



Andragogía del reconocimiento del sujeto: Una alternativa para potenciar la reflexión sobre la práctica docente, en la escuela normal de San Felipe del Progreso [

2022

text (article)

Analítica

This article recovers a training proposal that made possible the significance of the professional practice of the students of the Normal School of San Felipe del Progreso, an experience called andragogy of the recognition of the subject. The research problem focuses on the way in which a teacher can recover a subject in the reflection process of his professional practice, that is, the way in which he can stop uncritically reproducing what has been instituted in the exercise of teaching, and in the way in which these aligned teachers can become transforming agents of their reality. The training proposal that this article deals with is the product of the experience built in the thesis advisory process with seventh and eighth semester students of the Bachelor of Primary Education. A qualitative methodology was obtained, instituted in the paradigm of phenomenology. The research instruments used are the narratives or "personal experiences of the subjects", the interviews and the anecdotes. This proposal has its genesis in the encounter with difference, in which the trainers and trainees enter into a relationship to consolidate a way of teaching, to transform the social and political reality.

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