

Nutritional value and Pedagogical Potential of Native Venezuelan Foods: a Documentary Review for Infant Nutrition in early Childhood Education

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ABSTRACT

The food crisis that Venezuela has experienced in recent decades has particularly affected early childhood, compromising the adequate nutrition of children attending early childhood education institutions. In this context, native Venezuelan foods, including cassava, corn, plantain, sweet potato, taro, and various tropical legumes; They represent a nutritious, culturally relevant, and pedagogically significant alternative that educational research has not sufficiently explored. The purpose of this study is to hermeneutically analyze the nutritional value and pedagogical potential of native Venezuelan foods as a resource for infant nutrition in early childhood education, based on a review of specialized sources in nutrition, ethnobotany, pedagogy, and early childhood education. The research is framed within the interpretive paradigm and adopts a hermeneutic documentary approach, grounded in the critical selection and reflective analysis of academic texts by recognized authors in the field. The main findings reveal that foods native to Venezuelan territory possess documented nutritional properties that meet the requirements of early childhood, while also serving as vehicles for cultural and identity transmission with high pedagogical potential. It is concluded that their systematic incorporation into early childhood education projects can simultaneously strengthen infant nutrition, cultural identity, and meaningful learning for Venezuelan children.

Keywords: native foods, nutritional value, early childhood education, pedagogical potential, Venezuela.

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