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Practice Of The School Garden As A Strategy For The Strengthening Of Family-School Integration And Community In Initial Education

ABSTRACT

The Venezuelan educational system establishes family-school-community integration, within the teaching-learning process, also the implementation of the school garden to rescue the value of agriculture, in this sense, the latter can serve to achieve joint work taking advantage of the community knowledge. Therefore, the general objective of the study was to implement a plan based on the practice of the school garden as a strategy to strengthen family-school-community integration in the Estéfana González Early Education Center, Rómulo Gallegos Municipality, Cojedes State. The theories that support the study are Ausubel's significant learning, Vygotsky's socio-historical-cultural approach. Methodologically, it focused on the action research method, as part of the socio-critical epistemic model, the social actors were three (3) families and (2) teachers. The interview and photographs were applied as a technique, and a semi-structured interview guide was used as an instrument. As a result of the diagnosis, it was obtained that there is little family-school-community integration, and school gardens are not very productive. Therefore, collectively an action plan was built to achieve change. In the application, the activities were theoretical and practical, content related to the development of the garden, preparation of the land, fertilizers, benefits and nutritional value of food items was consulted, then the land was prepared, with families and children, they planted chives, eggplant, cassava, chili peppers and yams, and an expo fair of items and their derivatives was held. Finally, reasoning about the findings after the application of the plan allowed us to conclude that a commitment was acquired by each of the participants, to continue the challenge of transformation, in the construction of gardens in homes and communities, being evident the complacency of each one by contributing items for consumption from their own harvest.

Descriptors: School garden, practice, family, school and community integration, Initial Education.

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