

Nationalist Sentiment in Musical Expression Among Young People in Secondary Education

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ABSTRACT

Nationalist sentiment is based on those elements that identify a nation and that its inhabitants take as their own. That is, it refers to one's own feelings about one's place in relation to other people; it is a sector derived from the sense of self. Therefore, the present research aims to interpret the nationalist sentiment expressed by secondary education students in relation to Venezuelan musical expression. It is based on Vygotsky's sociocultural theory and Bandura's social learning theory. It is oriented under the perspective of the post-positivist, interpretive paradigm, with a qualitative approach and phenomenological-hermeneutic method. It uses in-depth interviews to collect the necessary information to give relevance to this research. Three students, a teacher, and a Venezuelan musician were considered as study subjects. To analyze the data, four important phases were carried out within the qualitative approach: categorization, structuring, contrasting, and triangulation, which lead to the final reflections of this research. The findings demonstrate that students lack knowledge about Venezuelan musical expressions and, in turn, show little appreciation for them. This is associated with the process of globalization and the influence of the media, family, and school.

Descriptors: Nationalist sentiment, musical expression, lack of knowledge, globalization, media influence.

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