

Sayings and chores: understandability of the significance of teachers' knowledge regarding reading and writing in Colombian rural education

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Context and approach of the research

- Interpretative study in rural areas of Rionegro, Santander.
- To understand how teachers interpret and represent their knowledge about reading and writing in rural contexts.

Teaching practices and strategies

- Use of active and contextualized strategies related to the social and cultural environment of the students.
- Need for dialogic and reflective pedagogies that connect theory and practice.

Challenges of teaching in rural settings

- Insufficient training and support for teachers.
- Low literacy levels among families and limited resources.

Implications for educational improvement

- Teacher training should focus on contextualized and peer-mediated pedagogies.
- Promote practices that transform traditional approaches and encourage the construction of meaningful knowledge.
- The research emphasizes the importance of understanding the environment to improve literacy processes.

Conclusion

It is essential to transform rural teacher training by promoting contextualized and reflective strategies that connect pedagogical practice with the social, cultural, and linguistic realities of the students.