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ABSTRACT

This paper shows the experience on the process developed in the projection of the training program for teachers in the Specialization in Teaching Mathematics for Basic Education, which aims to promote and develop teaching skills in the area of math for teachers in educational institutions for primary, secondary and higher Education in order to be leadership teachers in transforming and impacting in the student learning, in addition to recognize the mathematical discipline that provides a field theoretical results and practical to promote and transform their teaching. At the same time, this paper presents curricular aspects such as: objectives of the program, profile, duration, credit and curricular structure, so on. All this in order to provide teachers-students the opportunity to choose a specific teacher training integrating knowledge of specific content in a single structure and understandable; likewise to guide teachers in mathematics curriculum development according to the needs of their school communities based on the results of research in the teaching of mathematics, for building relevant programs for teaching future teachers in training.

KEYWORDS: Mathematics, Teaching, Specialization.

ANÁLISIS DE LA APLICABILIDAD DE LOS DIEZ PASOS DE LA METODOLOGÍA ESCUELA NUEVA COMO ESTRATEGIA PARA POTENCIALIZAR EL DESARROLLO DE LAS INTELIGENCIAS MÚLTIPLES DE LOS NIÑOS Y NIÑAS, EN LOS DIFERENTES ESPACIOS ESCOLARES.

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El estudio de Metodología Escuela Nueva, ofrece un espacio de reflexión y acercamiento a los métodos que involucran dicho proceso, buscando ver desde una perspectiva diferente las posibilidades desde un punto de vista analítico a la forma didáctica como se viene manejando lo que se llamaría teoría Vs. Práctica, determinando así una reconstrucción al modelo, basado en el manejo en la práctica educativa lo cual, representa el punto de partida hacia la experiencia formadora en la enseñanza y la evaluación al proceso de enseñanza-aprendizaje, en la búsqueda de estrategias que

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involucren de una manera determinante el desarrollo de las inteligencias múltiples en la guía metodológica de Escuela Nueva, para formular así, un análisis crítico conceptualizando los diez pasos de aplicación de la propuesta, estudiando la manera como el conocimiento se construye en los diferentes contextos escolares, y analizando los diferentes puntos de vista como apoyo al crecimiento de dicha metodología.

PALABRA CLAVE: Ponencia; congreso; experiencia; análisis; escuela.

ABSTRACT

The New School study methodology provides a space for reflection and approach to the methods involving the process, looking to see from a different perspective from the possibilities analytically the didactically as driving is what would be called theory Versus practice, determining the model reconstruction, based on the management in educational practice which represents the starting point to the formative experience in teaching and assessing the teaching-learning process in the search for strategies that involve will largely determine the development of multiple intelligences in the New School methodology guide, to make well, a critical analysis conceptualizing the ten steps of implementing the proposal, studying how knowledge is constructed in different school contexts, and analyzing the different points of view to support the growth of this methodology.

KEYWORD

Paper, Congress, experience, analysis, school.