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Didactic Strategies Oriented on Cooperative Learning to Strengthening the Pedagogy of Love.

ABSTRACT

The general objective of this study was to propose didactic strategies oriented towards cooperative learning to strengthen the pedagogy of love in the 6th grade students of the U.E Dr. Pedro Itriago Chacín, from Calabozo-Estado. The supporting theories were: Theory of Social Interdependence. Johnson and Johnson (2002), Social Learning Theory Bandura 2002, Attachment Theory in the Pedagogy of Love Bowlby (2000). Methodologically, it was based on the positivist paradigm, quantitative approach, feasible project modality, descriptive level, type of field research, descriptive non-experimental design. The population was comprised of 25 students and 5 teachers, being the census sample. The data collection techniques and instruments used were the survey and the dichotomous questionnaire. Validity was based on the judgment of 3 experts and reliability was determined by the Kuder-Richardson coefficient. The Data Analysis Technique was descriptive statistics. Regarding the results, it was revealed that the majority of students have not participated in group learning activities and do not consider cooperative learning as an effective way of learning. On the other hand, most teachers do not apply cooperative learning strategies in their classes. Therefore, it is concluded that: there is a significant lack of understanding and experience in cooperative learning, which leads to the design of didactic strategies oriented towards cooperative learning to strengthen the pedagogy of love in the students of 6th grade.

Descriptors: Strategies, Didactics, Learning, Cooperative, Strengthening, Pedagogy, Love.