

THE SIGNIFICANCE OF ANDALUSIAN RURAL HOUSE AS DIDACTIC STRATEGY

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1. INTRODUCTION

The traditional Andalusian architecture, in spite of his recurrent presence in some of the most commonplace imagery of our region, keep on being a great stranger, even though in recent times we attended an Andalusian Administration important diffusion of the same for part.

We thought than the first diffusion of the knowledge of the rural traditional Andalusian architecture must begin at the school like transverse element, to I deliver it of the different educational stages, so that the student body discovers and enjoys the rural patrimony, while you wake up to the need of your conservation and enjoyment.

2. THE IMPORTANCE OF THE RURAL TRADITIONAL HOUSE

Before continuing defending a possible model of educational intervention in the sense right now exposed it would be convenient to appraise still plus the importance of the rural Andalusian habitat, so much from one point of scientific sight like didactic.

2.1. Scientific interest

From the point of view of the geographic science the traditional Andalusian house must be interpreted, first of all, like a testimony privileged that you talk to us about the riches and diversity of our culture in general and of the districts that fix her in particular. The dispersed houses that jut out for his volume or for his whiteness in the spaces of pasture, of olive grove or of still land form consubstantial part of the agrarian Andalusian landscapes so that their presence seems natural to us, as if they be a continuation of the cultivations of the trees of the relief, or. They stem from history, and of the physical and climatic characters of a territory that you have conditioned the ways of life of his inhabitants, drawing some agrarian anthological landscapes that

constitute, next to his habitat, a patrimonial legacy; Distinguishing marks of identity of Andalusia, the fact that they characterize of conclusive form the aforementioned community and the fact that they give eloquent testimony of his ways of life.

The rural house did not sole she is perfectly overlapping with the midway rather besides endow this with a unit and a particularity that does it noticeable. The uniformity in the constructive modes, the scarce variety of types, the duality of uses and of uses, agricultural and cattle, his contained dimensions and the omnipresent whitewashing of his walls indicate a geographic reality that is based on the common cultural wealth of the peasant to share and to exploit a fragile means, poor people in many instances and elk to us a hostile climate, the ones that you have the man than to establish an equilibrium with that you allow of sustainable form the necessary agricultural uses and cattle farmers for his sustenance.

But the rural house did not sole you have a geographic interest; it is a more ample depository of cultural and patrimonial contents. Like cultural component that the habitat is, constitutes a lively element and in permanent evolution and transformation, of the way than when his residents emigrated, or they went away to the city, they fell under many of these constructions. But you did not sole his walls and roofs disappeared, also the modes and social uses of the people that they were sheltering that made possible these forms of habitat, and the techniques came down.

2.2. Didactic interest

From one point of didactic sight, the study of the rural Andalusian house proves to be so significant like from the scientific or cultural point of view. That way, a relevant presence in the curriculum for the basic character and organizer of the contents can be justified; A moderate level of abstraction and complexity; And, to a certain point, for a relation with the own personal experience.

From the academic point of view, a relative consent in assuming that the elements of the agrarian space -the rural habitat between them- are particularly appropriate for teaching from there perhaps, between other reasons, because his basic contents understand, in dose variables, conceptual elements and methodologies, thematic information and an introduction to the theoretic own formulations of geography, like the notion of structures or agrarian landscapes seems to exist his important presence in the curricula of geography beyond reforms and circumstantial changes-.

Next to the academic justification, reasons based in the educational and social relevance of the agrarian themes exist. Really, good part of the Andalusia they depend on the agrarian activity, that allows provoking with certain facility the interest and sensibility of the pupils toward so themes directly related with its own lives. As of the present moment, and right now for some decades, we attended however a new impulse of the agrarian or rural geography, that you have to see with the appearing of new

focuses landscape painters, conservationists without a doubt and of environmental sustainability, that way I eat of the emphasis on the preservation of the cultural worldly rural diversity that humanist contributes the geography.

3. RURAL HOUSE AND CURRICULUM

Once the scientific interest of the themes related with the Andalusian rural habitat and once his possible didactic potential was seen was verified, it would be pertinent to ask us in what his contents in the prescriptive curriculums of Secondary Education and Pre-University Studies include a measure themselves -from the point of view of geography-.

Once the competitions on the subject of education were transferred, the present-day Andalusian educational system presents good opportunities for its inclusion in the curriculums of different matters within the area of Social Sciences, obeying the premises of the *significant learning* that expose the LOGSE or the related with the basic competitions that you propose the most recent test LEA.

Already in one-second level of concretion curricular we can tell apart components of the curriculum one insinuates in direct or indirectly to the rural traditional habitat well treat him of objectives, contents or criteria of evaluation -the one that the correspondent orders and decrees of the meeting of Andalusia contain-.

That way you develop a set of thematic nuclei for the matter of Social Sciences, Geography and History in the own teachings of the autonomous region of Andalusia for the Secondary Compulsory Education. We found a particular reference to the traditional architecture in the thematic nucleus in them, I number 2, relative to the cultural Andalusia patrimony, then of more concrete from you develop for the third course of her ESO at the block secondly (*Cost-reducing activity and geographic space*) Also at the block fourth (*Transformations and unbalance in the world present-day*) the conscience of the impact of the aforementioned activities stands out and you offer a frame for the conceptualization of the peculiarities of the same in the Spanish, European and worldwide space. I number 6 in the thematic nucleus (*Tradition and modernization in the Andalusian rural midway*) you refer to the survival of determined traditional aspects like the architectural that you live together in between loud changes traditional, owed to the modernization of agriculture and, in general, to the readjustment of the paper of the agrarian activity in the set of economy.

In Pre-University Studies, in Humanities's mode and Social Sciences, Geografía's matter of Spain includes also some plain references about the settlement and the rural traditional habitat. The thematic nucleus where they develop these contents is the number 4: *Territory and cost-reducing activities in Spain*. Like contents and it attempts relevant problems bringing closer the student body to singular problems in the relation between the territory and the cost-reducing activities. That way, taking into

account the relevance of the agricultural sector and cattle farmer in Andalusia, the study of his problems, attending to the differential features that can be appreciated in the several models of agrarian activity comes into question, that would keep of implicit form the differentiation of the several types of agricultural edifications in terms of the types of agrarian exploitations, introducing the differentiation between cattle country estate with houses, houses of work, haciendas of olive grove, etc.

The knowledge of the rural habitat, you include, therefore, a set of knowledge, procedures and attitudes that have necessary capacity in the different curriculum of the matters of Social Sciences, History to the sight of the premises exposed of the different educational laws and of preferring form in give them Geography, so much in the General, I eat in give it Spain and logically in the correspondents separated in the ones that you represent in good timing give it Andalusia. Besides, aside from the specific programs out of every subject of study, a chapter once the *Cultura Andaluza* was dedicated exists that it is necessary to treat transverse form in all of them, showing the cultural manifestations and the modes of life of the Andalusian town you be supposed to represent the patrimony lived and inhabited between.

4. METHODOLOGY

It would be convenient, before continuing examining possible initiatives that take effect with a didactic intention, establishing a series of guidelines that we considered essential to the diffusion of the rural traditional architecture and then good may have him in the account like general criteria for his treatment like learning situations. These criteria become established putting in relation the orientations of the psychological investigation, the educational general intentions and the especial characteristics of the geographic knowledge that his educational capability in an integrative and expeditious space concept basis. The aforementioned criteria are:

- Counting on the knowledge of the person that is going to learn. This opinion supposes the assessment of the personal knowledge of the pupil like a previous step to the attainment of a most rigorous knowledge.
- Taking into account the nature of the proposed tasks: It's evident that any task must come into question from the simplest at the most complex, departing from simple reports to attain conceptual abstractions more complicated.
- Communicating and understanding this patrimony implicates some purposes that can be educational, cultural or social that requires to be placed to several diagrams: The of the formal or ruled education, the of the informal education, or the one belonging to the civic consciousness-raising.
- A methodology centered in the activity and the student body's participation, that you favor the rational thought and critic, the student body's individual and cooperative work, as well as the different possibilities of expression in consonance

with the development of the competitions referred to the reading and written, and oral expression will be fomented.

- Neither we can lose sight of the consideration of attention to diversity. They must umpire methods that the student body's different learning rhythms take into account, that favor the capability to learn for themselves and promote the teamwork.

- The technologies of the information and of communication must be a part of the habitual use like facilitating instrument for the development of the knowledge of the rural traditional architecture.

5. ORGANIZATION AND SECUENCIACIÓN OF THE CONTENTS

We understand for secuenciation the distribution temporarily ordered of the contents to, I deliver it of the different educational stages, accomplished in terms of different criteria that they derive, and they get curriculares from the sources and beginnings in which the correspondent projects are based. The criteria for secuenciar the contentses depend narrowly on the epistemological bases of the disciplines that conform to the area of Social Sciences. From the perspective constructivist, learning you are based on concepts that we can name *structuring*, since they refer to the foundations and basic methods of disciplines, they make easy, and they enable the intelligibility of the facts and geographic processes. The criteria that come from this focus of gradual learning of structuring contentses are :

- The gradual understanding of the especial characteristics of geographic, knowledge especial attention to the paper of the sources (Polls, literary testimonies, oral sources).

- The processes of interaction between the society and the midway that they generate several geographic spaces (the agrarian landscapes, the human occupation to inhabit and to produce).

- The command of temporality and of the change in the concepts that they entail, you cut I eat: Order, duration, succession, simultaneity, rhythms and chronological measurement (transitions or changes of some societies to another one, of some modes of life to other ones).

- The use of explanatory factors in increasing progression as to quantity and complexity (I mediate physical, property, exploitation, systems of cultivation, social relations).

- The case study concrete, present-day and completely defined (regional models, typologies defined of rural habitat, crisis and disappearance of forms of rural habitat, protective models and setting in value).

The named OCDE's project *Definition and Competencies's Selección (DeSeCo)*, referent basic you define these as a combination of practical abilities, knowledge, motivation, ethical moral values, attitudes, emotions and other social and behavior components that are mobilized jointly to achieve an efficacious action of the comprehensive focus of the competitions; You receive treatment, for so much of a knowledge, knowledge doing and knowing how to be.

5.1. Proposal of concepts (knowing)

On the one hand, we must face the need to exceed the reduced contents on rural habitat that they represent in the textbooks to some much deeper contents and that they integrate into in the thematic relative nuclei the rural space perfectly.

In addition, the following it so happened that we must give to confer the bigger interest to the Andalusian rural habitat involves increasing the power of his educational value. First from the consideration of the thematic spaces that they look implicated in his regional study: The scenic, the patrimonial, the economic, the social, the ecological. Secondly, from the consideration of the great educational value that they shut in the contents of geographic nature, and particularly the related with the facts of the habitat: Factors, so much physiqués like humans that they concur in him; His principal components, with particular insistence in the scenic; The typologies of regional space in terms of the productive orientation of exploitations; And, finally, the correlated problems, the fact that you split of a diagnosis of pathologies attending to his causes and the fact that you come to an end with various orientations, catalogs and standards, so much I eat international of national space.

5.2. Proposal of procedures (knowing how to do)

Procedures, like set of orderly actions that they guide the attainment of a goal, they capacitate to accomplish tasks, and they are useful for acquiring or to make various capabilities perfect: I eat to synthesize an extensive information, placing the habitat in a map, locating a determined type of construction chronologically or argument on the need to preserve the technical models and edification of the past. Enter the most outstanding procedures the related with data processing, the multi-causal explanation can tell apart and finally the related with the fact-finding techniques and investigation.

Data processing. The pupils as from Second Ciclo of Secundaria right now is able to read different scales maps, to tell the symbols apart, to locate the habitat on the space coordinate and to determine his extension relating to the relief, the hydrography or the uses of the ground, making a comprehensive learning possible and the establishment of causal relations to interrelate various reports. The job of cartography enables, as a final resort, the generalization of the facts once the rural habitat like the determination of different typologies of habitat in terms of the productive orientation

of the Andalusian districts was related his position depending on the characteristics of the physical midway or the density of the same relating to the previous factors or in connivance with other ones, like the structure of the property or the divided into parcels.

The handling of sources. The didactic treatment of the rural habitat would not be possible without the inclusion of a plan of adequate reading that you gather the contributions of the more important treatises, that way I eat of the most recent and innovative works, so much from one point of scientific sight like literary.

The multi-causal explanation. As the procedure proves to be indispensable to capacitate the student body in the understanding of complex, and essential realities for the knowledge of the themes related with the rural habitat. It is necessary to design specific activities that the complex interrelations of the peasant with the Andalusian midway explain for the progressive development of multi-causality; That they relate facts and phenomena that they cause to different space scales and storms to lay eggs of the manifesto the interdependence and evolution told a part of the rural house; That they integrate appropriate reports of several sectors; And that they debate on some candescent point, like the need of his conservation, exposing divergent views.

Investigation. The documentary sources and statistics related with the rural habitat are varied, significant and, enough there, very reachable through the Net. We can find information disintegrated on the inhabitants that reside in the *Nomenclátor* and in *Population's Polls* in dispersed in the middle rural; The space location of all the rural edifications picks up andaluzas itself in the *Nomenclátor Geográfico of Andalusia* and in *Cortijos's, Haciendas's and Lagares's Inventory of Obras's Consejería Public and Transportes* a study detailed of the most unique. The consultation, the selective compilation of information, the organization and analysis of the data will allow to the sketch of a hypothesis without a doubt, and you conjecture for various space spaces and storms, as well as the elaboration of the opportune conclusions and posterior communication of the results.

5.3. Proposal of to attitudes (knowing how to be)

The commitment of the Geography with the society requires that a kind of learning increase the power of that I instruct responsible citizens, critics and sensitive in front of the problems and in front of the changing worldly present-day situations. We can accomplish the following enunciates in our case:

- Showing interest to know the agrarian Andalusian landscapes and the habitat to them associated.
- Developing a critical spirit in front of the contracts in the forms of habitat from the humblest edifications like the small huts, to the most elaborate like the big haciendas of olive grove,

- Sensitization in front of the scenic degradation and the banalization of the rural Andalusian spaces and of his most emblematic elements, particularly the habitat in them registered.
- Responsibility to the hour to verify and to manifest the continuous attempted murders that you suffer the traditional house, so much the one that locates itself at our towns like that one emergent scattered in the rural spaces.

6. THE WORK SCHEDULE OF THE PUPIL. A STRATEGY OF LEARNING

Until now, importance has looked scientific and didactic of the rural Andalusia habitat, his relation to the curriculum, the methodology and a proposal of contents has been sketched. It is still pending to concretize these considerations of the professor about the aforementioned object of study in a logical sequence of learning, directed toward a concrete student body and pertinence to an educational determined stage. The aforementioned sequence can come into question in the shape of integrated project, I work interdisciplinary, like didactic unit or like a simple plan of activities. We will focus on the model of a didactic unit, granted that you constitute the paradigm of sequence of more complete learning and that better is adapted to the curricula of Teaching Secondary and Pre-University Studies here.

As a concretion of this proposal, these are the learning situations that the different kinds of activities with his correspondent resources, his temporalization and phase integrate themselves evaluator in:

- Activities of initial motivation, presentation of the unit and explicitation of previous ideas and pre-concepts. Califiatoria develops at the beginning of the unit, with a kind of initial evaluation, involuntarily. We will use preferentially visual resources like graphics, imagery concepts will make reference to the significance of the rural habitat within the agrarian Andalusian landscapes, that way I eat the factors that they concur in the same. The procedures will relate with the multi-causal explanation and the attitudes with the creation of a climate in the fact that it be appraised and show up interest to know the agrarian Andalusian landscapes, and the habitat to them associated.
- Activities of data processing, contrast of sources and construction of concepts. Constitute the unit's central and more important nucleus, and a kind of orientated evaluation in the assessment of the process of learning. The treated concepts will understand so much of the components like the typologies of the rural Andalusian habitat right now expressed previously. The related procedures will be the data processing and the use of various sources.
- Activities of generalization, application of what learned to other situations and argumentation of conclusions. Occupy last sessions of the unit, and procuration systematizing and generalizing the learnings accomplished, in addition to put conclusions or final reports of the opinions into account determined and pre-

concepts expressed in the previous ideas. The evaluation will be summative fundamentally. The concepts will relate with the correlated problems the rural habitat, his pathologies and attempts of conservation or revitalization. The didactic included strategies insinuate so much to the multi-causal explanation like to the investigation and fact finding geographic. The ones that collect especial relevance are now attitudes: Sensitization in front of the scenic degradation that they show good architectonic practices, etc. and the banalization of the rural Andalusian spaces, assessment of cases.

- Activities related with the treatment of transverse perspectives. The frame transcends the student body's formation strictly disciplining, from there the need to envisage other activities based in contents guided to his formation like citizen. Enter these themes; they can include themselves like related with the rural traditional Andalusian house the perspective of a kind, the education for citizenship, the Andalusian culture, the environmental education or the education for cohabitation and peace.

- Activities of reinforcement and deepening. Considering that we found ourselves in a comprehensive stage, we can foresee one loudly grade of diversity in the student body, so much from the point of view of the cognitive differences, of the academic differences, seemingly as of motivation and interest for learning; The establishment makes what determined activities of reinforcement commendable out of or basic for the pupils that they rank below the half a level of the classroom, and another one of the certain grade of complexity for the student body of tall level. It would in this sense be convenient to include in the development of the unit reading of texts and imagery of bigger or minor expositive clarity; Or the realization of more or less complex tasks, that they would go from basic definition concepts to the realization of a reasoned report, etc.

7. CONCLUSIONS

In this work has exposed himself, a reflection and a didactic proposal of the possibilities that the Andalusian rural habitat for the teaching of Geography and of Social Sciences, as well as his faculties enclose stops to work procedures and skillful actions and motivating besides favorable attitudes toward his knowledge, assessment and conservation. Once the scientific interest of the themes related with the rural Andalusian habitat, and once his possible didactic potential was seen was verified, we asked ourselves in what they have included a measure in the prescriptive curriculums of secondary education and pre-university studies -from the point of view of geography-. Although the answer was nothing flattering, we defend that the introduction of the rural habitat in the study programs is priority and still very clear the possible inclusion in teaching would back up and pre-university studies insofar as his study would contribute to the development of the significant learning of the basic competences.

The situation of ignorance we met in, the ignorance on his importance for a good part of the rural world, the invisibility of his contents in the ruled education, the frailty of these constructions that only keep on when they are in use, and the cost-reducing limitations so much I eat of the individuals of administration, they are circumstances that they do us to put down the feet and discarding a possible global recuperation of the rural Andalusian habitat. However, and we must not invalidate the efforts in spite of the difficulties than from the several spaces of administration and from knowledge's several fields, particularly from the geographic science, they are done in this address, without losing sight of the extraordinary legacy that we have received from our ancestors, and that we have the great responsibility to get over the coming generations to it.