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Ancient Classical Pedagogy in Context of Digital Education of Foreign Languages Rational Thought

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Abstract

Research advances are presented whose objective is to test and qualify the viability of implementing Rational Thought of the ancient classical pedagogical area, in digital classrooms of foreign languages; and answer the questions: what are the current theoretical foundations and on which thematic digital teaching should be built in multilingual diversity classrooms?; How does rational thought modify in students of different languages, research and conceptualization related to linguistic, literary and cultural topics? How does classical pedagogy help the development of didactics in the digital context, allowing the teacher to teach and the student to build knowledge? The first stage consisted of theoretically basing classical pedagogy, with the rational thought of ancient Greece and its derivation in scientific thought as its guiding axis. Design that implied contrast in ways of thinking about thematic diversity. With the following organization: methodological, theoretical and procedural foundation. For the test design, an interaction matrix is proposed to order and interpret data that reflect the level of conceptualization to be collected by written language; according to types of structured thought: rational logical, methodical and narrative; For each type of thought, dimensions of content, purpose and structure are evaluated. The methodology used for this stage is qualitative; In the second stage, test design will be applied. As a result of the first stage, methodological, theoretical and test design foundations were achieved, implementing the scientific method, supported by preliminary conclusions and an annex of examples to address multiple topics.

Keywords: inductive thinking, narratives, scientific method, socratic method, written language