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Learning to Read and Write: Theoretical Conceptions Underlying the Pedagogical Practice of Teachers

ABSTRACT

The fundamental purpose of this research was aimed at unveiling the theoretical conceptions that, on the learning of reading and writing, underlie the pedagogical practice of third grade teachers at the Josefa Molina de Duque School, in San Juan de los Morros, Guárico state. It was carried out under the postulates of the Postpositivist paradigm and qualitative approach, phenomenological perspective and ethnographic method. The key informants were (3) teachers who work in the referred institution. The techniques used were the interview and participant observation. The information was processed through categorization, structuring, triangulation and contrast. The findings, product of the interviews, show that the teachers of the educational institution where the study was carried out, recognize themselves in the constructivist discourse and tend to agree with it, even explain their ideas using concepts related to it, but, when contrasting With the results or findings product of the observations in the classroom, it was found that they continue to use pedagogical strategies and / or actions anchored in the postulates of the behaviorist theory, such as: repetition, memorization and copying. Given these findings, it is concluded that, in the pedagogical practice of teachers, a traditional behaviorist conception is implicit, which considers that learning is an association process, a simple stimulus-response relationship.

Descriptors: Reading, Writing, Pedagogical Practice.

Biographical Review: Ordinary Professor, Associate of the Economic and Social Sciences Area of the Rómulo Gallegos University. Master in Education, mention in Educational Research. Master in Management, mention in Educational Systems. Doctor of Educational Sciences. Post-doctorate in Education Sciences. UNERG Tutors Training Course. A lawyer. She served as Coordinator of the Master's Degree in Education, mention in Educational Research.