

The Inclusive Teaching Role from the Person-Entered Approach

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Abstract

The purpose of this article is to make a deliberate presentation about the consistency of the constructs empathy, congruence and unconditional acceptance of the person-centered approach in current educational inclusion, with the intention of establishing the nature of the ideological demands, the policies that education intends, the section is methodologically based on exploratory quantitative research in which there are great challenges that must be overcome as a community: the classroom and the role of the new teacher-facilitator. The conclusion is reached that educational facts, such as evaluations, are translated into attitudes, meanings, intentions and beliefs that are directly observable and susceptible, since in the educational field, behavior must be linked and generalized as part of the context. This writing has the objective of becoming a space for reflection that allows us to recognize ourselves as an inclusive community, strengthening our professional identity. Likewise, generate participation and positioning within the diversity framed from this theory for the sake of true inclusion for the purpose of quality of life. The results are presented based on an interpretation through the application phase of the ad hoc. The selection was carried out based on the criterion a) observed during the period June-January 2023-2024, b) grouping of three educational programs of the same theme. Therefore, the presence of the teacher-facilitator is of vital importance. It is concluded that the goals and actions of the research presented in the work tables by fields of knowledge and actions, as in the case of this research. Will give rise to the next international inclusion congress... whose objective is the formation of a network of inclusion support. Today more than ever we must respect human beings

Keywords: Person centered approach, diversity, teacher-facilitator, inclusive education