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Only in feminine: "a marked path"

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ABSTRACT
Theoretical discussion about the school speech: girls in the classroom need to speak only in feminine: the main objective deals with the reflection on the communicative interaction in the classroom. It a needs to identify the fact of this gender differentiation.
The discourse analysis requires making descriptive details only for girls. These considerations are only initial and it is necessary that it be only for girls.

Keywords: *Internalization/objectivation of the self, symbolic gestures, symbolic languages, apprehension, psychosocial process, messages, dialoque.*

INTRODUCTION

What is discussed below is related to significant assumptions that the social sciences accept: socialization is basic and necessary for the survival of the species, people are the only group that has generated institutionalized behavior. These are related to adaptation, insertion and coexistence with the others*. Therefore, the internalization/objectivation of the self and the other* are essential purposes [explicit and implicit] to characterize socially determined processes, from a psychosocial dimension, for example.

CONCEPTUAL DISCUSSION

Likewise, people are immersed in group behaviors, making regularity and belonging essential aspects of socialization, since it is essential that evolutionary development is framed by socialization patterns. Sociology, anthropology and social psychology [social sciences] recognize the quality of social and group interaction determined by the psychosocial context [society] to "maintain" the social system and that there is a link between person / society impossible to avoid to realize analysis of what happens in the social and to describe the structure of socialization patterns, differentiation, composition, mainly, but not exclusively. Given all of the above, the classroom can be a unit of analysis for the professional, from at least the social psychology of education.

In addition, there are functional impacts on cognitive and interpersonal development to be and form part of society: the purpose is that people, in social contexts, acquire socially determined patterns and allow the development of aspects related to modification and adaptation. This requires an intra/personal, intra/group level of the institutionalized that can be the unit of analysis for the social psychology of education [1]. The proposal is that the analyst* identify:

- symbolic gestures,
- the actitudes,
- representations,
- symbolic languages, verbal and non-verbal, synchronous and asynchronous,
- reflective awareness, as a higher form of social learning,
- the community [close environment],

*In Spanish there is a grammatical distinction associated with gender, because in English there is none, the author will put an asterisk every time it is used in the feminine, in Spanish, for example: "mienbro/ miembr

- the instances of the socialization processes, since there are differentiated guidelines, from the instances where the socialization processes take place,
- the behaviors of the members* of the groups do NOT have the same starting point of what is related to primary and secondary socialization, since the contexts in which social action takes place are diverse and there are a procedural nature of the behavior (diverse social interaction), among other considerations.

The commented instances and processes configure plans of action and behavior of the members* of society: it is necessary to describe and explain the interpersonal that defines them not only as members* of a group, but also socially as active citizens* in socially determined activities.

Special attention will be paid to the relationship between primary and secondary socialization, since, according to the psychosocial approach, this relationship is related to the ontogenetic process [2] where there is immediate apprehension, and according to evolutionary development, interpretations occur on the situations: the members* make what "must be" their own. Likewise, there is a symmetrical relationship between subjective and objective reality and this is related to the institutionalized distribution associated, mainly, but not exclusively, to the group* of belonging and to the participation in certain group behaviors and also with the identity of "I" and of the other* ["we"] generalized. Individuals "define" themselves as "normal", however there is the possibility that "attributes and defects" are assigned, since there are expectations that regulate interpersonal relationships. When an attribute, within a category, "makes it different", it increases to be "normal" and positive or negative evaluations can occur, the status is impacted and can modify situations, socially determined by social instances [3].

The schoolgirls join a "marked path", from schooling and from socialization [survival of the species] since there are two initial dimensions: one related to external conditions and internal ones. The external is related to the socioeconomic and sociocultural environment of their* daily lives; the internal is related to attitudes, aptitudes, interpersonal representations that range from when it's time for "children* it's time for recess" and there are a null presence of women in the independence movements and the Mexican revolution, for example. The significant tasks to consolidate a nation tend to no mention any significant participation for women: in the textbooks used by the Ministry of Public Education there are no women.

The psychosocial processes in the school are multiple, dynamic and diverse, they are influencing aspects related to achievement, school performance, motivation, expectations, activities, just to mention some areas of psychosocial influence: special attention will be paid to interaction educational and communicative: speeches, conversations, negotiations, transmission and construction of knowledge.

All these processes make up the psychosocial and psycho/educational environment of the school, from the social psychology of education it is possible to identify, characterize and describe types and forms of interaction between individuals* and groups, so that from this identification process areas can be detected, such as problems, or particular situations that are causing the educational and communicative interaction to have "difficulties", or specific aspects and can be modified, improved, or eliminated, depending on the educational need of the institution.

The school context not only has a conversational background, but also messages, attitudes, perceptions and expectations that can be identified in the discourse of the group/class, in the conversations of the students*, the teachers* and members* of the educational community of the school, they also impact the transmission of knowledge, the construction and acquisition of school content since they are not free of interest, nor are they neutral, they respond to a "what for" and "why", which on many occasions, also impact the conduct and behavior of the participants* in a "marked path" in the educational community. The psychological development and education of people are not outside the cultural context and it is precisely for this reason that a psychosocial approach insist on identified and make them explicit.

Knowing and understanding the communicative and educational interaction is especially important, since the environment and culture of the social group of the students* in the educational process is crucial in their training and learning: describe the reality that the students* live is essential to know who teaches * and what they* teach for and thus to know the perspectives of the students* towards the school context, such is the case of moral norms, modes of expression, emotions, beliefs, expectations, speeches, the locutionary act, illocutionary, prelocutionary [4], etc. Teachers* are also influenced and it is also possible to identify perspectives, beliefs, values, discourses, etc. Families are also subject to this process of social influence, to the point that "no one escapes" the impact on conduct and behaviors.

Some important aspects from the psychosocial psychology of education are: the situational context, the languages, the speeches and other instruments that are used for "the message" towards the one who listens or participates*, rules of conversation between people and groups, contents to be transmitted and learned, for example. The symbolic acquires special attention, since the "codes" to understand/understand/acquire knowledge may be implicit in the dialogues, either between peers or with adults*.

Discourse analysis is very significant, since speech acts (sociolinguistics/interactional and discourse analysis - epistemological, linguistic) and information technologies give significant aspects about the type and form of communicative and educational interaction: it is the formal expression of a communicative and speech act (pragmatic)

and has a dynamic, different and diverse nature. From this assumption it is important to identify the process to be analyzed, select the relevant material, choose the subjects* and, from these, identify, describe and analyze what it is to talk [locutionary act] of what make the interaction of people, groups, organizations and institutions.

There are several types of discourse, among the most significant we find: narrative, descriptive, expository and argumentative. Their functions may be associated either with informing, or with convincing, or with persuading and entertaining. Among its most important characteristics is the idea of exerting an influence, it is a conceptual, linguistic* and psychological act, it needs an audience and expects a response, whether implicit or explicit, they can be read, memorized, improvised or mixed and always with a background conversational*, socially determined content and context. As expected, these types, functions and characteristics are present at school, at home, at work, etc.

Symbolic analysis pays attention to the processes of interpretation and communication in the classroom. Thus, special attention will be paid to a symbolic vision of the communicative components* [5], in the classroom: ethnography of communication; linguistic uses in interaction where there are social identities of the students* in action. Language is a socially determined instrument that allows conversation, it is about describing the subtle (rhythm, tone of voice, prosodic emphasis, vowel lengthening and silences, mainly, but not exclusively). This "microcosm" has many dimensions, which impact the behavior and conduct of schoolgirls and according to Tuson and Unamuno [6] can generate misunderstandings that can be identified and described.

The sociocultural perspective [7] frames the problem of social construction of knowledge in a sociocultural context, where "the mind "it is socially determined by the use of tools, symbols, signs: "dialogue" allows sharing/building, from a context, common meanings and codes that make communication and interaction possible in the classroom. Didactic discursive practice is a learning continuum, since "language" is a higher thought process and may include collaboration/negotiation/participation: emphasis on "the origin" of the processes of acquisition and construction and meanings in educational situations and participation in activities organized (mediated) by others*. It is up to the teacher* to mediate in the sense and meaning of the school project. The accompaniment is essential and we must not forget that the student* learns in a culturally determined way, building new knowledge from the learning she already has and her experience. It remains to insist that "there is neither a good or a bad approach" in the analysis of the interaction/communicative/educational and the marked path, since it depends on the objective of the process of inquiry of the psychosocial processes in the classroom: the feminine is then a possibility very significant in the analysis of what happens in the classroom, for example.

CONCLUSION

From the social psychology of education it is feasible to identify, describe related aspects, not only in learning and teaching, but also in aspects related to the interpersonal relationships of the members* of the educational institution: from this analytical process it is possible to elaborate an intervention strategy related to the improvement of educational conditions, without implicit, which can impact the quality of education. Therefore, this analyst* can clarify the problem, establish priorities, define specific objectives, and schedule a group reflection/discussion, list resources and criteria that are framed in four important philosophical considerations for all: optimization of the environment, empowerment, self-determination and psychological strengthening of the members* of the school organization.

In summary, it deals with and helps the choices, decisions and improvement plan, from the least three considerations: those that involve the entire classroom, those that involve an individual resolution and those that involve the school organization as a whole: the intervention strategy has as its main assumption the concept of the group, as a dynamic, continuous and diverse process.

It is important to insist that "this path" is made up of men and women: analytical discourse about interpersonal should be differentiated by everyone, history also belongs to everyone*.

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