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Praxis for the Training of Teachers in Diverse Education

ABSTRACT

The reality of special education in Venezuela is multiform, this is reflected in the area of Apure state, where its situation is critical given the number and diversity of existing forms in the population. The purpose of the study is to develop praxis for the training of teachers in diverse education. The research was based on the qualitative-interpretative approach, with a hermeneutic philosophical vision; where a holistic vision is available, which allows the use of various techniques and strategies, constituting the strengthening pluralism of research. Within the results of the investigation, little training of the teaching component was evidenced, deficiencies in the functioning of the general educational system; Among the factors to be highlighted are deteriorated structures with deficiencies in basic services, coupled with the lack of materials and interdisciplinary teams that allow their normal operation; which leads to a deep analysis for the transformation of the reality present in educational environments. To conclude, diverse education must be visualized in a systemic action of transformation of the family into a teaching promoter, in joint interaction with inclusive learning environments, where playful, didactic, and recreational strategies are promoted that allow the attention of the student with a comprehensive vision. .

Descriptors: praxis, diverse education, teacher training, inclusion, learning strategies.

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