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Promotion of Science and Technology in the Teaching-Learning of Children in Initial Education

ABSTRACT

The study presents as a scientific concern the need to promote science and technology in boys and girls, where it can be affirmed that there is a problem related to tics. The objective was to diagnose the empowerment of science and technology in the teaching-learning of the children of the José Carrillo Moreno initial education center "under the theoretical argumentation of tics in which through the significant experiences obtained with science and technology represent the specific development of students, we know that the changes generated over time represent models and cultures that are being imposed and results in the delay of future students if they are not given the link that is needed, it is so we must daily repower these skills to get out of the way enriching and beneficial. The methodology was focused on the qualitative paradigm and is supported by a Participatory Action Research study. From this position, a participatory diagnosis was built, where the main objective was drawn up in an action plan where its result was the significant participation of boys and girls. In which was the understanding of the use of science and technologies, all this led to the successful result of the integration of technological tools to children where they obtained a more efficient, dynamic and effective communication. Concluding that the applied activities established the perfect connection between the child and the tools used.

Descriptors: Science and Technology. Pedagogy. Developing. Teaching, Learning.

Biographical Review Specialists in Initial Education "Samuel Robinson" National Experimental University of Teaching, Coordinator of Resources for Learning CEINB "José Carillo Moreno".