

Training Strategies for New Comprehensive Education Teachers Providing Pedagogical Support to Students With Hearing Impairments at the “Ofelia Delón de Llamozas” Special Education Unit

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ABSTRACT

Specialized teacher training in hearing disability represents a priority challenge for the Venezuelan educational system, particularly in regions where specialists are scarce. This study aimed to propose formative strategies directed at new comprehensive teachers for the pedagogical care of students with hearing disabilities at the Bolivarian Special Education Unit for Hearing Impairments "Ofelia Delón de Llamozas" (U.E.E.B.D.A.) in Calabozo, Guárico state. The theoretical framework is grounded in the Conceptualization and Policy of the Area of Hearing Impairments (2007) and the bilingual-bicultural model proposed by Sánchez (2007). Methodologically, the research was framed within the positivist paradigm with a quantitative approach, descriptive level, and feasible project modality, supported by a non-experimental field design. The population consisted of 22 subjects: 7 teachers and 15 students. A questionnaire was applied to the teaching staff, validated through expert judgment, with reliability determined using the Kuder-Richardson (KR-20) formula. Results reveal that 58.25% of teachers systematically apply pedagogical requirements; 100% use Venezuelan Sign Language (LSV) as the vehicular language; 92% promote deaf cultural identity; 83.5% implement the bilingual model; and 83% the bicultural model. It is concluded that new teachers require formative strategies articulated in pedagogical, linguistic, and sociocultural dimensions.

Keywords: hearing disability, teacher training, formative strategies, special education, bilingual-bicultural model, Venezuelan Sign Language.

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