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A Didactic Vision of the Pedagogic Mediation and Educational Inclusion From Multi-Grade

ABSTRACT

This article has like objective: Basing the importance and paper that they play Information Technologies and Communications (TIC), like pedagogic mediation in the process of teaching pupils' learning of the rural context multi-grade and the Plan Turquino, for the educational inclusion from a didactic vision, where himself contextualiza the paper that you play the pedagogic mediation of them TIC in terms of learning and the educational inclusion of the pupils at classrooms multi-grade, essential foundations to refer the teacher's role and the manners utilized for his treatment in this process. Which is proven to be of the institutional project conception developer of the process of teaching learning in the several educational levels and his orientation to the fulfillment of the objectives of the sustainable development of Educación's Headquarters of Campechuela, in the provinces Granma. The proposal comes true as from a study of the existent problems in pedagogic practice and these pupils' characteristics, which the Cuban holds in the school's principal postulates historic cultural Vygotsky's member and pedagogy herself. They utilize the concepts of pedagogic mediation and educational software like essential foundations to refer the teacher's role, the pupils and the families in the systematization of the contents for the technologies mediated. They utilize scientific methods of theoretic character, such like analysis, the synthesis, the induction and the deduction in investigation; And empiric methods: Observation, opinion poll, interview, the pedagogic proof and the documentary analysis.

Key Words: Information technologies and Communication; Teaching learning; Pedagogic mediation; Educational inclusion; Groups multi-grades.

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