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How to cite this article: “Belkis Montoya. Traditional Apureño Joropo Dance, A Value of Cultural Identity.
(2024), (1,15)

Received: 12/02/2024 Revised: 15/02/2024 Accepted: 20/02/2024

Traditional Apureño Joropo Dance, A Value of Cultural Identity.

ABSTRACT

The objective of this study was to analyze the importance of the traditional Apureño joropo dance as a value of cultural identity. The traditional Apureño joropo is a fundamental cultural expression that reinforces regional and national identity. Its inclusion in the educational curriculum not only promotes the preservation of this tradition, but also strengthens cultural ties between students, teachers and the community. A qualitative paradigm was used under the ethnographic method. Through open interviews at the Francisco de Miranda Bolivarian Primary School in the San Fernando municipality, data was collected from regional cultists and educators. Those interviewed included Pedro Solano, Enrique Zapata and the MSc. Edvar Diamond, who provided valuable perspectives on teaching and promoting joropo in school. Results: The interviewees highlighted the importance of the enthusiasm and dedication of educators in teaching joropo. It was noted that the joropo not only impacts the students, but also the entire school community, promoting cohesion and reinforcing cultural identity. The ethnographic methodology allowed a deep and contextualized understanding of the practices and meanings associated with the joropo. Conclusions: The traditional Apureño joropo is essential for the cultural identity of the region and its preservation in the educational field is crucial. Educators and educators play a vital role in this process, and their positive attitude and enthusiasm are instrumental in inspiring students. Educational policies should include the promotion of cultural traditions to enrich education and strengthen the cultural identity of students.

Descriptors. Traditional Joropo, Apureño Joropo, Cultural identity.

Biographical Review: She completed university studies at UNESR obtaining a bachelor's degree in comprehensive education in 2012, then studies at UNEMSR as a specialist in cultural pedagogy and interculturality in 2018 and is currently completing her master's degree awaiting completion. She is currently working at the EPB, she is Francisco de Miranda, first a classroom teacher, then a culture liaison and currently a coordinator. from CRA..