

Guidelines and parenting practices versus guidelines and teaching practices to Tupinos preschoolers

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This research is an example of applied anthropology that seeks to contribute to the improvement of rural education in the country. This is a qualitative, ethnographic study, held in the Aymara community of Tupe, district of Tupe, province of Yauyos, department of Lima.

First, the study included a long process of field research of five years from December 1998 to August 2003. Comparing patterns and parenting with the guidelines and teaching practices, and find patterns and parenting practices that facilitate the learning of children of preschool age. It was premised the cultural compatibility hypothesis that suggests that if teaching is consistent with patterns of parenting, improvements in learning are expected. To perform the comparison and analysis, work was based on seven categories: organization, contents, interactions, communication, activities, standards and values.

Finally, the guidelines and teaching practices are not compatible with the guidelines and parenting practices. A teaching proposal, from the guidelines and parenting practices, was drawn up against it and was applied in the classroom and improvements were obtained in the learning of children preschool of Tupe.