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El The Pedagogical Story as a Strategy for Family – School – Community Integration

ABSTRACT

The fundamental purpose of the study was to determine the formative value of the pedagogical story as a strategy in the optimization of the integration of the Family-School-Community of the CEINB "Teotiste de Gallegos" of the Tinaquillo Municipality, Cojedes State of "La Floresta". In the study, the pedagogical story is defined as the reconstruction of the teacher's experience, from a critical perspective to analyze and understand the same act of learning and improve collective situations of the educational triad in the teaching-learning of their children. Vygotsky's Socio-cultural Theory, who makes a study on the interrelation with the environment. Research will be guided by qualitative methodology, using participatory action research (PAR), based on field research on the pedagogical story. Regarding the theoretical reference, it was based on the Pedagogical Notebook 3 and the Initial Basic Curriculum. The technique that will be used is the in-depth interview through oral stories; The notebook will be used as an instrument. The setting will be the environment where the informants operate. Face-to-face interviews with informants will be carried out about the different questions, establishing an open dialogue so that the subject will provide clear and precise answers regarding the investigation. The transformative action plan will be carried out. A descriptive synthesis of the findings obtained by collecting the data will be presented, as well as the observations made to establish final conclusions in relation to them, and consequently elaborate the pertinent recommendations.

Descriptors: pedagogical story, daily notes, integration, Diversity, Dialogue, discussion.

Biographical Review: Nervis Yosber, León López; Venezuelan. Lcda. in Initial Education graduated from the Bolivarian University of Venezuela. She currently performs the functions of Pedagogical Coordinator and previously as a classroom teacher