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Sociopedagogical Actions in the Strengthening of Social Values in the Bolivarian Elementary School

ABSTRACT

The purpose of the research was to promote socio-pedagogical actions in the strengthening of social values, responsibility, to create a more harmonious attitude in the students of the Santa Teresa Bolivarian Elementary School, of the San Fernando Municipality, Apure State. The referential theories announced were Humanist (1966), Constructivism (1999), Holistic Educational Model (1926), Axiological Theory of Values (1956) and Social Constructionism (1996). It is framed in the postpositivist paradigm, using the action research method. The key informants were 02 teachers and 03 6th grade students from the referred school. The information gathering process was carried out with an in-depth interview and observation by applying an interview script and an observation guide. The information was analyzed through categorization, triangulation and theorizing once the proposed action plan was applied. The findings determine that the activities were effective in promoting values in students who showed positive attitudes in their daily actions. The study originates in the final reflections that promoting social values in socio-pedagogical practice leads to learning to live and humanize from school through the creation of an affective climate, favorable to generate skills and face social problems, moving from selfish attitudes towards solidarity, understanding, and support from a humanizing perspective of social relations.

Descriptors: Socio-pedagogical actions, Bolivarian education, social values, education, practice, school.

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