

Science and Critical Thinking in Early Childhood Education: Rethinking the Pedagogical Action of the Teacher for Generation “Z”

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ABSTRACT

The present research proposes as a general purpose to Rethink the pedagogical action of the early childhood education teacher by promoting science and critical thinking in preschool children. The new era framed in science and educational quality highlights the importance of deepening scientific skills and critical thinking from the first years of life, for this the teacher is a key piece, since it is his responsibility to face challenges by updating the logic of teaching, which transcends the reproduction of knowledge and projects itself towards a process of permanent construction of knowledge and actions. In this investigative process, the ideas of Freire P. (2001) and Bigott, L. (2010) are assumed as theoretical support, who offer valuable contributions oriented towards emancipatory pedagogy and the need for research and agitating teachers, creative, communicative and willing to change. The research is carried out under the socio-critical paradigm and the methodology of systematization of experiences, due to the commitment and reflection on the pedagogical praxis of the group of research teachers in the area of initial education in the State of Falcón. Research advances report that the main challenges for teachers at the early childhood education level are: the redefinition of the teaching role, the reconfiguration of the teaching profile and ongoing training as key components for the cooperative construction of scientific knowledge and critical thinking for a quality education in which a decolonizing praxis is implemented, considered essential in the reorganization of schools as the epicenter of social action and territorial development.

Descriptors: Science, Critical Thinking, Early Childhood Education, Pedagogical Action and Generation "Z".

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