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## **The Participation of the Family And Its Link in the Teaching-Learning Process, In Pre-School Education**

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### **ABSTRACT**

The participation of the family in the educational process of boys and girls at the initial level is an essential factor to guarantee a quality education; In this sense, the purpose of the following investigation consisted in promoting pedagogical actions for the participation of the family in the teaching-learning process in boys and girls of the General Manuel Manrique Initial Education Center, of the Cojedes State. It is framed in the Qualitative Approach, specifically within the Sociocritical Paradigm. The referential theories contrasted were Vygotsky's Sociocultural Theory of Learning (1978), Constructivism (1999), and Bronfenbrenner's Ecological Approach (2002), which laid the foundations for the epistemic contributions that emerged from reflexive-praxis. The key informants were teachers and representatives, using the in-depth interview, participant observation and the focus group for the information collection process. As a result of the transformative actions, it was possible to increase the participation of representatives in school activities, becoming actively involved in the institutionalized education of their children. The reflexive findings validated that boys and girls require continuous and affective support from the people who live with them, since it has a motivating effect, providing them with the security and self-confidence required in their physical, mental, emotional and socio-affective development. , starting from the importance of the family as the main stage in education; in essence, it must remain harmoniously linked with the school.

**Descriptors:** pedagogical actions, family-school relationship, teaching-learning.

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