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ABSTRACT

This article presents the results obtained in the analysis of pedagogical or educational practices that carry in their nature an investigative nature, which, on occasions, the educational routine makes this go to the background and thus the pedagogical and educational factors are unknown. of transformation that education has; Given these levels of rigor and complexity that pedagogical reflection must make from its dimensions, it is decided to talk about the educational environment, the needs and problems of the students and the educational community. The methodological exercise on which this proposal is established has to do with one aspect of the research: participatory action research. Since, this research being of a qualitative nature implies a series of investigative instruments that tend to social relationship, analysis, intervention or socialization of knowledge and systematization. In this sense, the recognition of educational and pedagogical realities are a primary factor to analyze from practices, due to the pedagogical interrelation that can be established in the exercise of practice, in search of developing an educational process that transforms early childhood education.

Descriptors: Research, pedagogical practices, higher education, didactics, educational environments.

Biographical Review: Bachelor's Degree in Early Childhood Education, Master's Degree in Education with an Emphasis on Curricular Design, Management and Evaluation, Doctoral Student in Education, NSU University. Teacher and advisor of university practice of the program in Bachelor of Early Childhood Education, Universidad Surcolombiana