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### **Key Sociocritical Approach For The Strengthening Of Significant Learning**

#### **ABSTRACT**

The research focused on analyzing the approach to critical pedagogy, a key action for strengthening meaningful learning, putting innovative actions into praxis, based on the sociocultural reality of state, local and regional needs, providing opportunities for students to be participants in the construction of knowledge, through a critical and reflective sense, which guarantees educational success, demonstrating social and cultural behavior, which allows them to develop an affective life and change the cognitive aspect for experiential learning, taking into consideration virtues to achieve meaningful learning. Methodologically, the research is based on the postpositivist paradigm with a qualitative, descriptive character, supported by the action research method, as a technique observation and semi-structured interview were applied to two students and three teachers, from (UPEL - Mácaro), which provided reliable data for the investigation. In this way, in the findings it is conceived that the critical pedagogy approach allows interaction and motivation in the university context since the integral training of teachers is carried out within a significant process, thus achieving success in praxis and in the development of pedagogical work. Finally, it is specified that learning must be epistemologically based on humanist, constructivist critical pedagogy; because there is a need to make changes towards a pedagogical practice, which strengthens creative, reflective, critical and analytical talent in relation to their sociocultural environment.

**Descriptors:** Critical Pedagogy, Pedagogical Actions, Meaningful Learning, Teacher Training, Sociocritical Approach University Context.

**Bibliographic** Professor in Comprehensive Education, Master in Educational Research Rómulo Gallegos National Experimental University, Doctor in Education Libertador Experimental Pedagogical University, postdoctorate in Educational Management and Educational Research; Coordinator of the Research Center.