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## **Tradition and Cultural Identity: A Pedagogical Sensitivity in Joropo Sucre from the Bolivarian Schools**

### **ABSTRACT**

The distorted way of how cultural pedagogical activities are carried out in Bolivarian schools was a cause for concern to delve into the causes and factors that cause the problem, resulting in the present research work. The methodological process focused on the qualitative paradigm, under the phenomenological-hermeneutical method. The information gathering technique was the interview and consisted of seven key informants. The main contributions of this study are reflected in the following statements: A) Identify the elements that hinder pedagogical sensitivity. B) Unveil the scope of the Bolivarian Education Curriculum Design. C) Verify the competences of the teachers who teach the joropo sucrense in Bolivarian schools. D) Generate theoretical constructs on pedagogical sensitivity. It was determined that the lack of tact in the teaching and practice of cultural manifestations does not allow the humanistic values and patriotism represented in the identity to develop in the school. The teacher must put into practice her transforming action.

**Keywords:** Tradition, Cultural identity, Pedagogical sensitivity, Joropo sucrense.

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