

Guiding Function of the Teacher at the “Isabel Platt De Veroes” Primary School Located in Chichiriviche

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ABSTRACT

The present study aims to analyze the guiding role of the teacher at the "Isabel Platt de Veroes" Primary School in Chichiriviche, Monseñor Iturriza municipality, Falcón state. The textual review was supported by Campos (2019) and Brizuela (2020), as well as by Skinner's Behaviorist Approach (1960), Ausubel's Cognitive Theory of Meaningful Verbal Learning (1983), and Vygotsky's Sociocultural Learning (1978). The methodology was framed within the positivist paradigm of a quantitative approach, descriptive level from field research, with a non-experimental design. The population and sample consisted of 10 primary school teachers. The survey was used as a technique and a Likert scale questionnaire as an instrument, with five response alternatives: always (S), almost always (CS), sometimes (AV), never (N), and almost never (CN); The data were analyzed using descriptive statistics using tables and graphs expressed in frequencies and percentages. This work is framed within the Education, Knowledge, Organization, and ICT Research Line. Based on these results, it is estimated that the process of analyzing the guiding role of teachers was successful as strategies were studied, seeking solutions for improving personal-social and academic relationships. In conclusion, it is assumed that the teacher with a guiding role must prepare each student by educating and guiding them to understand their duties and rights, but above all, their personality, potential, abilities, and skills for active participation in school, family, and community life.

Descriptors: Guiding role, teaching, techniques, teaching, and learning

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