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Multicontextual Vision of the Value And Preservation of Ancestral Knowledge: An Ontoepistemological Contribution to the Pumé Productive Practice.

ABSTRACT

The research advocated as a scientific axis to build a multi-contextual vision of the value and preservation of ancestral knowledge as an ontoepistemological contribution to the productive practice of Pumé in Primary Education. Among the theories underlying the study are Togliatti's Multicontextual Model (1998), José Martí's Pedagogy of Coexistence (1975) and Benedict's Cultural Anthropological Theory (1934). Methodologically, the postpositivist epistemological approach based on qualitative research, supported by the interpretative paradigm, and framed in the ethnographic method, was selected. The scenario is made up of the "Paula Ruiz" Elementary School of the Biruaca Municipality, Apure State, located in the indigenous zone. The informant actors were made up of two (02) teachers, two (02) students and three (03) parents or representatives of the Pumé indigenous ethnic group. For the collection of information, participant observation, documentary analysis, in-depth interview, and the field diary were carried out; the validity and credibility of the findings. In summary, ancestral knowledge becomes concrete to the extent that actions to promote collective and individual memories are implemented in a context of dialogue of knowledge between the community and the academy. In short, it is concluded that traditional or ancestral knowledge constitutes the set of specialized knowledge that is developed in an ancestral context by an indigenous people or local community from the subjectivity of ancestral cultures or popular cultures thought from a new Latin American conscience and ethics, to be transmitted from generation to generation.

Descriptors: Multi-contextual vision, Ancestral knowledge, Pumé productive practice, Indigenous peoples and communities, Value and preservation, Interculturality and Primary Education.

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