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Considerations About the Initial Education Teacher as an Agent of Sociocultural Development

ABSTRACT

The main axis of the study is to configure sociocultural elements for the development of social skills in the boys and girls of the Hipólita Bolívar Initial Education School in the San Fernando municipality, Apure State. This study was approached from the postulates of the postpositivist paradigm, framed in the qualitative approach, supported by the phenomenological method. The researcher took three preschool teachers as key informants; Then the findings were analyzed through categorization, triangulation, contrast and comprehensive analysis of the results. Among the findings are that minimum qualities are established in pedagogy for the integration of school, family and community, which includes the incorporation of the family into the school as a joint action, that is, involving parents and representatives in each aspect of education and sociocultural development. Finally, there is a need for educational institutions in the field of Initial Education to strengthen sociocultural development, effective communication and co-responsibility of the triad, erecting a holistic and integrative approach of ideas where the daily future Children at school is a form of expression that shows part of the culture and social behavior through representative aspects of each individual.

Descriptors: Significant considerations, Initial education teacher, Agent of change, Sociocultural development, Initial Education.

Biographical Review: Hilda Iraima Zapata Master in Educational Guidance from the Rómulo Gallegos National Experimental University (UNERG), PhD student in Educational Sciences at the Macaro Luis Fermín Rural Pedagogical Institute (IPREMLF) -Classroom/Level V Teacher with 20 years of services assigned to the Ministry of Popular Power for Education (MPPE)