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## **Permanent Training of the University Teacher for the Development Integral Endogenous Sustainable Socioproductive**

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### **ABSTRACT**

The permanent formation is a right and a duty of all and all citizens and especially of teachers, because it is part of their professional practice, developing personality and culture, in this aspect, Venezuelan education has an Educational System conformed for two (2) Subsystems: Basic Education; and University Education, which is addressed in this research, from the latter, the National Training Program of the Polytechnic Territorial University of Alto Apure "Pedro Camejo" is based philosophically on Socialism of the XXI Century and its social order: contribute actively to sustainable integral endogenous development; for this reason, the essence of the present essay is framed towards a theoretical approach to the state of the art of the doctoral thesis of the researcher, on the permanent training of the university teacher for sustainable integral socio-productive endogenous development, adhering to the postpositivist paradigm from a descriptive path, inductive, holistic, structural and systematic, emphasizing the validity, which underlies the hermeneutic phenomenological approach, through the methodological hermeneutical path of Dilthey (s / f) suggested by Martínez (2009), whose research scenario is at the aforementioned university, by means of five (5) key informants, to whom an in-depth interview was applied, analyzing the information with the elements of the grounded theory of Corbín and Strauss (2002) in this sense, the generative warp allowed a theoretical-praxeological approach in the permanent training of the university teacher oriented to the endogenous sustainable integral socio-productive development, linking conceptual threads that build knowledge and knowledge subsumed in the Being, Make-Know, Reflect and Live Together of the Teacher in formation.

**Keywords:** Permanent Training, University Teaching, S