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Between Science and Spirit: a Dialogue of Knowledge in the Teaching of Pumé Medicine in School Contexts

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ABSTRACT

The study between science and spirit: A dialogue of knowledge in the teaching of Pumé medicine in school contexts explores the integration of traditional Pumé medicine in formal educational settings, highlighting the convergence of ancestral knowledge and Western scientific paradigms. Its overall objective is to analyze how Pumé medicine, as an expression of a holistic worldview, dialogues with modern educational systems, promoting intercultural and decolonized education. Methodologically, a hermeneutic-documentary approach was employed, based on the interpretation of ethnographies, testimonies, and teaching materials, following Gadamer (1977) and Walsh (2006). The analysis was structured in three phases: source collection, iterative reading to identify meanings, and interpretive synthesis of key constructs. The results reveal that the dialogue of knowledge, interculturality, decolonization of knowledge, and the Pumé worldview constitute an enriching, albeit fraught, educational process. The teaching of healing practices strengthens cultural identity but faces teacher resistance and institutional limitations. Comparing Quijano (2000) and Sousa Santos (2010), the need to overcome scientific monoculture is evident. The discussion highlights that interculturality must transcend folkloric approaches, while decolonization requires policies that position Indigenous scholars as co-constructors of the curriculum. In conclusion, the integration of Pumé medicine in schools not only preserves cultural heritage but also transforms education toward a plural model, demanding teacher training and contextualized resources for a genuine dialogue between science and spirit.

Keywords: Science, spirit, dialogue, knowledge, teaching, medicine, Pumé, school contexts

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