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University Education: A Phenomenological Hermeneusis of Human Quality of Graduates of the Economic Sciences Area of the" Rómulo Gallegos University.

ABSTRACT

An investigation is presented whose purpose was to generate a theoretical reflection on the sustainable humanistic university educational bases, as a key criterion for the successful fulfillment of the goals of the university education of the millennium. This concern arose, as a contribution so that university education institutions are ready to walk along the paths of improving the quality of teaching, giving priority to the epistemological base of the humanist profile of the graduate. In this sense, the study was based on the Humanist Theory (1998), Motivation Theory (1996) and the Dialogic Action Theory (2000). For its part, the research methodologically, relied on the interpretive paradigm, under the qualitative approach, also assumed the benefits of the phenomenological-hermeneutical method, with a scenario that was represented by the National Experimental University of the Central Plains "Rómulo Gallegos", and as informant subjects three (03) professors from the economic sciences area of the aforementioned university. The information analysis was carried out through categorization, structuring, and triangulation, envisioning that a comprehensive training of professionals, by the University, should include three major components: special knowledge of the field, technical skills and a framework of conduct in professional performance where values, the human, the social prevail, with a critical, investigative and creative thinking that contributes to the generation of human quality. This gave way to the construction of the humanistic bases for the university educational goals of the millennium. Where it follows that a good education is in harmony, in the authentic adaptation of all values following the hierarchy established according to man's own nature.

Descriptors: University Education, Human Quality, Teachers.

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