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Teaching Of Alternative Energies as Praxeological model in Environmental Education

ABSTRACT

Inevitably, the environment and everything it offers is vital for man, therefore it must be treasured so as not to risk its future. On the other hand, energy in any of its forms has become increasingly essential to maintain life under certain normal standards. Electric power or simply electricity, has been established in our civilization for a long time, in our ways of life, it is a necessity that we cannot do without. This study aims to investigate the teaching of alternative energies as a praxeological model in Environmental Education (E.E.), taking the qualitative – interpretive paradigm and the phenomenological method supported by hermeneutics. As a result, a review of the Venezuelan curriculum in relation to E.E. is imperative, and there is also a need for the teaching process of alternative energies to be promoted through the use of prototypes or elements that allow experimenting with how these systems work. Also, the most optimal strategy to publicize alternative energies is through diagrams where the process is visualized. It is concluded that the best way to understand energy problems is through training in theories about this type of energy, which leads to a reflection – action that culminates with a modernization of the pedagogical task and, therefore, of the process teaching - learning. Finally, raising awareness about the rational use of energy is through praxeological models and transdisciplinary action.

Descriptors: environment, alternative energies, teaching, praxeological model

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