Abstract

Introduction. The stage or phase of this research project is intended to perform an analysis of approaches for teacher training and early literacy of current language programs in Mexico’s teacher education. The central content of the document contains the analysis of approaches of teachers’ training and initial literacy that lie behind educational programs. The theoretical approach is supported by Pérez Gómez (1996) and in the field of literacy in Ferreiro and Teberobsky (2007) and Lerner (2001). The research methodology is projected into the reconstructive critical paradigm as a diagnostic part of a future participative action research that will be conducted in two remaining stages. The perspective of analysis is established by the methodological contributions of Habermas (2008), in the hermeneutic reconstruction of implicit in the analyzed documents approaches. The results and discussion of them that provide lines of analysis of educational programs, the relationship between theory and practice in curriculum approaches and a proposal of teachers profile requirements of language courses for teaching training as well as suggestions for future restructuring of curricula for teacher colleges. In the conclusion, it is established that the perspective and the teacher training approach identified in the curriculum of Primary Education Degree (1997 and 2012) Preschool Education Degree (1999 and 2012) is mainly a model technical decision-making. This explains that the formative processes in teaching students of Teachers colleges , there is a tendency to engage in activities that are based on the theory, performing analytical processes that lead to understand the didactical principles of approaches for teaching reading instruction and writing, which will be applied in decision-making processes in situ of teaching practice. Initial literacy approaches identified in the curriculum of Elementary and Preschool Degrees 1997 and 1999 plans, they have a strong tendency in the fundamentals of psychogenetic teaching and reading and writing learning, which is based on knowledge of the individual processes that children follow in a evolutionary way in the comprehension of the writing system. On the other hand, 2012 educational programs for both degrees have behind them as priority way the sociolinguistic approach, based on the social practices of the language, including also a fair part where is necessary in, psychogenetic approach.