

General Secondary Education in the Crucible of Diversity: A Hermeneusis on Teaching Praxis from the Teacher's Voice

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ABSTRACT

The general purpose of this study was to uncover, from a phenomenological-hermeneutic perspective, a theoretical framework on the constructions of meaning that shape pedagogical praxis in the face of special educational needs and diversity in the classroom. Methodologically, the interpretive paradigm was adopted, with a qualitative approach, a phenomenological epistemological perspective, and a hermeneutic method. The key informants were three (03) teachers from a general secondary school in the municipality of Ezequiel Zamora, Cojedes, Venezuela, where the research was conducted. The techniques employed were participant observation and semi-structured interviews; the information was processed through categorization, triangulation, contrast, and theorization. The findings from the interviews revealed that teachers' pedagogical practices addressing diversity in the classroom in the context of special educational needs face significant challenges that require them to adapt, rethink, and redefine their pedagogical actions in the classroom. Based on these findings, a theoretical framework was developed based on the meanings that shape teaching practices regarding diversity, concluding this study teleologically with final reflections.

Descriptors: Pedagogical Practice, Attention to Diversity, General Secondary Education.

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