



Volumen 4, Número 1 Enero a Julio 2021 Revista Semestral. Venezuela

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How to cite this article: Kimberllin García (2021), "Educational Essence of the Non-Teaching Professional. Towards an Epocal Theory From Postmodern Academic Epistemic Foundations" I (1-16)

Received: September 2020

Revised: October 2020

Accepted: October 2020

Educational Essence of the Non-Teaching Professional. Towards an Epocal Theory From Postmodern Academic Epistemic Foundations

ABSTRACT

Generate an epochal educational theoretical corpus towards a teaching essence with postmodern significance in undergraduate professionals in education at the Rómulo Gallegos University. Unveil the ontological and gnoseological elements that guide or sustain the essence of the non-professional teacher in education in the context of the Rómulo Gallegos University. Understand from the academic daily life the development of the exercise or essence of the non-professional teacher in education at the Rómulo Gallegos University. Interpret from the experiences of the actors, the significant ontological elements for a teaching essence with postmodern significance in professionals incorporated to the Rómulo Gallegos University. From the methodological point of view, this research is accentuated in the hermeneutic phenomenological. That is to say, as a result from my very self, I assume that the Rómulo Gallegos University of today requires teachers with a great capacity to independently decide the content of what is taught and, of course, also the way of teaching. Given that science and human values have lost the rigidity and homogeneity that they had in other times, flexibility is required to interpret hybrid and changing structures as the knowledge and truths that are considered valid and legitimate are configured for students to learn. . As a conclusive element, all this narrative from the experiences of the researcher become an imperative and necessary scenario to study, that is, it is urgent to face the acts that are proposed to university education, to assume profound reforms as a vital need where changes are raised in the way of thinking, saying, doing and feeling. In this perspective, I cannot hide as a university professor that currently a myriad of demands and expectations weigh on incorporated and practicing teachers, most of them aimed at responding in the short term to the challenges of the globalized world.

Descriptors: Non-Teaching Professional, Academic Epistemic Foundations.

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