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Regional and Local History: Essential Knowledge Within Secondary Education

ABSTRACT

From a historiographical point of view and starting from a perspective of education in general, Venezuela is a country where history has always been framed by abstract social processes to the social reality that students live; Consequently, it is difficult for the students of the different states of the country to identify some historical moments of Venezuela, its heroes and actions that have fought for its freedom. That is why the research aims to understand the aspects of regional and local history as essential knowledge in secondary education, this, starting from antecedents in the area, based on the theories of Vygotsky and Bandura (1980). Likewise, methodologically it is framed in the interpretive paradigm that is based on the interpretation of ideas and their valuation, this under the ethnographic method systematically studies the culture of the various human groups. This research method consists of observing the cultural practices of social groups. As results of the research, there is the achievement of unveiling the importance of the regional and local history of the student population of secondary education, understanding the most relevant aspects of it, likewise, it was possible to demonstrate the need for a framed pedagogical project in which this area of knowledge is taken to a school subject and its conceptions vary according to the different states of the country, without neglecting national and world history, assuming that it is important to connect these three spaces to know the incidents that have the events in one another and the way in which society responds to those elements: the way in which the dynamics of social reality changes or is modified according to those historical moments.

Descriptors: Regional and Local History; knowledge; Middle Education.

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