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Theoretical Perspectives on the Pedagogical Attention to the Student from the Genesis of his Special Educational Needs

ABSTRACT

Special Education is considering a new way of understanding the population it serves, highlighting the social and educational commitment towards these schoolchildren, in this sense, the deliberate management of labor and personal relationships embedded in the schools. The purpose of the research was to generate a theoretical construction on the praxis of the Special Education teacher in relation to the pedagogical attention to the student from the genesis of their special educational needs, from the context of the operative units, from the perspective of the interpretative paradigm, qualitative approach using the hermeneutic method, with the setting being three schools located in Cagua, Aragua State, nine teachers were taken as informants. The information was collected through an in-depth interview, using an unstructured script. For the analysis of the information, categorization, structuring, contrasting and conceptual synthesis were used. Among the findings, teachers reveal a reality that describes a disjointed praxis in the attention of schoolchildren, an increasingly distance between theory and practice was emphasized, the actors involved act alone or disaggregated. In conclusion, the approach to schoolchildren with Special Educational Needs is dominated by little articulation, little proactivity, empathy and collaboration, communication occurs in only one direction, roles are not well defined, without clear objectives and goals.

Descriptors: cooperation, attention, communication, exchanges, negotiation, educational praxis.

Biographical Review: Lcda. In Education mention Learning Difficulties of the National Open University, MSc. In Sciences mention Behavior Orientation of the Center for Psychiatric, Psychological and Sexological Research of Venezuela. Dr. in Educational Sciences from the Rómulo Gallegos National Experimental University.