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Improvement of the Teaching And Learning Process in the Rural School

ABSTRACT

To achieve the skills and competencies that are required in the 21st century, it is necessary to ensure mechanisms that allow students in rural areas to achieve the required learning. That is why it is considered necessary to guarantee deep learning in which it is possible to connect the pedagogical process with the basic motivations of the student in a more efficient way, that is, to achieve greater involvement in their own learning process so that it is significant. Due to these approaches, the objective of this research was to propose innovative pedagogical strategies for the improvement of the teaching and learning process in rural schools. For its development, the study was framed in the feasible project modality, supported by field research with a non-experimental design. The study sample was made up of the eight teachers who work in the classroom at the Hugo Chávez Bolivarian Elementary School. For data collection, the observation technique was used, using a rating scale. The data processing was carried out using the Excel computer program, using descriptive statistics for the analysis, the results were presented in tables and graphs. The results obtained allowed us to support the elaboration of the respective proposal by verifying that teachers use traditional pedagogical strategies, whose purpose is to transmit knowledge through master classes through texts far from the reality of girls and boys.

Descriptors: Pedagogical strategies, Improvement of the teaching and learning process, Rural Scenario, The new rurality, pedagogical praxis of the rural teacher.

Biographical Review: MSc. In Rural Education Teacher hired at the Libertador El Mácaro "Luis Fermín" Experimental Pedagogical University (Apure - Venezuela).