



Dr. Fernando José Solórzano Martínez

Universidad Pedagógica Experimental Libertador El Mácaro "Luis Fermín" (Apure – Venezuela)

Email: fershojs3@gmail.com Código Orcid: <https://orcid.org/0000-0002-4723-888>

MSc. Oswaldo Castillo

Universidad Pedagógica Experimental Libertador El Mácaro "Luis Fermín" (Apure – Venezuela)

Email: oswaldocastillo74@gmail.com . Código Orcid: <https://orcid.org/0000-0001-8930-5596>

MSc. Dulce Durán

Universidad Pedagógica Experimental Libertador El Mácaro "Luis Fermín" (Apure – Venezuela)

Email: dulcealidaduran@gmail.com Código Orcid: <https://orcid.org/0000-0003-0565-1219>

How to cite this article: Fernando José Solórzano Martínez, Oswaldo Castillo y Dulce Durán(2023), "Neuroeducation as Significant In University Teaching Praxis from a Transdisciplinary Vision." (1-17)

Received: 19/08/2022 Revised: 20/8/2022 Accepted: 19/09/2022

Neuroeducation as Significant In University Teaching Praxis from a Transdisciplinary Vision.

ABSTRACT

The study outlined as a general purpose: To configure a theoretical corpus of neuroeducation as significant in university teaching praxis from a transdisciplinary vision. Based on the theory of the total brain of Herrman (1989). The epistemic and methodological plot was approached from the interpretive paradigm with a qualitative approach supported by the hermeneutic phenomenological method, the National Experimental University of the Armed Forces Apure extension was taken as the scenario, with five key informants. For the collection of information, participant observation was used, supported by field notes with an observation guide, then the semi-structured interview was used using an interview script. It is worth noting that the information collected was subjected to analysis using the techniques of categorization, structuring, triangulation and theorization, culminating the epistemic journey with the validity and credibility of the findings. In short, neuroeducation and its involvement with transdisciplinarity; exempts a process where the brain forges the stimulus, establishing the precise foundations so that its creative function conceives the necessary neuronal connections, giving way to knowing the unknown through the pedagogical synapse. In conclusion, there is weakness in the pedagogical action, a university teacher impregnated with certain praxiology conceptions that are part of a traditional and classic episteme that does not take reality into account from its various angles and dimensions is glimpsed; revealing a certain concern in the teacher in the usability of the virtues of neuroeducation.

Descriptors: Neuroeducation, University teaching praxis, Transdisciplinary vision, Creative function of the brain, Human development, being holistic.

Biographical Review: (Fernando Solórzano): Doctor of Educational Sciences (El Macaro "Luis Fermín" Rural Pedagogical Institute – IPRMLF), teacher at UPEL MACARO APURE. **(Oswaldo Castillo),** Master in Educational Management (Institute for Professional Improvement of Teaching - IMPM), currently Public Servant of the Ministry of University Education. **(Dulce Durán):** Master in Educational Management (Institute for Professional Improvement of Teaching - IMPM), currently Coordinator Pedagogy of the Labor Education Workshop "El Recreo" San Fernando Apure State