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Esp. Ana María Alvarado

Initial Education Center "Estéfana González"

Email: anamariaalvarado0102@gmail.com

ORCID code: 0009-0007-4457-534X

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Family Integration As A Pedagogical Management For The Consolidation Of Values In Girls And Boys In Initial Education

ABSTRACT

Values are essential to be able to live in harmony with others, at home children are educated and at school they are strengthened. In this sense, the general objective of this study was to develop a plan supported by the integration of the family as a pedagogical management for the strengthening of values in the girls and boys of the "Estéfana González" Initial Education Center in the Rómulo Gallegos municipality. It was supported by Vygotsky's theory of socio-historical-cultural approach. The methodology was framed in the Socio-critical paradigm, the method being that of transformative participatory action research, the social actors were made up of five (5) representatives of the institution. The techniques used were participant observation and interview, the instrument was a semi-structured interview guide. Among the findings, the need for family integration to strengthen values in girls and boys was evident, since it was evident that some parents and representatives have little knowledge and interest in their teaching and practice, for example. due to their work occupations, which makes it difficult for them to be ready to consciously integrate with the teacher in the planning of activities to reinforce in boys and girls the learning of values such as respect, tolerance, responsibility, among others. As a reflection through the execution of the action plan, feelings of belonging were generated and also implied a shared vision and commitment, constituting a space for learning values.

Descriptors: family integration, pedagogical management, values, family, coexistence, Initial Education.

Biographical Review: Initial education teacher, coordinator of endogenous development. Initial education specialist, National Experimental University of Teaching (UNEM)