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LSM IN THE 2022 UNDERGRADUATE PROGRAM IN ELEMENTARY EDUCATION

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Abstract: The alignment of teachers for primary instruction in the new Mexican school 2022, involves a series of skills, knowledge and attitudes that allow articulating knowledge, training principles and the community social through an approach focused on human rights. Under a largely inclusive, new training programs are being developed pedagogy teacher in the 2022 curriculum of Normal education, in which knowledge of Mexican Sign Language is now part of their professional profile. By means of a methodology centered on the hypothetical-deductive approach, an analysis of the study program is made, in which the results show, although there are deficiencies in the topics and time for study, also an opportunity, where a subject opens the door to radical changes in the children's school, in which a vision of bilingual and literacy the development of logical skills in the student body regular, is visualized as a long-term reality. We conclude with the reflection that educational transformation from the teachers' point of view is a meeting point education, which takes place among the diversity of models that lead to an inclusive schooling.

Keywords: basic training, teaching program, primary school teacher, social inclusion.

INTRODUCTION

The educational reform for basic education in 2011 by the Ministry of Public Education (SEP), raised a condition of broad interest regarding the participation of a school sector within regular education schools, which corresponds to vulnerable groups. With the so-called *pedagogical principles*, teaching efforts were directed from this moment on to "the implementation of the curriculum, the transformation of teaching practice, the achievement of learning and improvement of educational quality" (SEP, 2011, p. 26).

Based on the pedagogical principle number 1.8 to favor inclusion to attend diversity, a series of adjustments were made to the role of teachers, where it was established that "teachers must promote the recognition of diversity social and linguistic" (SEP, 2011, p. 35), so that the effort initial was to reduce inequalities in opportunities, and thus avoid segregation, discrimination and lack of school attention to those students who, due to any scenario, were in a disadvantaged situation.

For Escalante et al. (2022) "educational inclusion creates a relevant review for every individual to have access to education, allowing people with special abilities to access opportunities for instruction and inclusion, implementing the necessary reforms in curricular programs, providing adequate facilities, didactic teaching materials and *teacher training*" (p. 1).

In this aspect of training, one of the realities that were appreciated in the educational sector is that the schools opened their classrooms to diversity, in which both were enrolled students in a cultural, economic, disability, etc., situation, which placed them in a different that generated in them Barriers to Learning and Participation (BAP), but one of these conditions is that the original teachers, from their initial training environment lacked preparation for the opening to a new way of teaching

The undergraduate program in elementary education in 2012, had the first efforts to carry out the teaching preparation of teachers in education basic, with the incorporation of the subject "Attention to Diversity", whose objective during the seventh semester, was to respond to the educational needs of students in schools (SEP, 2012).

The updating of undergraduate programs in primary education, was carried during the periods 2012, 2014 and 2018, until with the 2022 Reform for basic education, the emphasis on inclusion in the so-called *New Mexican School*, an element of broad interest is recon-

sidered, which refers to: “establishing an integrating axis of training that comprises an inclusive education of decolonial character that suggests developing formative processes and pedagogical relationships that allow understanding, during basic education, the colonial logic that operates in our daily human experience” (SEP, 2022, p. 107).

Therefore, given the reality of the transformation of schools and the path of new forms of teaching relationships, the 2022 undergraduate program in elementary education now presents a new approach, which is: “in congruence with the study plans and from the pedagogy of differences, it assumes an approach centered on learning in interdependence with the community” (SEP, 2022, p. 2).

Therefore, within the domains of the forms of intercommunication and interrelation, the basic education professional is now assumed to be one who: “communicates orally and in writing in *national languages*, has a command of communication in a foreign language, and *makes use of other languages for inclusion*”. (Ibid., p. 9)

From this reorientation is that through a researchhypothetical-deductive, an analysis of the subject of Language is providedMexican (LSM) for the third semester of the degree in elementary education, in which the elements that compose it are described and a is Signfavorable result predicted with respect to the school inclusion of disadvantaged students in conditions of deafness that require a school service in the new schoolMexican.

The document concludes with the reflection that educational transformation from the teacher’s point of view favors a meeting point between the diversity of models that lead to inclusive schooling.

THEORETICAL REFERENCES

Mexican Sign Language declared in the Official Gazette of the Federation (DOF) in the General Law for Persons with Disabilities has been since 2005 as a sign language:(LGPD)

Language of a deaf community, consisting of a series of gestural signs articulated with the hands and accompanied by facial expressions, intentional gaze and body movement, endowed with linguistic function, it is part of the linguistic heritage of that community and is as rich and complex in grammar and vocabulary as any oral language.

Being a national language recognized within the same law (LGPD) in Art. 14, it is then considered as part of the linguistic and cultural heritage of the nation.

This speech has peculiarities, and one of them is that it focuses on the management of the use of vision, gestural and corporal expression, as well as the use of tools known as visual grammar and classifiers; which are those that will allow the user to have an increasingly clearer approach to what the information that moves in the world through oral languages and their written representation implies (SEP, 2012).

With respect to the evolutionary development of the deaf subject, one of the justified conditions for its incorporation to school training is that being part of a exercisecomplete, neurocerebral which allows the improvement of convolutions that favor attention, concentration and memory, since it is recognized that in people who are users of this language is that the development of verbal emotions and the brain unfolds so quickly that produces highly conscious human beings (Roselli, 2003).is acquired

It is present that in undergraduate for primary education teachers training programs prior to this 2022, the ignorance that sign language is a natural way of access and evolutionary development on par with any other oral speech, will be now a new way in which it will

acquire styles to participate and understand the reality of conscious character, in which it will have these new conceptions about understanding the world of students with and without disabilities in regular school.

METHODOLOGY

This research is based on an epistemological approach under a hypothetico-deductive model. This is defined for research purposes as that inquiry “that has the purpose of understanding phenomena and explaining the origin and causes that generate them” (Sánchez, 2019, p. 1), so being a new experience for the training of basic education teachers, it assumes and augurs a wide diversity of favorable results for student training both at the higher and regular level, since within the results of the study of the brain, it is recognized that the development of brain convolutions that are provided from the mobility of laterality and hemispheresencephalic, augurs a broad construction of axiological structures and therefore the processing of information (Guerri, 2023).

Therefore, the inquiry process is aimed at recognizing and analyzing the elements that make up the program and its expected goals.

RESULTS

MEXICAN SIGN LANGUAGE PROGRAM FOR THE THIRD SEMESTER OF THE BACHELOR'S DEGREE IN ELEMENTARY EDUCATION

From the beginning, the curricular approach presents a purpose, which is that, in general, the normalist teacher recognizes the right of deaf students to have an education in a language proper to this type of community. But also achieve an approach to LSM that allows them to develop basic tools and resources for communication with people with impairment hearing from an inclusive practice.

For Flores et al. “inclusive practices incorporate diversity as a resource that favors the teaching-learning processes in the classroom, although they focus on the most vulnerable people by offering a higher educational quality” (p. 1), so that from the beginning teaching activity a reality is appreciated, which is that the attention that at another time seemed to be exclusive to special education, now becomes relevant from the figure of the regular group. But a reality of broad interest also has to do with communication, since it is from it that the purpose of fulfilling the purposes of instruction and inculcation that the school has (Narváez, 2019).

Now, within the characteristics of this new program in teacher training for regular primary education, is that a is raisedfact of broad interest, which refers that this opening now to a professional training aimed at inclusion, refers from the year 2016, date on which the General Law of Education (LGE) in Article 4, in the Official Journal of the Federation (DOF), states that the “education and training of teachers will promote inclusive education and develop the necessary skills for proper care” (DOF, 2016 p. 54).

With this adjustment, it is now mandatory in the national territory that the subject of LSM is part of the curriculum of basic education teachers, which leads to.envision communication scenarios beyond oral languages, but also visual languages

This course *Mexican Sign Language (LSM)* is mandatory, belongs to the National Curriculum, providing 4 hours and 4.5 credits achievable in 18 weeks. It is located in the deepening phase and offers three learning units: Fundamentals of Hearing Impairment, Approach to LSM and culture of the deaf person, and Characterization and approach to the use of LSM. It is part of the formative path of *Languages, languages and digital technologies* (SEP. 2022, p.6).

The program is divided into three blocks that will be taken during one semester, without continuity. This is also a detail of interest since it limits the development of learning LSM as a second language, leaving the student in the gradual knowledge of it.

The pathway is composed of the following domains and performances of the graduate profile:

Although there are several of a general nature for primary education teachers, the ones that are directly related to this subject are the ones referred to:

It collectively builds a school culture centered on the recognition of cultural and linguistic diversity, equity, inclusion, interculturality and excellence (SEP, 2022, p. 8).

But a condition that is also of interest is that there is a lack of an approach to specific the management of LSM, clearly oriented to recognition and respect under a *humanistic approach*. Within the new curriculum 2022 of the new Mexican school, this is defined as:

Human dignity is the intrinsic value that every human being has, which is inalienable, non-exchangeable, irrevocable and inviolable and which, by, justifies the recognition and effective exercise of human rights and social justice (SEP, 2022, p. 12).

Therefore, in the approach it is of interest to recognize the other as part of the effective exercise of both the school's and the teacher's function. Although, from this beginning it is not possible to say that the teacher will be an effective user of SLM, it is possible to see that the doors are open to new opportunities about the development of the inclusive school for deaf students.

The course itself is organized into three blocks, which are discussed below:

UNIT I. FUNDAMENTALS OF HEARING IMPAIRMENT

Within this unit, one of the characteristics is the one that refers to teacher empathy, in which the teacher recognizes the various difficulties faced by the subject in a disadvantaged situation. So the approach is directed to a peculiarity, which is that:

(...) the students recognize the basics of hearing impairment and become aware of inclusive attitudes towards people with hearing loss or hearing impairment, from knowing some references of Mexican Sign Language as the official language of the Deaf (idem, p. 17).

To reach this goal, the following contents are integrated:

- What is hearing impairment and its characterization: congenital or acquired deafness.
- Hearing levels
- Awareness of the scope of educational development of the deaf person.
- Sign and body communication (facial and gestural expression)
- Government institutions that support people with disabilities (Ibid., p. 18).

Although there is an allusion to an element of SLM, which is communication, it is also important to recognize that the didactic proposal moves away from the practice as such, leaving only the awareness of deafness. And although the proposal in the same way is important, the initial practice of the language is of relevance because as mentioned by the British Council in Mexico (2020), "the learning of any language helps to shape the physical structure of the auditory system, allowing the understanding and reproduction of different sounds" (online). That in the case of sign language, is to begin to make knowledgeable of the executions that make up an eminently visual language and not at all verbal, which has forms of organization completely alien to both Spanish. oral and written

For new teachers, it is a good opportunity to start developing this language, so that in the future, the incorporation of this language in basic education will provide a glimpse of bilingual communication scenarios in the country from these first actions.

LEARNING UNIT II. APPROACH TO MEXICAN SIGN LANGUAGE AND THE CULTURE OF THE PERSON

This unit directs students to an understanding of the history of SLM, the way in which special instruction of deaf children has developed, and the cultural elements that make up this minority group as a vulnerable community.

The block poses a specific purpose, which refers to:

The purpose of this unit is for the student teacher to promote and regulate inclusive learning spaces for the basic education students served, by having knowledge of the history of LSM, as well as basic information about it, its culture, components and grammar to promote effective communication and thus promote coexistence, respect and inclusion in the future teacher, thus acting ethically in the diversity of situations that may arise in professional practice (SEP, 2022, p. 24).

The contents under review are those corresponding to:

- History of Mexican Sign Language.
- National and international legal framework of LSM
- Basic information about LSM
- Culture and identity of deaf people.
- LSM components
- Ways of learning and practicing LSM (Gamification) (idem, p. 25).

The distinctive feature of the block is that in addition to knowing some historical elements about the teaching of deaf people, it formally initiates the instruction of SLM in the student body.

But an element of interest is that there is a lack of a precise proposal about the learning model. With regard to *gamification*, García (2022) points out that this is “a technique that consists of using typical game elements, such as the score, competition with other users, among others, and applying it to other contexts to increase user participation and loyalty” (online). Therefore, the proposal didactics a procedural order about the study and formal learning of a second language, either from oral Spanish or another alternative such as situated learning, so that the training offer integrates the development and learning of the following group of signs: Alphabet, Personal Pronouns, Family, Moods, Colors, Numbers, Time, People and Questions.

Mexican sign language is made up of a diversity of elements that integrate, such as configuration, orientation, articulation, etc. That is, as points out, Cruz (2008) it is composed of more than twelve elements that are worked on at the same time and also different from Spanish, due to its own structural grammar, so that the game as the only learning model, leaves aside the technical knowledge and linguistic that constitutes it but nevertheless opens its use. A condition that at no time prior to this program was present in formal teaching for regular education, so that even with deficiencies such as these, its is of great importance incorporation into the formal curriculum of normalist teachers.

LEARNING UNIT III. APPROACH TO THE USE OF LSM

This last block raises the importance of generating inclusive environments, so one of the ways to achieve this, in addition to sensitizing and recognizing the deaf subject as part of the educational system, is the reproduction of diversified teaching strategies aimed at reducing BAP, through LSM as a way to develop learning and generate educational opportunities for this type of population.

It is necessary to create environments to develop a favorable bilingualism, because LSM is their mother tongue and the second language for the hearing population, which is why it is so important to sensitize the educational community to respect the culture, language and identity of deaf people, it is required that the teaching staff that serves the group is trained on LSM, considering for all staff working in the institution and use visual materials with LSM that support the learning of deaf children (SEP, 2022, p. 31).

This block, unlike the previous ones, is the one that provides the greatest attention to LSM learning, since, as stated in its purpose:

The purpose of this learning unit is for students to learn about the structure of LSM, diversity of classifiers, basic content and the questions that can be asked in LSM, with the intention that the normalist student favors the development and autonomy of each one of the students, thus minimizing the Barriers to Learning and Participation that may arise and consequently critically assume the responsibilities established in the normative framework to guide their professional practice (Ibid., p. 31).

For the above, the curricular content covers the following topics:

- Structure of the LSM
- Uses of different types of classifiers vision vernacular and mimicry
- Ways to learn and practice LSM to present basic content.
- Use of different types of questions in LSM (idem, p. 31).

With the following lexical development of the language:

- vocabulary
- Greetings
- Presentation and other signs considered by the teacher (Ibid., p. 31).

Although, as in the previous block, it lacks a work strategy for the development of language learning, the program provides and gives the confidence to direct students to achieve

the purposes set out in each block through the use of any methodology active, such as:

- Learning based on teaching cases
- Problem-based learning (PBL)
- Service learning
- Detection and analysis of critical incidents (ie), and
- Collaborative learning

Although the proposal revolves around learning under a formative approach, it is present that it also implies the vision of a communicative, functional and technical approach, which augurs a bilingual teaching for instruction in basic education, in which the teaching route can take place in both languages, oral Spanish and functional LSM.

CONCLUSIONS

Inclusive education, as part of a national educational model, has evolved from a variety of efforts to provide school education with equity and quality. For years, legislative changes have led to the transformation of programs, plans and activities didactic, which lead and direct actions to favor all students in a disadvantaged situation.

At many times these tasks were aimed at consolidating policies that were presented as part of the school, all of them aimed at eliminating barriers to participation and communication. But task specific that had to do with exercises teacher training in a professional manner from their basic instruction lacked this.

It is until the program 2022 for elementary education that the efforts made for years are materialized degree by minority groups to be instructed in their language, such as the deaf community,. Those who state that Mexican Sign Language is the natural means of communication with which they learn.

More than being a teaching alternative for teachers to teach, it is also an opportunity for the students who have the ear to favor a bilingual, inclusive culture and the development of

favorable, since this language has proven to be a learningway to strengthen the learning processes in a potential way.

Being the first teaching program of this language in teacher training for regular education, it augurs future changes and improvements to the programLSM, but in the same way, it allows us to have a vision of a nation in which in the new Mexican school learning is developed by strengthening organic elements that impact on the logic of knowledge, such as the management of the brain, since, being voluntary movements, it creates convolutions that favor real learning.

Undoubtedly, this LSM program for the teaching of teacher educators opens the doors to new inclusive and favorable approaches in the Mexican education of tomorrow.

Throughout this research, through a hypothetical-deductive, it has been possible to inquirydevelop an analysis of the subject of Language Mexican describing the elements that compose it, interpreting a possible result with respect to the school inclusion of disadvantaged students who require a school service Signwith equity, Therefore, in the educational transformation that is approaching, it is present that from the teachers in training for the new Mexican school, there are now meeting points between the diversity of models that lead to an inclusive schooling, of which regular education was only enunciator, but lacked answers explicit about how to do it.

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