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Didactic Strategies that Promote Responsible Behavior in The Field Of Gender Identity In Initial Education

ABSTRACT

The research focuses on determining the changes and transformations that occurred during the application of didactic strategies that allow strengthening gender equality, although there is still a strong supremacy of men over women, which leads to continuing the work of education in values and gender equality from an early age. The objective was to apply didactic strategies to train girls and boys in gender identity. The theories as conceptual references were the epistemic foundation of the Initial Education of the author Pernaleté (2021) and the postulates of the formation of responsible behaviors in the field of gender by Toro (2020). Methodologically it was Qualitative, the Transformative Participatory Action Research method was used with the implementation of strategies involving the triad. The sample of 25 girls and boys and ten parents and representatives. Unstructured interviews were used that led to highlighting the problem and verifying progress and achievements in applying the Action Plan. Concluding that When applying the didactic strategies to train girls and boys end gender identity in section "D" of the José Antonio Aponte Bolivarian Initial Education Center, El Pao Municipality of Cojedes State, it was verified that the culture expressed by some fathers, mothers and representatives with the use of wrong language and vocabulary, presence of taboo, and in some cases ignorance of terms, concepts and definitions that are related to the issue of gender identity and equality.

Descriptors: Strategies. Didactics. Responsibility. Identity. Gender. Education

Biographical Review: Venezuelan. Initial Education Specialist. Simon Rodríguez National Experimental University. Tinaco Cojedes. Currently a Classroom Teacher at the José Antonio Aponte Bolivarian Initial Education Center, Municipality of El Pao- Cojedes. Previous positions: Preschool Assistant.