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Alternative School Gardens as a Tool to Increase the Pedagogical Actions of the Initial Education Teacher

ABSTRACT

The scientific concern of the work was to strengthen alternative school gardens as a tool to increase the pedagogical actions of the early education teacher. Under the theoretical argument school gardens where it tells us that agriculture is one of the economic activities most carried out by man which has existed since ancient times, it is thus that these are fundamental sectors for the maintenance of civilization, since through The commitment that food represents has been strengthened in the gardens. However, the early education teacher must encourage and promote the creation of pedagogical strategies that facilitate the socialization of students with the school garden, and thus reach the essential development of academic, didactic, training and educational activities that allow effective support, integrative and participatory. It is there where the greatest participation of the student and members involved in their academic training is obtained. The sample was made up of twenty-five (25) girls and boys in preschool. The observation technique was used and the registry was applied as an instrument for data collection. Likewise, we can say that among the most significant achievements we have the massive participation of all teachers in terms of pedagogical actions, as well as inter-classroom meetings obtaining the participation of fathers, mothers, representatives and surrounding teachers. In conclusion, it can be stated that supplies were available such as: homemade fertilizers, seeds, and flower beds. As well as construction instruments, shovel, rake, wheelbarrow, wood and irrigation hose.

Descriptors: School Garden, Alternatives, Tools, Pedagogical actions, Teachers, Initial Education.

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