

Traditional Dance and Children's Socio-Emotional Development: a Hermeneutic Approach to the Educational Value of Joropo In Pedagogical Experiences With Children

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ABSTRACT

In contemporary educational contexts, there is a growing need to promote pedagogical strategies that strengthen students' socio-emotional development from culturally significant perspectives. Within this framework, traditional artistic expressions represent pedagogical opportunities to integrate cultural learning, body expression, and emotional development in childhood. This study aims to analyze the relationship between traditional Venezuelan dance, specifically the joropo, and children's socio-emotional development in educational settings. The research was conducted using a hermeneutic documentary approach, within the interpretive paradigm of the social sciences, through the reflective analysis of academic texts related to arts education, cultural identity, socio-emotional development, and intercultural pedagogy. The results of the analysis demonstrate that the practice of traditional dance fosters socialization, emotional expression, strengthens self-esteem, and promotes the construction of cultural identity in children. Furthermore, it is observed that the joropo, as a community-based cultural practice, becomes a pedagogical space where bodily learning, cultural transmission, and socio-emotional development converge. The study concludes that incorporating traditional dance into the school setting constitutes a relevant educational strategy for promoting holistic development, strengthening the relationship between culture, education, and human development in childhood.

Keywords: traditional dance, joropo, socio-emotional development, cultural education, childhood.

Biographical Note: Specialist in Early Childhood Education. I started at the CEI Argelia Laya in 2012. I currently work at the Doctor Pedro Itriago Chacín Basic School.