

Epistemology in the Venezuelan Educational Discourse and Curriculum

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ABSTRACT

The present research raises the importance of epistemology as a science of knowledge in the construction of the discourse of theoretical contributions, immersed in the guidelines of the Venezuelan educational curriculum. The purpose of this research was to reveal the importance of the epistemological floor, articulated in the discourse as a support for praxis in the construction of theoretical contributions in the university, postgraduate, Doctorate educational sciences context. It is established in the research line Curriculum, Training and Pedagogical Innovation, UNGERG. Under the postpositivist paradigm, following the hermeneutic phenomenological method with a qualitative approach. To collect information, information collection techniques were used, which consisted of going through scientific studies from the perspective of various thinkers, whose arguments respond to the research purpose. Based on a systematic documentary review, which allows obtaining specific considerations within the findings that assume that epistemological knowledge gives the student license for the relevant construction of the appropriate discourse in the development of arguments, contemplated in the profile and guidelines. of the Venezuelan educational curriculum, based on discursive forms with competence in the didactic procedure around the educational context of the country. Finally, the research contributes towards a relevant discursive epistemological construction in the production of knowledge from the self-constructed and socialized.

Descriptors: Epistemology, discourse, theoretical contributions, university context, curriculum.

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