

Editorial

próxima zona

One of the features of human society is to change, slowly or rapidly. New generations have achieved to manage technological advances in a most rapid way than previous ones. Modern education challenge is to teach and learn by doing. We cannot forget that teaching is a classroom action and demands dynamics related to the environment in which the school exists. Thus, teachers should know that context and take its positive characteristics to power the development of contents being attractive and inclusive, which may be the different element of the teaching design.

Students today, differently from our generation, develop their studies as members of a global community, in which there exist the multiple aspects of cultural diversity, including two or more languages, necessary to be included in the global village and be competitive.

Issue 25 of Zona Próxima offers nine research and reflection articles: Rivera, Bermúdez and Aristizábal deal with the topic learn to learn in their article "Learn to learn in a model of working competencies"; Suárez, Colón, Cohen and Colpas, manage the relationship between social networks and Socratic method in their paper "Appropriation of social networks for applying the Socratic method in critical thinking"; Aaron analyzes and evaluates the Computer System program of Universidad of La Guajira in her article "The context: an element of analysis for teaching";

Moreno, in her paper "The critical discourse analysis in the education scenario", exposes the importance of CDA in understanding discourses; Gonzalez Di Pierro, Flores and Focsan explore the relationship between the significant learning and the development of intercultural competence in their article "The development of the intercultural competence, through the perspective of the meaningful learning in foreign language teachers"; Arias and Tolmos share the results of a research on oral argumentation in children in "The metaverbal activity in teaching oral argumentation to third grade children"; Quintero, Gallego, Ramírez and Jaramillo contribute to this issue with the article "Comprehensive education of early childhood teachers: an urgent challenge"; López and Cortez, on their part, shows the results of their research about "The relationship between imagined communities and investment of multilingual students"; and finally, Cifuentes, Garzón and Rico share information on "Productive educational projects and entrepreneurship in rural youth".

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