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Approach to the research fact from military pedagogy at the Bolivarian Military University of Venezuela

ABSTRACT

The article focuses on a research approach developed at the Bolivarian Military University of Venezuela (UMBV), with the objective of building a theoretical approach to the research process in the context of military pedagogy. The research seeks to reveal the epistemological foundations that define this process, based on the social theory of symbolic interactionism. The methodology is qualitative in nature, framed in the hermeneutic-phenomenological interpretive paradigm, using techniques such as observation and interviews with three key informants. Through data triangulation, relevant categories were identified in the findings, which are organized into three fundamental perspectives: (1) the conception of military pedagogy, (2) the research culture at the UMBV and (3) a training model. emerging that reflects doctrinal continuity. The results show that there is an emerging educational model in military higher education, characteristic of military institutions. Likewise, the research culture at the UMBV is in the process of construction, adjusting to the autonomous structures of the universities. Finally, the research process at the UMBV is closely linked to the progression of levels and degrees within the military profession in the Bolivarian National Armed Forces (FANB), which underlines an interdependence between academic training and professional development in the military field.

Key words: Military Research, Military Pedagogy, Investigative Culture.

Biographical Review: Is a full-time officer at the Bolivarian Military Aviation Academy, has a Master's degree in Geography (UPEL), Military Pedagogy (UMBV) and is a Specialist in Public Management (UNEFA). He has served as Head of Research, and is currently second in command of the Academic Group and a PhD student in the Military Pedagogical Sciences program at the Institute of Advanced Studies for Security (IAESEN).