



# Acompañamiento andragógico y transformación de las prácticas pedagógicas desde la investigación acción pedagógica [

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text (article)

Analítica

This article systematizes scientific research results related to the value of andragogical accompaniment in the teaching exercise. Its objective was to analyze transformations in the teachers' pedagogical practices, produced under a model of accompaniment. The problem studied is represented by the lack of sufficient and adequate training and follow-up processes for primary school teachers, reflected in the low results in learning at this level. A Pedagogical Action Research (IAP) methodology was used from the model proposed by Restrepo (2006) in three phases: deconstruction, reconstruction of the practice, and validation of the effectiveness of the practice, taking elementary school teachers as the population to be studied in an educational setting in the city of Montería (Colombia). This study's results reveal that the teacher's representative nature is directly linked to his performance, and his beliefs, perceptions, and conceptions determine his actions in the classroom. Meanwhile, autonomy and collaboration allow him to reflect and lead the transformation of his practice. Finally, it is concluded that the accompaniment of an andragogue is essential in the training of teachers to advance in the continuous improvement of their teaching practices, strengthening in turn, collaborative work and peer learning. Keywords: pedagogical knowledge; teaching; pedagogical practices; teacher reflection; andragogy; pedagogical action research

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