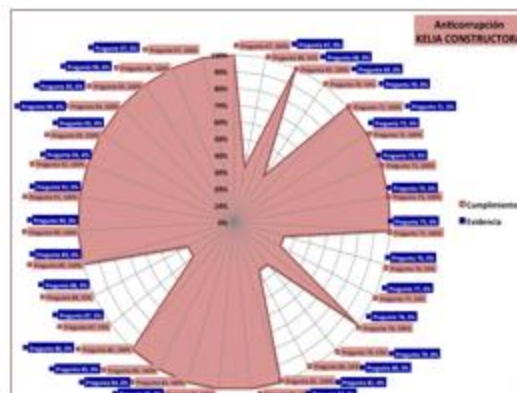
Table 1 Where the summary of compliance of the company is shown. (Responsum Social Consultores, 2016)

RSC performed the analysis of each of the companies, but only the results of the company Kelia Comercializadora y Constructora S.A de C.V. From analyzes were the same for all of them. Regarding the answers to the questionnaire (1 to 12), in Human Rights (see graph No. 1), it is observed that compliance with this principle is high, but unfortunately the company has no evidence of any kind that Guarantee compliance.



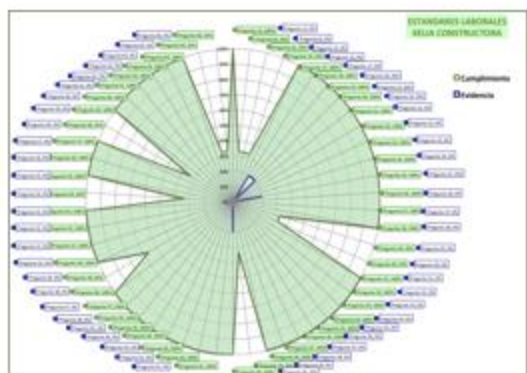
Graphic 1 Human rights. (Responsum Social Consultores, 2016)

The following graph (see graph No. 2) shows the high compliance in labor standards (questions 13 to 66 of the questionnaire), but little evidence within the organization that supports this principle.



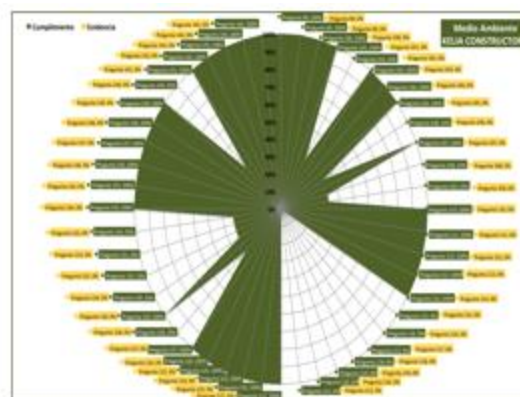
Graphic 3 Anticorruption. (Responsum Social Consultores, 2016)

Regarding the Environment (see figure No. 4), the company still has several areas of opportunity based on questions (98 to 145) of the questionnaire. And even more with the elaboration of evidences for that principle



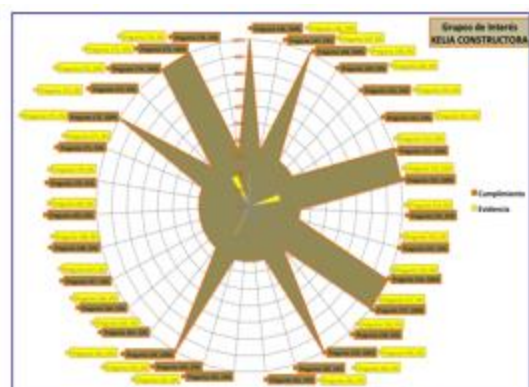
Graphic 2 Laboral Standards. (Responsum Social Consultores, 2016)

The graph that supports the Anti-Corruption principle (see figure No.3) with questions (67 to 97) of the questionnaire. Compliance is observed mostly, but unfortunately the company does not have the evidence to support its application.



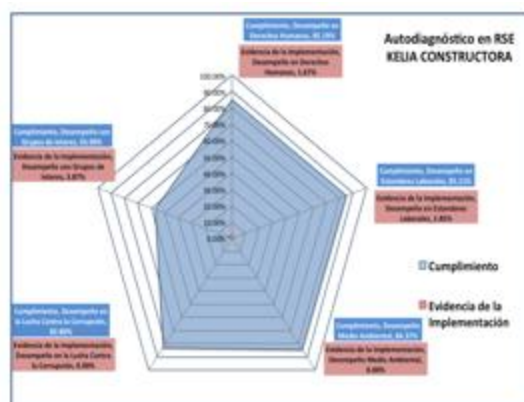
Graphic 4 Environment. (Responsum Social Consultores, 2016)

And finally the questions of the Interest Groups that correspond to (146 to 176) of the questionnaire. Where we observe the little compliance and almost null evidence that the company has for this principle (see figure No.5).



Graphic 5 Interest groups. (Responsum Social Consultores, 2016)

In short, the company Kelia Constructora y Comercializadora S.A de C.V. (See figure No.6), complies with 85.19% in Human Rights and has 1.67% of evidence in its implementation for this principle. In Labor Standards meets 85.11% and evidence 1.85%. For the principle of Environment has 84.37% and evidence 0%. In the Fight against Corruption it complies with 82.80%, but has 0% of evidence. And finally; The compliance with its Stakeholders has a compliance of 56.99% and 3.87% of evidence. These results serve as evidence to give us an approximate idea of the other results that were obtained in the other 11 companies, since similar numbers were obtained.



Graphic 6 Self-diagnosis (Responsum Social Consultores, 2016)

Subsequently, UTJAL-CA02 planned the tools to comply with effective administrative control and compliance with the 10 principles of the UN Global Compact, and then be elaborated by the students of stay within the organizations in the corresponding quarters.

The companies that have generated evidence of compliance in their administrative control are: Ciarco Construcciones SA de CV, Urbanizadora y Edificadora Aries SA de CV, Estructuras y Proyectos de Jalisco SA de CV, Obras y Proyecto Los Reyes SA de CV, Grupo Constructor Flota SA De CV, Kelia Constructora y Comercializadora SA de CV, Supervisores y Asociados de Occidente SA de CV, Services

Professionals and Construction Méndez Martínez S.A de C.V., ETC Ingeniería S.A de C.V., CAMITEC S.A de C.V., G

C Grupo Constructor S.A de C.V. And CMIC S.A de C.V., which shows the development of evidences that comply with the 10 Principles of the Global Compact and the achievement of administrative management control (see Table No.2).

Activities carried out (new evidence)	Number of companies	Principles of the UN Global Compact
Procedural Manuals	8	1, 2, 4, 5, 6, 8 y 9
Information Cards	6	1, 2, 5, 7, 8 y 9
Employment contracts	2	1, 2, 3, 4, 5, 6, 8 y 10
Complaints and Suggestions Box	5	1, 2, 4 y 6
Internal regulations of work	4	1, 2, 3, 4 y 6
Culture and Organizational Structure (Organizational Chart, Mission, Vision, Values, Policies and Organizational Philosophy, etc.)	12	1, 2, 4, 6, 7, 8, 9 y 10
Campaigns (environment, anti-corruption, drug addiction, etc.)	5	7, 8 y 9
Signs (Occupational Safety and Health)	4	7, 8 y 9
Courses (induction, Global Compact, CSR, etc.)	5	1, 2, 4, 7, 8, 9
Training (annual plan, design of various subjects courses and courses).	3	1, 2, 6, 8 y 10
Detection of Training Needs (DNC)	3	1, 2 y 6
Description of profiles and posts	2	1 y 2
Satisfaction surveys (internal and external).	2	1, 2, 6, 8 y 9
Inventory Control	3	1, 2, 4 y 6
Code of ethics	4	1, 2, 3, 4, 5, 6, 7, 8, 9 y 10
9 S's of Quality	3	1, 2, 7, 8 y 9
Recruitment and staff selection	4	1, 2, 6 y 10

Table 2 Evidence generated within the companies of the CMIC. Own preparation (August, 2016)

To complete the process of the projects, UTJAL-CA02 delivered a Compact Disk (CD) to the companies, another to the Academic Secretariat of the UTJ and another to the CMIC with the general summary of the project that the students carried out within the companies. Titling 12 students from the career of TSE in ARH with such projects.

Acknowledgement

This project so far has no funding for its development.

The only economic aid granted is the one provided by the companies to the students, but this is symbolic as they are granted money only for their truck tickets and some companies that provide them with breakfast or lunch during their stay in the company. Thanks to all the companies involved in the CMIC for such action.

And both RSC and UTJAL-CA02 cover all their travel expenses, stationery and gasoline with their own income, looking for the moment Philanthropy as such to provide companies with development, better administrative control and compliance with the 10 Principles of UN Global Compact.

As well; It is gratifying to express a special gratitude to the Rector of the UTJ Dr. Víctor González Álvarez, by offering his unconditional support to UTJAL-CA02 with the impetus and connection for this project.

Conclusions

This project is a long-term project. And so far we are aware of the results obtained in the diagnosis that in the SMIC of the CMIC is complied with the good theory that complies with the 10 Principles of the UN Global Compact but unfortunately all of them do not have Evidence to demonstrate its application to its stakeholders.

So that; the collaboration of the students of ARH's career and the advice of UTJAL-CA02 was fundamental for all companies to implement new and effective administrative controls. And that the evidence generated in each of the companies fully complies with the 10 Principles of the UN Global Compact.

Likewise; The CSR consultancy was the fundamental axis to carry out the adhesion and analysis of the self-diagnosis of the companies to the UN Global Compact.

The adhesion of companies to the UN Global Compact is a considerable economic saving for them, since CEMEFI did require them as a consultant and to obtain the CSR badge. But nevertheless; with this strategy of adherence to the Global Compact, the SMEs of the CMIC, saved an expense and demonstrated to their stakeholders the new practices in CSR that they implement in their Administration.

In the present work we can conclude that so far all the initial objectives have been satisfactorily fulfilled and that an important aspect observed during the process is that adherence to the UN Global Compact is an effective strategy for all SMEs in the region. CMIC and any others that wish to carry out CSR good practices within their organization, before starting their process with CEMEFI and invest large amounts of money.

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Dreams, teaching career and leisure

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Abstract

The current article has the objective of showing results about how the academic builds his/her life itinerary. For that purpose, the dreams that orientate the personal trajectory are recovered, to inquire in the roll that the leisure had in the personal and professional realization of the academic. Through narrating the own existence, the deep meaning of the daily practices of work and rest is identified, with the support of the phenomenological and hermeneutical method. This is a descriptive research, and is supported in the study of case to deepen in the childhood idealism, the present goals, and the projections of the future. The narration is done starting from what one wants to be, feelings, fears, and incertitude; which are lived in the leisure.

The findings are a possibility of thinking about the professor as a complex and active subject, who works and enjoys, wishes and thinks. The leisure is a rupture because the present is contemplated, the past is reflected, and the future is projected, from the recognition of that which dislikes and is hoped. The sense of humour impulses the life transformation. Without ruptures there is no humanization

Academic, dreams, leisure, personal realization, humanization

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Introduction

In the daily life of our times, a binomial time of work-leisure time is established in which the whole life of man is founded and developed (Heller, 2002). Work is the father of all virtues and laziness is the mother of the worst vices, leisure appears as time, space, practices that hide the worst abomination: unproductivity. The same happens with university faculty, concerned with achieving quality standards, resulting in an overvaluation of work. The love of work, as well as the desire and need to work, derive in a labor overload and, in an inevitable, pauperization of the person of the teacher.

Men and women suffer from a disease: a ruthless love of work (Lafargue, 2010), this brings to the discussion the problem of leisure. Work, under the realm of necessity, obliges to put into play what you have, because it demands a public life, earning the bread wears and tires the body; For its part leisure is a space of intimacy, contemplation, introspection, reflection, enjoyment, freedom but also joy. Work leads to training processes, because it socializes skills, knowledge, procedures to respond to a social demand. Leisure is educational because it has the possibility of transcending the given world, because it is praxis, social and personal emancipation; although it can also be a time and space of low consciousness to submit. Leisure from a vision of the sociology of education may be the opportunity for an unprecedented development.

Leisure is a time to be what you want to be, it is a rest activity that can leave more than a breath in the middle of the vortex, it is also happiness and the possibility of tracing new paths. It is integral formation of the person.

The person goes beyond the professional specificity, but also is a person with autonomy and capacity for individuation.

The university professor as worker and person sustains multiple social relations driven by interest, affections and convictions; Relationships that allows to acquire knowledge, skills, attitudes and perceptions that puts in play in the diverse daily spaces.

The individual can be performed beyond work, leisure activities are a way for self-construction. Leisure can be the engine of the unpublished viable, because it is the ideal time to dream, imagine, expect and project personal and social life. The link between leisure and education is the praxis, reflection and action of man, it is the consciousness that is acquired from reality and personal life, the freedom and independence that is acquired to be oneself, from there emerges the question How Is given the process of self-construction of the university teacher in leisure time?

Leisure, in his study, is approached from different angles, such as:

1. Play activities: from the psych pedagogy as a means to prevent addictions, the recovery of traditional games and play on the street as a manifestation of culture and educational practice.
2. Sociability: activities such as dancing and parties in young people, friendly relations in university students, as activities for subjective well-being in people with physical ailments.
3. Leisure activities: cultural consumption in university and postgraduate, perceptions between work and family in young people, reading and writing activities; Discomfort and use of time in researchers, leisure time management, leisure and learning styles.

4. New technologies and video games: mobile television, preferences in television programs, sociodemographic factors associated with cultural consumption, leisure time and media in higher education.

5. Sport: sporting activities such as leisure; Leisure time and physical-sports practice in schoolchildren. Sport within public policy as a means for social change. Sport and values for sociability.

6. Leisure and education: Social and imaginary representations around school, recreation, free time and leisure in school. Recreation as a profession. The absence of leisure is school work. Leisure as an aid in the education of adolescents. Teachers and leisure practices.

7. Work and leisure: fatigue and creativity at work; As well as illnesses due to the absence of leisure. (Nieves, 2016)

Research carried out is related to leisure from sports activities, the only activities that appear as congratulations are the party, dance and friendship. Studies that present leisure as a possibility of transformation are scarce, and those investigations that approach leisure from education refer to it as a device to favor the formative processes, but do not address the possibility of leisure as self-construction.

Other important contributions of research are the need to consider the historical, social and cultural context at the time of starting the study, in order to understand that the spaces of entertainment, recreation, training and encounter can favor the change of attitudes to contain informal learning. From these contributions, the present research is projected, from what already exists and from the gaps in the subject; Hence it is not enough to ask how the process of self-construction takes place in leisure time.

But to return to the contexts and interpret these processes in the light of educational and sociological theory; But beyond this, is to study leisure from desires, dreams, projections to the future that are sketched out on the journey of life.

The research problem is the study of a brought about leisure, daily life and education, which allows the construction of the subject based on joyful practices, the festive encounter that compromises thinking and practice. The objective is to describe leisure activities from dreams, to interpret the process of self-construction, to identify processes of humanization or nullification of the being of the university teacher.

The assumptions that guided the research work were the following: a joyful leisure with full awareness leads to be more the subject, there can also be a leisure within the margins of the entertainment industry, resulting in the reproduction of a given world and an incompleteness of one's own existence is not recognized. Finally, in the maelstrom, there may be the fact that there is no leisure time, and only a hopeless and fruitless person and in no way builds his dignity.

In order to understand and interpret leisure as self-construction, it was seen as viable an investigation is descriptive-explanatory, because it was answered to the question how leisure is self-construction by enunciating attributes of congratulatory practices to bring to light processes Which are meaning life.

Heidegger's phenomenological-hermeneutic method was used to unveil the internal movement that moves action; first it was sought to obtain the how in the life they go away experiencing the practices felicitarias by the professors to later explain how they construct to the subject.

This was supported by the case study, that is, we studied singular cases in order to make an in-depth study of self-building processes. This set of methods contributed to the analysis of the variables: positive leisure, negative leisure, dreams, hope, despair and self-construction. The research techniques were the semi-structured interview. Under a case study.

The present article is structured on the basis of theoretical references, which define daily life as a reproduction or production of the world, as well as concepts that contribute to conceptualize the act of self-construction, according to a viable novel, as a formative process in daily life. The importance of dreams and hopes as the motor of history is taken up again; For this it is necessary to recognize that the subject is active, consents and able to construct his own history.

The methodological itinerary is followed, which responds to a proposal of description of the being from dreams and hopes, the interpretation of actions to understand the act of formation in leisure. The research work supports a case study of university professors.

The analysis of the conception of work and leisure is presented in the following section of leisure as reproduction and transcendence. Dreams are analyzed as an adaptation to the world or to be part of a given world, that is to say, work is an end or a means in which teaching is the way to preserve a social position or a bridge to move to the transformation of the present. Leisure is the greenhouse of dreams, or simply another space to recover the workforce.

Finally we propose a pedagogy that redignifies the body from an experience of joy for life, and leave in the background overvaluation to work and build from the profession, but to recover the dreams of being more.

To cultivate the interior to draw an itinerary of life that fulfills. It is concluded that leisure is more than a practice, consumption or activities of distraction, but is the objectification of the yearnings of transcendence; Hence the need to educate to know the interior.

Daily life and leisure as self-construction

Literature has the goodness to present the images of everyday life and illustrate educational processes. An example of this is the novel *La mujer de papel*, which has as its protagonist a woman who learned from music by the novels she read; when in the descriptions *novelescas* appeared that it sounded a melody it was given to the task to look for it in the record store. Music and reading helped him to cope with the loneliness and turbulence of the war in his city: Beirut (Alameddine, 2013). These two congratulatory activities were what allowed him, first: to look forward to the moment of reading and listening to music, second: the joy of reading and listening and third: to maintain the balance in the uncertainty of everyday life. The leisure that is enjoyed in itself helps to transcend existence.

The study of leisure then involves retaking the concept of everyday life because people are born in a given world that should be appropriate. Everyday life is the reproduction of the already constituted world. They are activities that seem common sense, that make use of techniques and tools with which men and women reproduce activities and daily work. The daily life, says Heller (2002), is the set of activities that allow the reproduction of men and women, who in turn make possible the reproduction of the social. For everyday activities to reproduce the social must fulfill a social function.

This function is imposed by an already constituted world. As duties imposed and assumed by those who come to the constituted world, they manifest ways of acting, thinking and feeling in the process of appropriation of the world.

Every man and woman has a daily life, which for Heller (2002) unfolds according to the place he occupies in the division of labor. Everyday life includes work and rest. It is an invitation to look at the subject not only beyond professional specificity, but also as a person with autonomy and capacity for individuation. In this line, any professional, including the university master, is more than a worker, is a person with multiple social relationships driven by interests, affections and convictions.

Everyday life teaches us how to be professionals. The university teacher learns to be in the complex network of daily interaction with students in classrooms and with colleagues; But also learn to live their autonomy, their ability to reproduce individually, that is, learn to seek groups of friends, love or loneliness. This learning objective.

Work is an objectification in itself, which allows the transformation of the world; Absorbs most of the time. Productivity is a characteristic of our time, we make a living by working, and we demand to be productive. Work life offers personal fulfillment and individual and social reproduction. Productive life is imperative for survival.

Everyday life is hierarchical and regulated. Civil and labor authorities regulate time, and concern about punctuality appears. The establishment of a schedule in the daily life meant to define work and rest moments (Landes, 2007); Daily life is the vital experience because it guides the configuration of everyday activities from ideas.

Passions and ideology (Heller, 1970), for this reason the conception of work and leisure.

The popular wisdom contained in the sayings shows the conception of work and leisure, for example: the purpose of work is to get to rest, idleness is the mother of all vices, leisure is born bad business, if Leisure is boring work is the good remedy, phrases that reflect an idea of what is considered valuable and important, being productive is what matters and what should occupy people's time. Let's say that time without work, that is, inactivity, causes social discomfort. The conception of leisure and work is a historical construction.

With the arrival of modernity, traditional thinking is left behind and material well-being is sought here on earth. Work, as accumulation of wealth, was the way to achieve the satisfaction of needs.

The results have been an increase in productivity and in the intensity of the working day. Paradoxically, modern times have incited leisure experiences. Sue (1992) argues that we live in leisure societies, modernity forces us to consume, travel, accumulate; Although one lives more subject to the work by the idea that the time is gold and the human finiteness needs to be occupied and not to waste the valuable resource of the time.

Leisure thinking beyond mere consumption, of getting rid of, is to think of leisure as a reward for work or as a mere reproduction of the workforce. The humanistic current of leisure maintains that they are joyous practices in freedom that lead to personal fulfillment. Because it is expected, wanted, sought, planned and pleasant (Cuenca, 2000), which leads to the construction of the individual.

The work life requires a series of activities that are not always of total pleasure, and that personal initiative does not necessarily arise, go to the movies and surrender to joy requires a will to enjoyment.

Leisure activities, as proposed by Cuenca (1999) are the search for a rewarding life in all its dimensions. The ultimate goal of leisure is to give meaning to life. To give meaning to life, says Freire (2005) is the liberation and independence that leads to the search for the transformation of reality, humanizing the social subject, because it is the quest to be more, to enjoy leads to desire to continue to enjoy, to feel the Endurance of life leads the desire to end the moment, without the possibility of dreaming of something better.

As an educational process, leisure favors awareness and self-construction, affirming individual and social personality full of satisfaction. That is why it is humanizing because it makes life joyous by knowing how to enjoy and of each moment and to give meaning to existence.

In leisure we can be what we want to be, for example, to be a teacher in public and photograph photographer in leisure, to enjoy going to the street photographs that extasy in its beauty or that floods of pain, is a way of being and of commitment With the world beyond the professional life.

Freire's (2005) concept of viable novelty helps to reflect on the categories of dream and hope, as an imaginative resource that projects the future possible, from the construction of a critique of the present. When you experience displeasure, dissatisfaction or incomplicity in the present with what you are, it is possible to walk towards the desired or dreamed.

The imagination is the possibility of transcending without falling into unreal idealisms, and carrying the hand of hope, in the search for a new way for the transformation of the social conditions of existence. Hope and imagination are an act of being reflective, in a permanent process of discernment.

Self-construction implies responsibility and autonomy to address oneself in the world. To discover the world by imagination is to start naming it from one's own experience. Leisure is an imaginative resource that allows one to become aware of the possibilities of searching, of finding oneself, of building oneself by congratulatory activities, which move towards a contemplated future. The creation of a self is built on the conscious search for different paths as we have sought ways of acting guided by the imagination (Green, 2005).

The loss of control of one's life, that is, lack of autonomy, frustration, or separation of oneself, which Marx (2010) called alienation, avoid realizing dreams or recognizing what we want. We may wish to go out to parties, meet friends, but we do not have the strength to do so.

The alienation is a great obstacle to the experience of leisure for the inability to face life and the inability to enjoy every moment, as well as to achieve individuation, that is, it is the ability to build self-facing the given world. The problem of present-day society, according to Heller (1966) and Bauman (2010), are the promises of a consumer society that creates needs. The serious thing about this type of society is that, sometimes, it does not allow us to find satisfaction.

This consumer society is contextualized in a modernity that Bauman (2010) describes as liquid because there is nothing solid, but society becomes malleable, elusive, the bonds of social belonging are diluted, the subject becomes independent.

The social becomes an aggregate of men and women and not the sum of individualities. The liquid society brings with it a great challenge that is the ability to exercise freedom. Buaman (2010) understands freedom as putting distance between the market and personal needs, resist the seduction of consumption.

The processes of formation are favored in the social interaction, in the social experience of being being; Unfinished or incomplete; But it only happens when a reading of the world is given, when I know what is different from me and leads me to the recognition act (Freire, 2005).

The amorous encounter with the other and with oneself makes possible this construction of self, otherwise when there is a withdrawal of the world by the absorption of the necessities or by stunned to the voice of the market that does not let experience unfinished and desires to be more. This isolation and withdrawal becomes a risk in the nullification of the subject, because it is not recognized with the world and in the world (Freire, 2005). For Arendt, (2005) contemplation allows one to relate to the other and to the world to transform and construct oneself.

The unpublished viable is the way for self-realization we must rewrite the project of life by means of imagination, denounce the present oppressor and trace the future, build our own history, it is the possibility of being more (Freire, 2009). Imagination is story and search. Leisure is the possibility of passing from not being to being, because it is the space to interrogate yourself about routine and open yourself to the experience of being, through dialogue, discernment, participation, balance, harmony and satisfaction with oneself and with the other.

Leisure is a three-dimensional phenomenon, because it is desired, expected, enjoyed and projected, for this is necessary hope, because this is the conscience between the social being and the conscience, is the possibility of passing through history by reflecting and Doing (Freire, 2009). It is the inner desire, efforts to achieve dreams, will and vision of the future and emancipatory principle of personal and social life.

The act of self-creation is a personal choice, distance from the world and access to the awareness of one's commitment to live, is to be aware of the inner gaze on oneself, is to recognize what we are and want.

It arises from the depths of being, transforming, deploying talent and living in the novelty of building the future. To like the freedom to take a direction to reach the enduring. Leisure, chosen in freedom, means free will, effort, creativity, perspective which implies degrees of humanization, because one learns to live and be happy in life circumstances.

Walked paht

To approach the perception and the experience that the leisure has in the professors of the Autonomous University of Querétaro, Mx. A descriptive research was made. The empirical data was collected through a semi-structured interview, with the purpose of investigating how they define their experience of aquatic life that makes them happy and their relationship with leisure in everyday life. The fieldwork was structured under the case study, because what interested was the depth of the data, to unveil the forms in which the appropriation of reality and to derive the interpretations of everyday life (Estaca, 2010), taking Clear that are not generalities, but an approximation to reality.

The data obtained were worked with the phenomenological method with the objective of describing the processes of subjectivation before leisure, identifying those internal aspects that give meaning to the existence, that is to say, how it means to work, to rest, to have fun or the passage of time. This represented the opening to being, to contemplate the person, from his actions, thoughts and feelings, that was to see those things that make being to be, to reveal what gives meaning to existence and to show in itself those different ways of being a subject Thrown into the world (Heidegger, 2014).

For the analysis of the data obtained it was used to combine them in ways of assessing that presented greater similarity of meaning, according to the methodological support of the ideal types of Weber (2000), which is a theoretical construction that keeps a consistency of meaning, which does not Exist in reality but allows identifying how actions would be if they were followed with attachment to the theoretical construction. The answers were grouped in: leisure that is linked to the whole life to transform, leisure as an expression of fragmentation.

Leisure: between the everyday and the transcendent

Teachers' life compares to a travel itinerary, because it means a path that is traveled, oriented and moved by dreams and hopes, which personalizes existence. This floor includes experiences, learning and feelings that feedback with yearnings. Conflicts, fears, frustrations, new passions that are disturbing the aspirations of life arise along the way. This process is configuring the construction of self, by means of factors internal and external to the subject. Here is a description of the fundamental dream and its relation to the leisure experience.

What do I want to be when I am older?

The founding dream of the life of teachers is summarized in: What do I want to work? The subject is built on the basis of professional life. This is a mirror of the order of human, work is the normal state of the subject, is the Compass that directs life in the material context because it guarantees a way to earn a living, have a social position, but subordinates subjectivity, in a second moment remains the need for growth in the emotional, psychological, social and spiritual.

Work is the proper way to exist and subsist in the given world, and also to cooperate with others to satisfy needs. It is important to mention that work is what founds and conducts self-construction, but the work can be end or medium in the existence of the teacher.

Work as an end is driven by necessity. When it gains the need to reproduce a family lifestyle like maintaining a social and economic position. Desires are to preserve position and personal stability. Likewise a life is considered in function of the profession, that is to say, the daily practices are focused to be competent and productive in the work.

Feeling successful, recognized or fulfilling social expectations, ie improving the material conditions of the present, is another orientation of work by necessity. The subject is measured by the gaze of the other, it is an objectification in itself that seeks to satisfy personal need, but from socially established parameters. There is a particular need for recognition, to excel, to seek distinction with the past. The triumph of dreams is to make a difference with the past in both historical and material conditions as well as subjective ones.

When life is based on products and it is desired to be recognized by what is done, the subject moves away from enjoying the process, that is to say to rejoice, as well as to do well what has to be done, this implies that the teacher wears their energies to achieve an end and fragments between what they think, feel and, even more serious, between institutional demands, the role of scientific or intellectual.

When fragmented among bureaucratic duties, their vocation to teach and build new knowledge dissociates theory and practice, undermining the subject's intellectual capacity (Sennett, 2013), resulting in professionals who know how to do, but who are far away of a reflective and understanding subject of his time and his personal condition.

The construction of self-directed by work as a medium, which guides work is a gratuitous love for life, a tomorrow different from today, not only in a personal condition, but with a vision of community, therefore, the Choice of a career is based on a desire to do something for someone or to transform a reality, which is not entirely pleasant, such as poverty, inequality and exclusion

The work done to change present unwanted conditions, the university professor conceives research, extension, teaching, dissemination of knowledge as the consolidation of a dream of transcendence. They are desires to search for common good.

Building self in leisure

Self-construction is a lifelong process is an itinerary, an exit, stays, returns with a dialectical characteristic, each departure and return with a tendency to be more.

These beginnings have the characteristic of going further, from the processes of individuation, which pass from the in, to the self, is to move from the realm of necessity to production, even reaching objectifications of a "for us" (Heller 2002), which is a life dedicated to the quest of being more.

Leisure plays the role of germinating, accompanying, sustaining or maintaining balance in the moments of rupture in everyday life. Life itself is a process of self-construction, in which leisure plays an important role. Dreams can be oriented by a work as an end or as a means, but what sustains the transit through the world is leisure, because it can acquire the following meanings: 1) space to look or think about existence, when you want to learn To see details of reality, to scrutinize existence to seek answers. 2) Rest, fun and encounter that fosters emotional bonds with oneself and with others, the desire to enjoy the presence of others, taking care of oneself is the dream of this type of spaces. 3) Space and time for academic, cultural and virtue training, a desire to improve as a subject, spaces are sought to share knowledge, ways to increase culture, to know the other in their place of origin and to develop new skills. 4) Moments to find yourself and give yourself to others, these dreams lead to practices such as building and disseminating what is produced. 5) A time to recover the work force and assume familiar roles.

Leisure is part of the daily life of teachers and is objectified as an expression of giving meaning to life or as a way of adapting to the given world. Taking responsibility for existence leads to being responsible and have the will to pursue dreams and experience personal fulfillment, so leisure can be a space for personal growth and fostering of affective bonds that are consolidated in practices that seek to reproduce and that are assumed as a personal commitment.

Otherwise they can only be sporadic activities that become a parenthesis to continue with the laboral and familiar demands.

Dreams in life are driven by a love that materializes in concrete practices, leisure is an objectification of what is desired, is an expression of what is sought, of what we want to transform and that is realized from the affective encounter and Congratulatory These practices are the way the subject becomes fit and able to produce and reproduce dreams, which means knowing how to handle the crises of life, understanding and transforming the world. When dreams are the objectification of the given world and there is no desire to transform reality, leisure is a way of maintaining the stability of a given world, even if this means limited freedom in complimenting practices. The following are the various ways of objectifying leisure and how they accompany the ruptures of life.

The routine in activities, the imbalance in harmony for losses, stress, tiredness, hopelessness by the historical-material conditions that produce the reforms in education or employment, are making that leisure is gradually losing its festive character, As well as not knowing how to rest is another factor that is hindering the experience of a full leisure, and not know how to waste time in joy are configuring a sense of displeasure.

It is important to recognize that leisure as a congratulatory practice can be enjoyment for enjoyment, although this escapes the attributes of beautiful, good and true; Leisure is limited to an extrinsic reward of rest, where dreams are subordinated to sporadic moments of fulfillment as permitted by forced labor time and family commitments.

Dream, profession and leisure

Leisure as a practice of complacency is going to have different manifestations according to the wants of the subject. These tastes are a result of personality, socialization in the family, with groups of filial, the formation of a degree and spaces of continuous training in the field of teaching, conditions that lead to the configuration of leisure practices. In the university professor a shared taste will be the reading, as well as times in family and friends, practices that contribute to the construction of itself.

Studying a career can mark forms of fun or preferences. Although we cannot generalize it, we can point out what we find: those who studied engineering prefer to contemplate still images like paintings, cinema is not to their liking; Those who studied accounting and administration enjoy more reading of personal improvement and are bored in activities that involve contemplation; Those who studied philosophy and pedagogy enjoy contemplation, movement, sound, their tastes are wider. These amenities contribute to being what you want to be. They help to strengthen character and good humor to achieve dreams.

There are important elements to emphasize, leisure in itself is enjoyment for enjoyment and should not contain in its display generic objectifications; What is clear is that there are dreams that carry a generic love implicit, so that genericity is not exclusive to some disciplines. The leisure practices may have different manifestations, but at bottom it underlies the generosity or particularity that is being fostered by the series of social-loving relationships throughout life. The capacity to assume the ruptures of life is also a condition for strengthening or nullifying leisure practices, which is the same as humanizing or feeding hopelessness.

A risk in which everyone is prone to fall is overwork, excessive worry for survival, hopelessness, fear of the future, career uncertainty. All these are conditions for the nullification of joy, the possibilities of moments of joy, of preserving the utopia and of festive encounters. The exhortation would be to keep in mind the need for rest and leisure as a form of personal care, self-love, and commitment to the other and as a way of preserving physical and psychological health. Leisure, whatever the discipline of formation, is a manifestation of freedom and humanization necessary to preserve the desire to live and transform.

In short there is a tendency to build self by work, the foundational dream of life is derived from what they would like to dedicate to working life; Leisure is a multifaceted space because it goes from space to look at even to laugh about things without meaning, to spend time in solitude or in company. Leisure is not only part of everyday life, but also solidifies dreams, through good humor and character, also helps a full life in the measure that circulates feelings and maintains physical and psychological balance, in these directions leisure Helps the processes of self-construction of the subject.

Leisure is a companion, support and space to consolidate projects, makes it possible to be more because it is the way to fight and achieve the dreams of life. These ruptures are those that reveal inner poverty, conditions of material oppression, means and ways of being more, leisure shows them in a playful, festive, supportive, creative way and therefore encourages to continue walking and transform life through learning, Skills and experiences to achieve well-being and joy in the way of life.

The risk of reproducing the world is the adequacy with the world, which, in addition to reproducing, leads to a sense of dissatisfaction and oppression, but without the necessary will to move and satisfy the incomplicity that is experienced, Prestige or because it is preferred to fulfill the socially established roles.

To live a leisure with full decision and will to enjoy contributes to become aware of itself, to be more. To be more is achieved within times of joy, which help to distance oneself from reality to achieve individuation and to own oneself through a constant search. It also contributes to maintaining physical and psychological balance, conditions that help achieve dreams of progress and economic well-being, because they rest, recover the workforce and circulate affections in the sphere of the individual, giving a sense of personal satisfaction, although this Means adaptation to the world.

To some extent, the amusements of the cultural industry and the context of modernity, reinforce the particular feelings. In the case of those who chose to reproduce a lifestyle, they also did it with the forms of family fun, but they do not draw a personal project, but the socially expected, it is a leisure that ends up adapting to the world that moves away from the generic; As well as not helping the self-seeking.

Leisure can be a germ of emancipation for the good humor and the strengthening of the character, besides considering it a necessary and vital space, or it can be a space of diversion that adapts to the world and that legitimizes forms of domination, or of reproduction that nullify the Seeking self, but that is justified because they like the style imposed.

These three ways of living leisure leave the imprint of the congratulatory, although their tendencies are diverse and not all suitable from a pedagogical vision of praxis or emancipation.

Pedagogical proposal

The teacher is more than a worker, is a person who suffers and enjoys in the everyday school, family and social environment, between work and rest. To think that the subject moves from one context to another as if there is a clear border is to consider it fragmented. The subject has forms of appropriation of the world that are transferable to every space of daily life, the ways of working, enjoying and suffering are learned and reproduced to give meaning to life by configuring the person. Integrating the various spheres of the person forces to propose a pedagogical proposal that allows us to think of ourselves as integral subjects.

Everyday life is structured in work and rest. Both work and forms of rest are choices of the person in relative freedom. The experience of leisure can be a desired, expected and free way to spend free time. The goodness of leisure is the realization of being what one wants to be; it is the way of expressing dreams and of concretizing personal fulfillment, of being what one wants to be in recreational spaces, and also enriches the work life through Creativity and strengthening the bond of commitment and love of the social. The imbalance in the subject occurs when the labor demands of the professors move away from the congratulatory activities and, the excess of work can lead to the hopelessness, fatigue and assimilation of the given world.

It is a necessity to form to live the leisure, which will allow to maintain the psychic and physical balance. To achieve this balance requires the bodily joy, the intellectual maturity, the character necessary to accept and act in the ruptures of life, to recognize oneself as a subject who thinks and loves, who produces and creates, master of himself but generous in surrender.

The aims of education according to Freire (2005) imply to empower the subject with all their abilities to become aware of their historicity and take responsibility for transforming their personal and social life. To live is to become conscious and to assume autonomy; The training of teachers and continuing education must take up this duty and, more importantly, educating must aim at the happiness of the person (López-Calva, 2009), so it is imperative to encourage the search for more teachers, Throughout life, and reconsider leisure as a means of personal fulfillment, humanization, community building and plenitude of the person.

Educate to live the leisure and to achieve ruptures in the life

To reclaim the body, to learn to be happy and to cultivate the interior should be the foundation for the ruptures in life, because they are the objectification of not only existing but living, of cultivating generous love for life, of wisdom, of being responsible for oneself, To have the character to put into play everything we have and with what we were thrown into the world. The ruptures in the path of life are a response to the world, a way of living, of thinking and walking, that objectivity a form of self-care, contemplative life, love and honor existence, constant search for self, Of being more and transcending.

This ability to make breaks is nourished by the knowledge of the interior, by constant dialogue and encounter with the other and with oneself, as well as paying attention to how processes occur, recognizing the plots of life. This archeology of personal pain and the discomfort of curiosity to discover the real problems allow us to transcend (Freire, 2009).

When a conscientious work is carried out, in the act of narrating life (from the archeology of pain, those things that afflict, which submit and which do not allow to deploy all the capacities that are), it is possible the liberation of the Subject to give way to a new condition of being in the world and with the world.

One way of educating for the ruptures in life is: 1) the act of narrating life, that is to evoke memories of the past with their images, feelings, sensations and ideas that left their imprint on the body, 2) identify what they It is painful to narrate life is to weave pieces of what we are and dreams, the past, to know how to place ourselves in the present, 3) to explain and understand how all those social relations, their personal links and historical- Material to identify the protagonists in history and what it undermined; And finally act to transform. This path is feasible to travel in leisure practices, because in conversation, writing, being in fertile solitude, endow with a good humor and conscience, it is possible to face life.

It is important to conceive the teacher as an integral being and to bet on its constant growth and maturation, to give voice and action to the dream-driven unfinished sensation and moved by hope, which in turn feeds from free love to life for Transform it.

For a life worthy of personal fulfillment, it is proposed at first to reclaim the body, to consider it more than a machine of work and to appropriate the right to enjoyment.

Secondly, enjoy leisure life, as an objectification of a free love to personal life and a love for the social. Finally an education for the inner life that leads to discover and preserve the balance.

Three aspects that will give way to daring for the ruptures in life that lead to more. Other elements that must be considered are the time and silence necessary to germinate and to make the ruptures that allow to continue in the one of construction of itself.

The body: joy, learning, community and appropriation of the world

It is essential to recognize that the unfolding of daily life is possible by the use of the body. This allows us to see, hear, listen, taste, feel, feel and through these channels establish the most significant relationships with the world (Le Breton, 2002). What testifies to our passage through this world is the objectification of the existence of a body, that is, the possibility of doing, feeling, thinking and loving is what allows existence through the expression of corporeity. According to the ways of life the conception of ways of relating to the world through the perceptive is objectified.

Making use of the body in working and leisure time involves gestures, efforts, games, social interactions, sensory experiences of joy, suffering, and pain. Experiences that force to claim the use of the body, because all learning involves it, for this reason the importance of awakening and enhancing the sensations of pleasure in the whole life of man. Leisure time, as a practice, must bring to the knowledge of oneself and of the world, knowledge that must carry the imprint of pleasure, because the body enjoys these activities, as well as the need to reconstruct existence in social encounter, which are summarized in the claim and the encounter of other bodies.

Pedagogy must rethink the ways in which we educate in the appropriation of the body and how it embraces the world and humanizes it through daily practices, because this is the basis of private and social existence.

The use of the body, such as moving in work spaces, home, park, cafeteria, etc., in times and rhythms of activities, allows to transform the environment from gestures, perception, use of the word, contact with the other; Rites that allow the circulation of affections is what makes it possible for the subject to relate to the world and achieve its transformation or reproduction of the given (Le Breton, 2002).

It is important to rethink how the body is conceived, thanks to the processes of socialization, ranging from family, school and throughout life, the body's manifestations are adjusted to the needs of the social, for example the regulation of Time to work and rest, ways to greet and relate to each other in the work spaces according to hierarchies, how to manifest affectivity in words and gestures, configuring styles of relationship with the world. The processes of socialization condition not only forms of social relationship, but also personal, because affectivity is contained according to social conventions.

The formative processes must not only teach to assimilate the social conventions, but also to resist those that go to the detriment of the dignity of the subject.

When the work is assigned a determining role in the configuration of personal fulfillment, the body is subjected to the rhythms of production and labor flexibility, leaving as a marginal issue rest and congratulatory practices. A body that is thought only for work is devalued, Sennett (2003) argues that the subject does not relate to the other from respect, because the ways of seeing and treating the other are from inequality, because the Talents, social position, as well as an impersonal bureaucratic system. The wave of reforms brought about by the demand for teacher professionalization precarizes working conditions and leads to the devaluation of one's own and others.

The alienation due to excessive workload, mentioned by Marx (2001) causes a feeling of emptiness, the sense of existence loses direction. In the case of the loss of respect mentioned by Sennett (2003) is the failure of recognition of personal dignity and interest in others, character is weakened and good mood is absent, undermining the possibility of caring for oneself. Self-care implies maintaining a balance between rest and work, material well-being but also psychological, affective, intellectual and spiritual.

The relationship between body, work and leisure should be dignified and associated with caring for oneself, that is, the search for full development in the affective, family, personal, intellectual, labor, cultural and spiritual for the achievement of personal sustainability (Vázquez, Escámez y García, 2012), which is the search for psychic and physical balance, as well as optimum conditions for the reproduction and production of the person and the social, more humanized conditions of life.

Be responsible for conquering the concerns and having skills, both personal and social, to manage in the world. It is necessary to raise awareness in the relationship with oneself and with the world so that the body is not an object subject to the ethics of the market and for the purposes of productivity, marking of time dominates the body and creativity, the market invites consumption and Compensate for dissatisfaction with the goods.

Awareness is a first step to regain dignity and physical and psychic balance, the second is to look at yourself and the other with tenderness. To live in love requires an external harmony, that is, to have a good spirit and humor in everything that is undertaken, as well as to have an internal disposition, a strong character that sustains, in order to discover the value of life, to accept the Others.

To be delicate in dealing with others, to create bonds of respect and coexistence, to foster dialogue (Maya, 2003). For Freire (2004) is the vocation to be more, with respect for others and the search for a democratic society that favors the harmonious development of each one of its members.

Thinking about a lifelong education should favor processes that strengthen commitment to oneself and the social, identify dreams, concerns, weaknesses, strengths, tastes, fears, hopes to be loyal to self-construction, from Responsibility and freedom. Sennett (2003) will call it shaping a secure character, a self-assured subject who is capable of building his own history and social history. Hence teacher training needs to be guiding in the search for self, to claim the appropriation of the body before submitting it to the homogenization of knowledge and practices, which leads to thinking as a work machine.

The vindication of the body forces us to stop thinking of the teacher as a worker who should be professionalized, but as a person who must live up to human dignity and, therefore, teacher training, both in undergraduate courses and throughout Life, must enable in the care of self and personal projects, educate for introspection and to value leisure as a space of formation, rest and enjoyment both psychological and physical; That awaken a free love to life.

Educate in the interior to be more

The ways of using the body in the various practices of leisure are the objectification of what is lived in the interior. The interiority of every person, corresponds to the psychic, cognitive, consciousness and transcendent (Aguilar and Bize, 2011), corresponds to the capacity to act, to leave free the curiosity, the transforming force and wanting to be more.

Is the constant search of self for a sense of incompleteness. To educate for interiority is to go beyond accommodation in the world or a simple resistance, is to enhance the imagination for personal transformation thanks to social involvement, through active participation in teaching and leisure practices.

Desires for transformation by themselves are naive, hence they must be germinated and accompanied by processes that awaken and activate awareness, curiosity, the taste for knowing, investigating, reflecting and helping the subject to become aware of himself (Freire, 2013, Aguilar and Bize, 2011; 123). Attending to what they live in the interior (feelings, dreams, worries, happiness) and contextualized in a concrete historical-material environment, can be the possibility of owning itself, when attending the consequences of the actions.

As well as creatively projecting that desired future and taking coherent actions according to dreams and context in a dynamic of being more; this is an inner journey that is not projected into naivety

The claim of the body involves savoring life itself and for this it is necessary to be aware of what the body registers in terms of feelings and feelings that awakens the process of self-building of the person. Both the intellectual task and the congratulatory practices imply a bodily disposition and an experience of sensations. A pedagogy of interiority must bring to consciousness not only the abstract of ideas and feelings, but must lead to contact with the sensations of the body, because to live is more than to exist, it is an expression of the corporeity that emanates from the interior as Enjoy, be happy, suffer, liberate, hence the importance of being aware of oneself, to maintain balance, well-being, happiness and constant growth.

In a pedagogy that takes care of the interior, it is recognized that the person has a central importance and concern, but in his constant relationship with the world and in the one must give a connection between the ideas, feelings and knowledge that are kept inside with actions that Transform reality to humanize and humanize their world. It is necessary to gather what has been fragmented: reason, subjectivity and action. It is to recognize a subject who thinks, but who also wishes and, out of a curiosity and a taste for knowing, can transform and transform the world through congratulatory practices, as a path of self-seeking, that strengthens the intellectual task And educational practice.

To reclaim the subject in its historicity implies that it recovers its historical memory, that acts in the present and that sees the future as a horizon of possibilities, but from the inner world and from tangible practices. Leisure practices, as an expression of a part of the inner world, endow existence with meaning, being hoped for and desired lead to a hopeful movement, so it is a beloved, fun and challenging learning that opens a range of possibilities for The transforming action, deploying creativity to be in the world.

The capacity for transforming action must be cultivated and encouraged from good humor, generalized feelings of love and affective environments. Having a good mood contributes to face life better, in coexistence, with physical and psychic balance and creativity to look and act. Leisure is a source of good humor, because you exercise to have the disposition to do things, that is to say, when you want to do something, you transcend the reluctance, fatigue, anger, despair, to have fun, laugh, feel the presence of the other, being an experience Of intellectual and internal growth, because one can understand reality and strengthen internal strengths such as self-esteem, creative thinking, or hope (Aguilar and Bize, 2011).

This internal strengthening would be the formation of the character of Sennett (2000), when he mentions that it is the strength to conserve the ideals and to commit itself. Leisure is a way to strengthen good humor and character, necessary for self-construction.

Encouraging a good mood also contributes to having adequate emotional atmospheres and a positive emotionality in social relationships, because when we are happy what is learned or known will have utility and transcendence (Aguilar and Bize, 2011).

Leisure has a cycle that reinforces good humor and emotionality, because having pleasant experiences are remembered with the same intensity and with the desire to revive them, this allows to reinforce and dominate emotions and situations of self-construction. Congratulations practices provide learning from an emotional experience, but also intellectual, uniting feelings and reason, for a good psychic and physical balance.

The ideal of savoring life must be with the body and mind, what we feel inside can be objectified in concrete actions. To taste life must be from pleasure and tenderness as a bodily experience and from the interior that make our stay in the world an experience of full consciousness. It is necessary that the body posture, the thought and the action reflect a good state of mind because this would indicate that one is being more and better person, as well as happy in the trip of the life; And both rest, fun and work are done in a warm, loving, hopeful atmosphere that humanizes the whole life. Leisure practices play a central role in this process of savoring life, because it makes conscious of the body, the mind and the world, reason and the subjective, to recompose the fragmented and give happiness to the torn by modernity.

Final considerations

There are three important findings: 1) work is what gives meaning to existence, personal life project is contingent on success or not in working life. 2) Leisure goes beyond a catalog of practices, but implies a sense of existence and a possibility of construction of the sujeto. 3)

When relationships are mediated by love networks life is more meaningful, it encourages more and allows a leisure that is lived in the joy and self-giving, in short humanizes the subject, because they experience a happy life.

Work, that is, the way of thinking about how to achieve self-preservation, shapes the social subject. The danger of placing work as a way of life, blurs and reifies the person. Those dreams that live in the interior are extinguished when the work life is overvalued and when leisure is only to rest and continue in the realm of productivity.

Leisure practices are characterized by being kaleidoscopic. Being an action selected in freedom, by internal desire or bodily need, according to gender, social position, status of life, in addition to the series of socializations in which the subject is involved, the tastes are configured. The ways of rest and fun are diverse. Likewise the ways to achieve happiness are different according to personal resources and how it is put into play.

The forms of deployment, sense, temporality, space are different according to the interiority and creativity of the subject. It is important to recognize that leisure is not possible to experience, if you do not have enough free time to perform activities, is not only a matter of want, but objective conditions of time.

In both leisure and work there is an importance of knitting affective networks, of support. Simply the loving encounter with oneself and with the other is what helps to maintain harmony and sustain day by day the unfolding of daily activities.

Love for oneself and for others is a bridge to gather, share, build, because it gives the courage to face creative acts (Freire, 2009). Relationships that are founded on love, awaken sensibility, beauty and goodness in dealing with oneself and with the world, love transforms life. The teaching work done under a loving environment, is educated loving and learned by being loved.

The generic sentiment of love is not only guiding, it also drives and sustains the capacity to transcend everyday adversities. Leisure is a mirror of self-love that unfolds in the other. When life is perceived and valued from a generic feeling, opportunities open to recognize the integral dignity of the person, that is, one has the right to good working conditions, because the body, as a container of the objective and subjective of the person, is Deserving of tenderness, joy, good treatment and rest.

Emancipation should not only remain in the sphere of the externality of the subject, as political, social, economic, cultural, but must also include emotional and spiritual illiteracy. Congratulations are a way of honoring life, because the body is the objectification of existence, of the person himself, he suffers, enjoys, feels, believes, perceives, responds, matures and deteriorates, hence the importance of revaluing Leisure from the corporeity.

Leisure can be presented as socially accepted, with favorable effects such as laughing at a meeting of friends, watching a movie with the family, reading a book; these acts do not necessarily lead to processes of humanization.

The enjoyment of joy, can only remain in that moment, does not transcend in time or transposed into existence itself to feel happiness or satisfaction.

Leisure activities can come from an inner desire, but deprived of processes of awareness that lead to a free love to a free life. This occurs when there is no awareness of the archeology of pain (Freire, 2009), that is, we have no idea of the structure of relationships that have structured personal and social life. Generic feelings, as oriented, can only lead to being more when they are born of the conscience and what is done is to transform life from the inside that will be objectified in the social.

It is possible to do an archeology of pain, but this action does not give way to transformation by itself, but needs a creative and creative movement. The processes of alienation are undermining the inner life. The deterioration of external conditions may be the mirror of internal detriment; this reality leads to displeasure with reality, only with no force needed to change it. A device that can activate the search for something more is leisure. Educating for leisure must be accompanied by an interdisciplinary work, because it needs to attend to the physical and mental health of the person, it forces to put in motion everything that one has and is. A sad, tired or sick person needs an accompaniment that will lead her to find herself and the world again to enjoy her existence.

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Technological model for teaching native language (Tének)

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Abstract

The native languages are transmitted from generation to generation by orality, with ignorance of the grammar, or linguistic rules that give a language education order. As a consequence of this, the language is deformed by idioms used by groups of speakers from different communities; the Tének language at the Huasteca Potosina, Mexico is a case of this effect. The investigation object regarding this study is the Informatic and its use as a driving factor in the spread, education and conservation of the Tének language. In this regard, the present project proposes a technological model for the development of a web platform capable of providing a virtual learning environment, with pedagogical conditions that facilitate the teaching of this language. The design of the project is a fusion of the pedagogical online teaching model (social constructivism), the model LCMS (Learning Content Management Systems) for creation and management content in a dynamic way and the system for teaching Tének language, derived from study of linguists at the Huasteca Potosina.

E-learning, LCMS, Tének, Native Language

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Introduction

The Tének or Huasteco is a language of protomayas roots with a substantial number of speakers in the Huasteca region in the state of San Luis Potosí. According to INEGI, there are a population of 95, 568 Tének (INEGI, C.D. P., 2011) located in different municipalities, among which we can mention Aquismón, Tanlajás, Tampacán, Ciudad Valles, Huehuetlán, San Antonio and Tancanhuitz. In each community there are variants of Tének, since oral expression, writing and reading; in many cases, the last two forms of communication are unknown. The original languages are transmitted from generation to generation by orality, with ignorance of grammar, or linguistic norms that give order to their teaching, as a consequence of this, the language is deformed with idioms by the groups of speakers in the different communities.

Even when they exist works of Tének reserchers who focus their efforts on the normalization of the language use, the product of their work - which are generally editorial papers such as books, articles, dictionaries, etc. - has reached a small number of speakers. It is necessary, then, to generate strategies of greater impact in the conservation of the language; goal of projects and campaigns that have been carried out in the country by public and private organizations, as well as transnational interest, in order to avoid its extinction.

It is not news that Information and Communication Technologies (ICTs) have been introduced to almost any productive, social and cultural sector, its advantages are easily notice given the global communication power that characterizes them, among other capabilities that have astonished their Users. The learning of mathematics, the natural sciences, or a language, are no exception to the reach of the benefices of technology.

Due to the above, the research object of this study is computer science and its use as a driving force in the propagation, teaching and conservation of the Tének language. In this sense, the present project proposes a technological model for the development of a web platform capable of providing a virtual learning environment with the pedagogical conditions that allow teaching how to read and write Tének. The virtual environments of teaching as educational technology, offer didactic tasks and integrated communication between the actors of the process, with the advantage of dispensing physical space (UNESCO, 1998). A few questions have to be answered for this proposal, they would be:

- What is the pedagogical model to follow, for teaching the Tenek language?
- Which technological architecture fits the teaching model more easily?

In order to answer these two questions, it is necessary to refer to previous works that have been carried out between the Instituto Tecnológico de Ciudad Valles and the association Dhuchum Tsalap Ti Tének, A.C. The linguists who form this association and study Tenek uses, propose a method for their teaching based on the ADDIE model.

The technological model corresponds to an LMS (Learning Management System) learning platform, since they become a repository of contents, instructions, diverse materials and products, as well as interactions between educational actors. Among its many advantages we would highlight the following:

- Accessible at any time and place
- Maximum flexibility and reduced costs.

- They do not need specialized knowledge (basic level of Internet operation and computer tools).
- It allows a constant and updated learning through the interaction between tutors and students. (Rodríguez, 2016)

The following sections present the theoretical basis of the pedagogical paradigm, as well as the technological model to be developed. Also, the development methodology is shown in which the pedagogical and technological models converge into an implementation to construct the platform. Subsequently, the results of each phase of the development method are shown to finally conclude with the case analysis and the prospective of the work.

Conceptual framework

Educational Paradigm

E-learning. The learning process through e-learning is one of the models of distance education which provides the opportunity to create student-centered learning environments, which are characterized by being interactive, efficient, easily accessible and distributed. An e-learning scenario must consider eight strategic axes: institutional, pedagogical, technological, interface design, evaluation, management, support, and ethics of use. E-learning is not only about making a course and placing it on a computer with internet access, it is about a combination of resources, interactivity, support and structured learning activities (Boneu, 2007).

Social Constructivism. Although the advantages of online learning are explicit, the success of a teaching system must consider didactic aspects that give coherence to the structure of the course.

Social constructivism is a paradigm that match the online learning context, since it is based on cooperative learning and one of its characteristics is the work in small groups, which favors students do not feel alone. The goal of social constructivism is to build knowledge among the participants in the academic task. To better understand this concept, we must see collaborative learning as a process to learn in group through sharing information, in an cooperation environment, thus developing autonomy and self-regulation.

The application of social constructivism in online environments proposes that the counselor offer strategic aids in the first steps of virtual learning and diminishing their intervention as students become autonomous. Also, the information contained in the materials should be the amount that the student can retain and signify. As for the learning objects with which the student interacts, they must be designed with meaningful activities to fulfill the objective (Gallardo, S. C. H., 2007).

Technology Paradigm

The technological architecture should be adapted to the pedagogical model in order to construct learning scenarios with intuitive interfaces, data structures that support development, communication between teacher and student, considering three fundamental elements of a collaborative learning component: 1) Content. It is the particular information of a domain of knowledge, 2) Users. They are those who perform the activities of access and exploitation of resources within a collaborative learning environment. A user can perform different typical roles such as apprentice, author, facilitator, system administrator, etc. in addition to access services offered by each role that is playing. 3) Spaces of collaboration. Represented by collaborative tools that allow the interaction of two or more users regardless of the role they play.

Web development offers several methods for creating applications, one of the most popular due its effectiveness and easy implementation, is the Engineering Iweb, which consists of the following activities:

- Formulation of the project (identification of the goals and objectives of the web application, justification of the application, and users. The total cost of the project is estimated, the risks associated with the development effort are evaluated, and a work plan is defined)
- Analysis (establishing technical requirements and graphic design requirements, performing content analysis, interaction, functional analysis, and configuration analysis)
- Engineering (content is designed, and production is done. Architecture, navigation and interface are designed)
- Generation of pages and tests (navigation is reviewed, applets and other scripts are cleaned, and the application is tested in several browsers)
- Evaluation (the client requests changes, integrates incrementally, and is validated)

This methodology is flexible to adapt to modular developments, so it can iterate its phases by each part of the application (Aular, Y., J., & Pereira, R. T., 2007).

Teaching Model for Tének Language

The ADDIE methodology (Analysis, Design, Development, Implementation and Evaluation) is a model commonly used in the design of traditional instruction, adaptable to electronic media such as the Internet. It consists of the following phases:

- Analysis. What the audience needs to learn
- Design. Sketch units, lessons and modules.
- Development. Planning activities that allow students to build a supportive social environment.
- Implementation. Implements and implements the course.
- Evaluation. Development of tests to measure instructional standards. (Yukavetsky, 2003)

The teaching system resulting from the application of this model, consists of five modules:

- Ka exla' Nik'adh duche'. Abecedario: Module focused on the teaching of the alphabet of the Tének language.
- Ka exla 'GA. Glottal and Accents: Know the phonetics of the glottal and accents.
- Ka exla 'Tajadhtalab k'ij. Conjugation of verbs: Learn how the conjugation of verbs in Tének
- Ka exla 'Tsakam dhuchláb'. Short texts: Module dedicated to teach the writing of short texts, like phrases and sentences in the language Tének
- Ka exla 'Pulik Dhuchlab'. Long Texts: Module focused on the generation of long texts for example: stories, biographies, etc.

Methodology

Formulation of the project

The objective of this web platform is to create a virtual learning space for Tének speakers, with the help of learning objects designed under a pedagogical model and implemented through technological tools that facilitate their operation. It should be mentioned that this work is part of the program of activities of the Ka exla framework project 'Study, teaching and analysis of the writing and reading of the Tének language through a monolingual educational platform on the Internet', which is financed by the Program of Equidad e Inclusion belong to the Dirección de Superación Académica; its culmination is planned for December 2016.

The design of the project is a fusion of the pedagogical model for online teaching (social constructivism), the LCMS (Learning Content Management Systems) model for the creation and management of content in a dynamic way and the system for the Teaching of the Tének language, derived from the study of linguists from the Huasteca Potosina.

Analysis

The technical requirements are associated to the web technology used, which consists of the use of frameworks for graphical interfaces, and the implementation of the MVC (model-view-controller) model, the integrated development environment (IDE), programming languages, Web servers, database managers. The content is structured in a modular way, identifying the types of users involved in the process, as well as the relationship between them based on the operations they perform.

Engineering

Technological literacy is an element considered in the development of the project, so that users do not require specialized skills in the use of applications on the Internet, this means, they empathize with the platform so that the cognitive process focuses on content not in Its operation.

The production of the elements that integrate the platform are manufactured in a modular way, among which the main interface that hosts the operation menus of each type of user, the structure of the course with the elements that integrate it (themes and activities)

Page Generation and Testing

The construction of pages is done following the coding pattern of the Model-View-Controller methodology. The classes and drivers that define this method are created using PHP technology, while views with HTML, CSS, JavaScript technology. Two frameworks are used for rapid development: Slim 2.6.1, to build the MVC model, and GUI (graphic user interface), Bootstrap v3.1.1.

One of the advantages of using these frameworks is their responsive feature, in other words, the programmer does not have to worry about adding code so that the application adapts to other devices or browsers such as cell phones, tablets or Lap-Tops.

Evaluation

The development of the application was made incrementally, hence its modular structure that allows the construction of piece by piece to complete the platform. Each module has been validated with respect to input requirements to identify scripting errors or malfunction by design. (Rogers, 2005).

Results

The result of this project is a Content Management System for teaching the Tének language, being a web platform is accessible from any point with connection to the network and easily adaptable to any operating system. It is a responsive application, so it can be viewed on a wide variety of devices, such as cell phones, tablets and laptops.

The implementation of the teaching model is observed in the hierarchical structure and the interrelation of each of the user types that operate this system (figure 1), five are identified:

- Administrator, responsible for activating institutions, integrating new learning objects to the platform and configuring teaching modules.
- Institutions, their main function is to manage teachers and working groups.
- Teachers, who configure courses and enroll students
- Students, the main player in the teaching process of the Tének language, travels through the courses designed, conducting activities, evaluating the acquired competence.

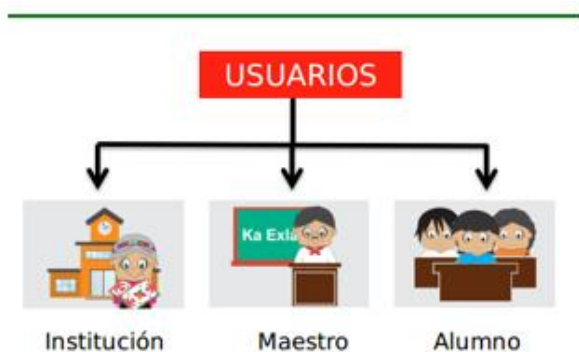


Figure 1 User types, original source

The proposed method for the teaching of the Tének language suggests attention in key learning elements, called "Learning Modules" within Kaexla. This didactic element is the basis for the construction of knowledge and four are defined for the learning process. Training administered by the platform, as can be seen in figure 2.



Figure 2 Learning modules, original source

Each teaching module defines a phase of learning by levels of domain, that is, as each module is studied, greater competences are acquired in the use of Tének. They are accompanied by learning objects designed in a playful way to interact with the user, configurable from the administrator section (figure 3).



Figure 3 Learning objects, original source

The above elements are housed in a structure that gives order to the teaching process, "the course". This structure manages modules, units for their development and resources such as topics, which are associated with documents, as shown in figure 4 and 5.



Figure 4 Main page of the course, original source



Figure 5 Structure of the course, original source

Conclusions

The platform for the teaching of the Tének language, is called "Kaexla", a word that means to know. Its database consists of a large vocabulary of words in Tének, it has 30 activities or tasks scheduled. Functionally meets the established requirements, will be online through the address www.kaexla.com, and can be identified with the main page shown in figure 6.



Figure 6 Main page, Kaexla platform, original source

Relationships are an important part of bringing the benefits of Kaexla to the Tének speaking community, the institutions which this project has have collaboration agreements are Dhuchum Tsalap Ti Tének, A.C, National Pedagogical University (UPN), Universidad Intercultural Matlapa, S.L.P.

The future work of Kaexla, is precisely to make it available to institutions for its exploitation in a way that identifies improvements and of course helps its main objective: teaching the Tének language.

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Design of a graphic interface based on cultural aspects of the Tének language for the monolingual learning platform Ka Exla'

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Abstract

Today the company employs the use of technological resources for the benefit of the education system, helping virtual education with the use of computer innovations. Striking and creative interfaces, learning models based on inference and modeling architectures learning users interested in a new language or language use. There is a Mayan family language in the region known as Huasteca located in the Gulf of Mexico, called Tének. It is spoken by at least 174,000 people, and it is very common that being a language of oral tradition the vast majority of its speakers are unaware of formal writing. Considering the previous, Ka Exla' an educational platform on Tének language was built. The objective of this platform is to provide a learning tool for speakers of the language to formalize Tének writing in their tongue. A graphical interface based on the cultural aspects of the language was designed, allowing a docile navigability and uniformity on every page, in order to consider the traditions and customs of the Huasteca culture for better acceptance among the community.

Graphic interface, Educational platforms, languages Originatin

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Introduction

The graphical interface or user interface refers to the graphical elements that allow the interaction of systems, allowing to improve the usability of the same.

Nowadays Web-based systems are very popular computer resources and having a good graphic design allows the user to feel comfortable during their interaction.

Web design should take into account aspects such as: the delimitation of the theme, collection of information, aggregation, content structure, creation of navigation systems and search, design and style of graphics and final assembly.

Ka exla' Is a project that aims to offer teaching modules for the writing of the Tének language to speakers of the same through a monolingual platform in Internet, to achieve this goal, we plan to design a web system that visually appeals to interested users.

It is contemplated that the designs contain a high degree of aspects close to the Tének culture which allows users to feel related to the system and increase their interest in using and learning their content, differentiated from other teaching platforms whose design does not contemplate these aspects.

The article has the following sections, Tének Language Background, Teaching of native languages, Educational platforms, Graphic interface design for Ka exla', results and conclusions.

Tének Language Background

In Mexico there are 11 linguistic families scattered throughout the territory. Of these follow 68 languages and 364 dialects (INALI, 2008).

The Huasteco, which is also called Tének, is a language of the Mayan family spoken in the region known as the Huasteca (Veracruz y San Luis Potosí), In the Gulf of Mexico (Ochoa, 1883). According to INEGI data at present, there are at least 173,765 people who recognize that they are speakers of this language in the country. The Tének occupies the number twelve place among the most spoken languages of the country and the second most important for the state of San Luis Potosí, nevertheless the first one in importance for the Huasteca where it develops this project.

The territory occupied by the ancient Tének according to the historian Joaquin Meade, was much more extensive than the present one, occupying a large extent in the eastern coastal zone of the Mexican Republic, to the north from the Gulf of Mexico and the Sierra Madre Oriental to the river Cazonas, encompassing important portions of the present states of Tamaulipas, San Luis Potosí, Hidalgo, Veracruz, Puebla y Querétaro.

To the present day in the state of San Luis Potosí those who need are the municipalities of Aquismón, Tanlajás, Tampacán, Ciudad Valles, Huehuetlán, San Antonio y Tancanhuitz de Santos and in the states of Veracruz In congregations of Mata del Tigre y Xiloxuchil, in Tantoyuca, and in the municipalities of Chontla y Tancoco.

The Tének language has been preserved fundamentally through orality use also since the 1980s the federal government has implemented conservation and language revitalization policies.

But it is not until 2003 when the General Law of Linguistic Rights of Indigenous Peoples is enacted, where each indigenous Mexican language is recognized as an integral part of the national cultural and linguistic heritage.

Article 11 of such law states, The federal and federal educational authorities, ensure that the indigenous population has access to obligatory education, bilingual and intercultural, And take the necessary measures so that in the educational system respect for the dignity and identity of persons, as well as the practice and use of their indigenous language. Likewise, at the middle and higher levels, Interculturality, multilingualism and respect for diversity and linguistic rights will be promoted.

Teaching of Original Languages

A language is in danger when its speaker loses interest in communicating through it and stops transmitting it to the next generation.

The policies that until some years ago followed the educational system were to achieve the development of indigenous peoples through their assimilationism, perceiving these as obstacles to development, where the modern ideal was from rural to urban, from dialects to languages.

The intention was to use integration of the speakers in the development, out of marginalization and ideology and culture should be consistent with government policies, which caused the imposition of beliefs associated with values of modernity.

Indigenous education in Mexico dates from the conquest when Philip IV ordered the Castilianization of the Indians, however, it later allows the indoctrination of the Catholic faith in indigenous languages to better instruct in the faith, later Carlos III demands the teaching of Spanish. After the Revolution during the Porfiriato, It is intended to implement the program of National Integral Education, Applying the teaching of Spanish on the Indians to transform them into these national citizens.

In 1939 it was determined that bilingual education would be the educational model for indigenous populations “teaching in the mother tongue”, by teachers who speak the vernacular and imparts their elementary knowledge in the indigenous language to proceed later to the teaching of the national language (Aguirre 1992, 343) After several political ups and downs in 1978, The General Directorate of Indigenous Education is created by the Secretary of Public Education to develop educational plans and programs for indigenous children.

It is up to the Development Plan 2001-2006, which establishes Intercultural Bilingual Education and in 2003 the General Law on Linguistic Rights of Indigenous Peoples was published, where Article 11 indicates that indigenous people have the right to be educated in their own language throughout their basic education.

Educational Platforms

The Educational Platforms are systems that allow the management of educational resources stored in private databases or public policies that allow the monitoring of learning activities, the vast majority integrate multimedia resources in order to make the experience as meaningful as possible.

Teaching through educational platforms can be completely synchronous or asynchronous online, autonomous or guided, as well as a series of derived combinations. As support for face-to-face or semi-face courses.

Its function is to facilitate the creation, administration, management and distribution of courses through the Internet.

There are several types of educational platforms: Commercial Platforms: they are tools that have to pay a fee for installation and / or maintenance that usually varies according to the number of users and that must be renewed from time to time example Blackboard and WebCT. Free software platforms that allow to use the system for any type of purpose, freedom to adapt to the needs and distribute sample copies Moodle and Dokeos.

Own development platforms: those focused on promoting a specific purpose, although most are integrated into the free software, do not have much diffusion as they are integrated into a particular role.

Ka exla' PELT (Téneq educational platform)

PELT is a platform for its own development that aims to manage multimedia teaching resources, from the conception, planning, design, production, evaluation and operation of the material, the relationship with cultural, linguistic, pedagogical, semiotic and technical aspects. Have a functional and pragmatic perspective, with a constructivist approach, intercultural practice and interdisciplinary work, a study of the language developed by bilingual and entolinguistic teachers, where the appropriate variant for teaching is determined, methodology to be followed for teaching the same Reaches of the students.

It is important to mention that the platform will serve for the literacy of speakers of the language as a means of revitalizing the same, in addition to training in the use of technological tools for communication to the communities.

Diseño de la interfaz gráfica para Ka exla'

For the design of the Graphic Interface of Ka Exla', the following methodology was proposed which is.

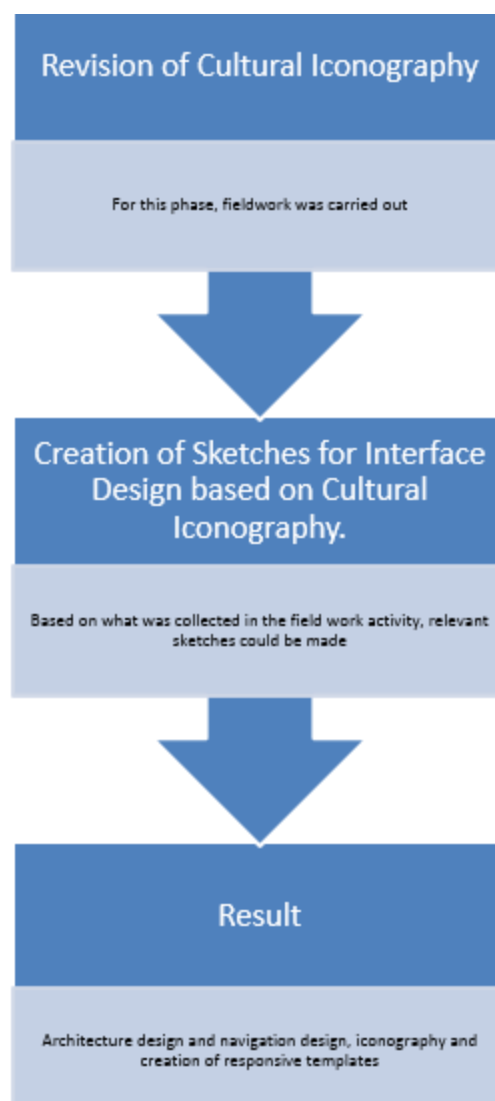


Figure 1 Methodological proposal for the design of graphic interface based on cultural aspects

Represented graphically in the Illustration 1, where as an initial phase an iconographic revision of the Téneq culture is carried out.

The color

The colors have an implicit symbolism within the Téneq:

- Green: symbolizes the color of the soul of life because the spirit is detached from the body, in the star tének is painted green the color of the west. In remote times when the woman was widowed, she used the green petob.
- Red: the eternal shirt of the great father authority who cares for the north is red, that is why, in embroidery, the star tének is red border the north direction, this natural color is in the corn.
- Pink: it is the color of the south. Because it is the beautiful living color of mother earth below, love of the earth. The origin of the love, the taste, the generous spirit of tének and the affection between the woman and the man. The bright pink color is found in the flower of the mature pitaya. In embroidery on cross stitch on the star tének to the south direction pink thread is put pink.
- Orange: it is the color of the east, the light of the sun, in other words, orange is the blanket of the universe. (Santos Concepción, 2014)

The dressing



Figure 2 Quechquemilt y women's clothes

Las prendas de algodón reconocidas por sus bellos diseños y colores textiles, algunas mujeres Tének hasta el día de hoy suelen llevar sus atuendos bordados como el que se muestra en la Ilustración 2 con su tocado entre tejido con el cabello de estambre de colores rosa, anaranjado, verde, amarillo y rojo, visten falda negra o enredo con faja de tela, blusa de holanes en colores verdes y rosas mexicanos, con encajes en los puños.

The colors depend on the marital status of the person: if married, the red and orange stamens are added; If it is not, the petob will wear only the colors green and pink, and if it is widow can carry all the colors that want.

The tének dress in the man is no longer very common although it was said that it was conformed of blanket trousers, shirt, hat and huaraches. The men bring backpacks of zapupe, while the women use hand embroidered backpacks with animal and vegetable motifs of the place.

(Gallardo Arias, 2004)

Worldview

What has allowed a Tének worldview are the symbols, which were engraved on snail pectorals, the decoration of vessels and sculptures, also the oral tradition, news and religious ceremonies is an approach to the mysterious world, to this day the Tének especially The women continue to perpetuate their worldview through their embroidery and the men transmitting orally the stories and legends of their culture still alive.

The second phase of the methodology preceded the creation of sketches for the design of the graphic interface based on cultural aspects.

Organization of Information and Iconography

A clear and simple Organization of Information and Iconography was defined that does not allow saturation of the screen.

Design engineering

In order for the user to maintain interest in learning a new language, a structure was designed to facilitate the use of the learning platform, taking into account its navigability and cultural themes.

This structure consists of 9 screens: 4 for user access and the remaining others for output. (Illustration 3)

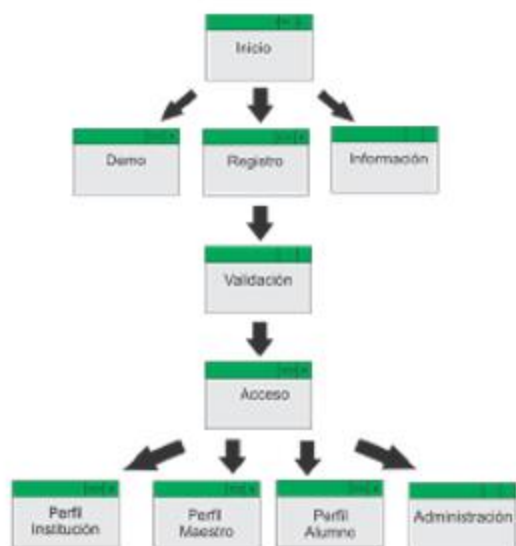


Figure 3 Block Diagram

The input screens are: the start (where the welcome and main menu is displayed) the registration (where the user will enter the data requested to make a successful registration), the access (will allow users to enter the system), The validation screen (is responsible for validating the authenticity of each user entering the system).

The output screens are: the information (here is the page information as the developers contact version), the demo (shows the user some of the learning activities it will contain), the area of institutions (where teachers and groups are registered), teachers area (in which students will be added to existing groups, as well as assigning learning activities), the area of students learning activities to be undertaken) and the administration area.

When planning the design of a web, it is necessary to study more aspects besides that the design is pleasant and attractive, and one of them is the eye movement that makes the visitor when it enters a web. Jacob Nielsen developed a study using the technique eyetracking (eye tracking), which shows the way people surf the internet.

The first thing is that people do not read, scan the content on the site and determine if it is relevant or not. The study shows an F-shaped pattern where the first thing that identifies the user is the upper left, then down. For this reason in the main page the logo was located in the upper left corner so that users can click on the page to return to the home page, in the upper right was located information about the page (the version, Developers, user manual). Illustration 4



Figure 4 Start

As for the design of the screen for user management, It was considered that to enter it was necessary that it was recorded, for which a form was designed in which the data must be entered according to the role that each user will play, as described in Illustration 5.

Figure 5 Registration

A screen was designed that re-directs (Illustration 5) the user where a message that the code is sent to the email provided and a text field was added to enter the validation code (Illustration 6). Subsequently re-directs to the home screen which gives the possibility of starting work session with the system. (Illustration 7).

Figure 6 Validation

Figure 7 Acces

Once entered into the system appears the work area according to the role that the user will develop. For this we designed 4 screens for different roles: Institution, teachers, students and administrator.

Figure 8 Institution area

Illustration 8 shows the work area of the institutions where teachers can be added, edit your profile, create workgroups and assign teachers to it, add students and a messaging section.

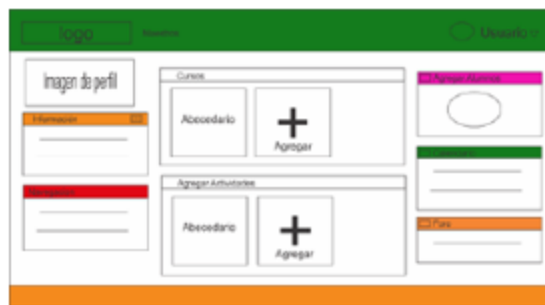


Figure 9 Teachers Area

Figure 9 shows the section where the teacher is going to carry out his activities, which are to create groups, generate registration key, edit profile, manage courses, add and edit activities, add students, forum and messaging.

Students can enroll in a group, edit his profile, To do learning activities, Also has a messaging section and a forum. (Illustration 10)



Figure 10 Student area

In the area of administrator was designed with the sections of configuration where the institutions will be activated, generate learning objects and generate module structure, Also contains a dictionary, repositories of texts and the messaging section. (Illustration 11)



Figure 11 Administrator

Architectural design

The architectural design is responsible for the study and structuring of information. It is in charge of the interaction design, navigation design usability among others.



Figure 12 Architectural design

Logo

The logo on a web page is of utmost importance as this is the first symbol or element, distinctive or emblem with which users can easily identify us.



Figure 13 Timeline logo Ka exla'

In Illustration 13 you can see how the logo design of the platform evolved, becoming friendlier with clear lines, to include cultural aspects such as colors and clothing in innovative designs and appropriate for an educational context.

Icons

Icons are small elements whose functionality is important since they help not only to grow the content and the design of the website, but also help facilitate the use of the website, making it more friendly, intuitive and easy to use for users who are browsing it.

Envelope to the above, they were designed and developed icons that help us identify each section that forms the interface, since it is a platform of teaching of language Tének these will help the user to remember and understand more easily.

About 15 icons were generated that intuitively indicate the function to be performed. Illustration 13 and Illustration 14.



Figure 13 Some Icons designed

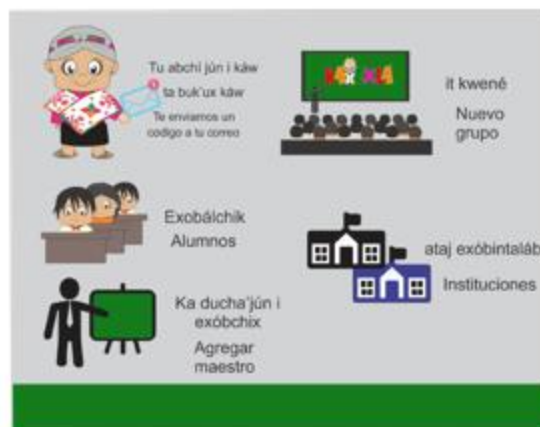


Figure 14 Some Icons designed

Characters

Based on the dress models And in order to design other iconographic aspects that served the platform as a means of continuous identification with the community, a series of characters alluding to the family was designed and as it is integrated as shown in Figure 15 which shows the male characters in their traditional dress.

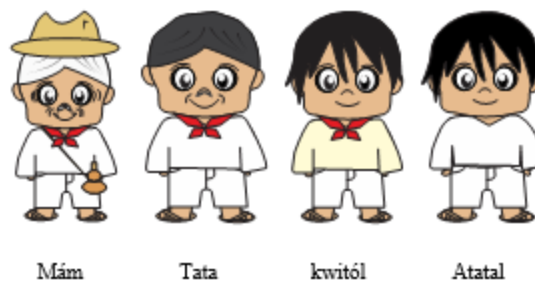


Figure 15 Male characters

In Illustration 16 the characters of the female sex are also shown with their traditional Tének dress which until today is still used.



Figure 16 Female characters

Other designs were made at the request of the developers of the teaching modules associated with the platform and these are the results. Illustration 17 and Illustration 18



Figure 17 Seasons of year

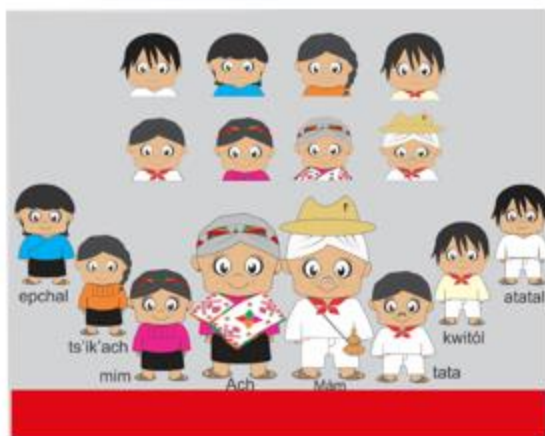


Figure 18 Reductions of characters to load user profiles

Results

It was possible to obtain a manual of graphic identity which allows to see the adaptations allowed to the designs, the colors allowed to be used on the platform, suggested typography as well as permissible sizes without distortion And loss of image quality Illustrations 19, 20, 21, 22 and 23.



Figure 19 Graphic Identity Manual



Figure 20 Allowed changes to the logo

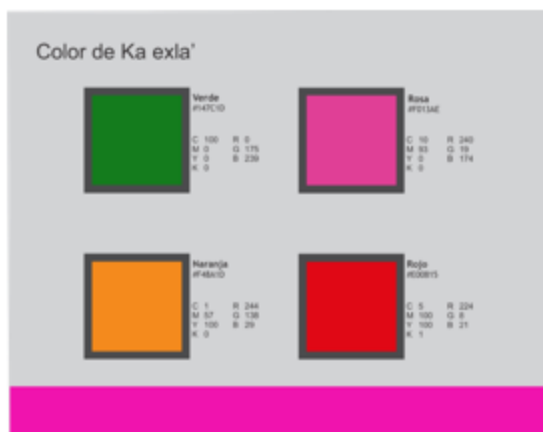


Figure 21 Accepted Colors

Finally, final screens of the interface designed for the Ka exla' platform are shown Illustrations 24, 25, 26, 27, 28 and 29.

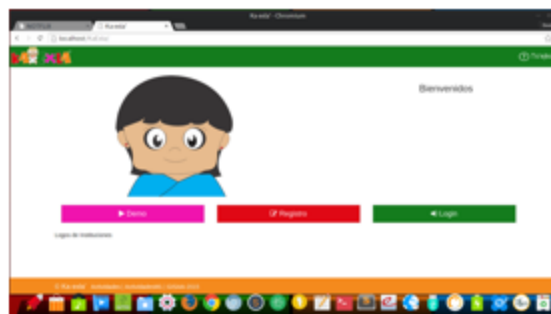


Figure 24 Starting screen



Figure 22 Proposed typography



Figure 25 Access to users



Figure 23 Icon size allowed

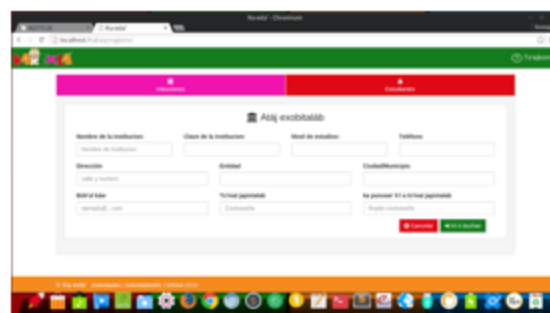


Figure 26 User Registration



Figure 27 We send you an email



Figure 28 Teacher Registration

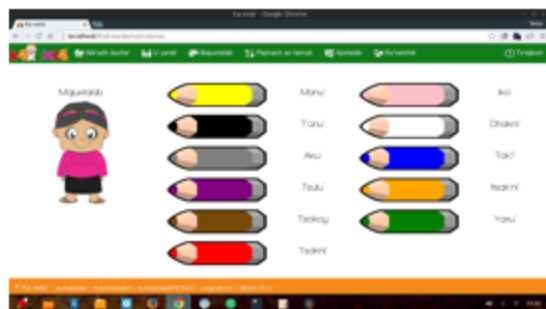


Figure 29 Example of design utility in learning activities of modules

Annexes

We thank the Program of Equity and Educational Inclusion Superior type 2015 for the financing for the development of this project, to the association Dhuchum Tsalap Ti Tének for the support and collaboration, GISAA example of inclusion and equity and the Technological Institute of Ciudad Valles.

Conclusions

A Graphical Interface was obtained whose design defines visual aspects of the Culture Tének, which can be visited by the community of speakers interested in learning the formal writing of the language or any interested in indigenous languages, it is intended to give continuity to the development of teaching modules with design patterns based on cultural contexts and that the platform can be a reference for the development of teaching modules for other national languages.

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Contribution

(150-200 words)

Keywords

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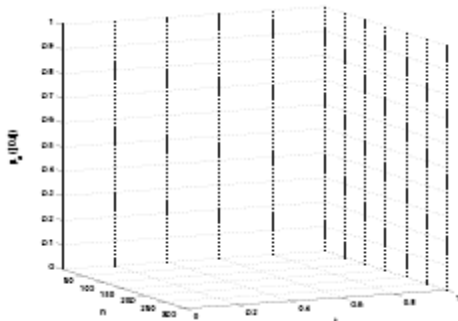
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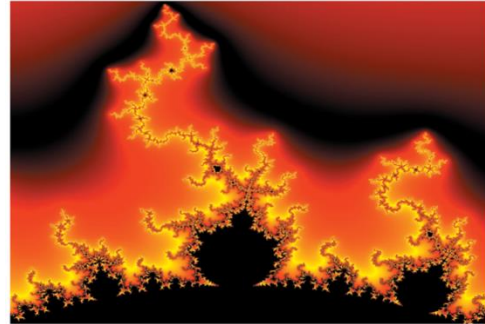


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Develop give the meaning of the variables in linear writing and important is the comparison of the used criteria.

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NIEVES-CHÁVEZ, Mayra

“Technological model for teaching native language (Tének)”

LÁRRAGA-ALTAMIRANO, Hugo René, JIMÉNEZ-MALDONADO, Rosa María, ZAPATA-GARAY, Nitgard, and BAUTISTA-ODILÓN, Héctor René

“Design of a graphic interface based on cultural aspects of the Tének language for the monolingual learning platform Ka Exla”

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