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Motivating Alternatives in Overcoming Disortography in the Learning Process

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ABSTRACT

The general purpose of this research was to apply an action plan based on motivational alternatives for overcoming dysortography in the learning process, specifically in the students of 2nd grade section "C", of the EB "Luisa Cáceres de Arismendi" located in Calabozo Guárico State. From a theoretical reference perspective, various theories that relate to the subject under study were emphasized, such as Vygotsky's Theory of the Development Zone, Goodman's Reading Process Theory, Maslow's Human Motivation Theory, among others; which allowed us to understand even more this difficulty that some students possess. It was framed within the Socio-Critical paradigm, under the Participating Action Research method, with the collaboration of (05) key informants: 03 students and 02 teachers, (01) in charge of the 2nd grade of the school under study and (01) Pedagogical Advisor. The interview and participatory observation techniques were used as techniques and an interview guide with open questions as an instrument. Subsequently, the action plan was applied, which consisted of 06 motivational alternatives that were closely related to this research work. Finishing with the processes of Categorization, Contrasting, Triangulation, Structuring, and Theorization. A constant and productive participation was achieved; the writing of the students was reinforced through all the alternatives implemented.

Descriptors: Motivating Alternatives, Disortography, Learning

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