

Pedagogical Support For The Improvement of Teaching Practice at the Initial Education Level of the Concepción Acevedo Initial Education Center

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ABSTRACT

The purpose of this research was to strengthen the pedagogical support for the improvement of teaching practice at the early education level of the Concepción Acevedo Upata Early Childhood Education Center in the State of Bolívar. Its theoretical references revolve around the pedagogical support of Abanto and others, the Theory of Continuous Improvement, the teaching practice of Martínez, Días and Zaccagnini and Freire. The present study was framed within the Transformative Participatory Action Research. The research was based on my experience as an Early Childhood Education teacher, which led to providing answers to questions and concerns in relation to teaching practice at this level. However, to strengthen this practice, monitoring and control were required, providing support in planning, which corresponded to the reality where the students were, that there is a co-responsibility between the way of working, thinking and acting of the teacher and consequently to the educational transformation that is required. As a result, it was found that there is a need for guidance for teaching staff and community mothers under the responsibility of people who promote knowledge that allows strengthening the teaching and learning process in order to support the initial training of students with a view to raising school quality. To this end, an action plan was developed where a series of strategies were used, such as: work tables, pedagogical accompaniment visits, as well as permanent training circles, which generated the collective construction of an instrument for the visits.

Descriptors. Pedagogical Support, Improvement, Teaching Practice.

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