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The Culture of Peace and decolonization of Thought Teaching in the Process of Community Integration and Local Identity

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ABSTRACT

General aim of this study was to describe the culture of peace for decolonisation of teaching thinking in the process of community integration and local identity. The problem is currently living in the institution under study is the lack of community integration for the consolidation of the local identity, this research focused on the qualitative methodology, based on the ethnographic method supported in the hermeneutic with a phenomenological approach, epistemic phenomenological and humanistic philosophical stance. For the collection of information was selected the participant observation and in-depth interview. With reference to the stage object of study is the u. e. Carrasquero, being the key informants 5 subjects represented by two (2) teachers, two (2) students of the educational institution and one (1) representative of the communal Council. Finally, for the analysis of the information selected categorization, triangulation, hiring and theorizing as compatible with action research qualitative techniques. Theorized, that the culture of peace should become one of the priorities of the people, communities and institutions, form part of the virtues and the great wealth of humanity, therefore, in the field of education, teachers must unlink is of those aspects rooted that limited the integration community through practices that strengthen the identity local. From there, which is hoped that the teachers strengthen and develop the skills and knowledge of the territories which are necessary to transform the thought.

Descriptors: Culture of peace, decolonization of thinking, Local identity, community integration

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