

The Practice of Popular Knowledge as a Curricular Foundation in Venezuelan Schools

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ABSTRACT

This research addressed the need to validate the Practice of Popular Knowledge as a legitimate Curricular Foundation (PSPCFC) for Venezuelan Primary Education, moving beyond its marginal role. It aimed to uncover the onto-axiological configuration of this knowledge, understand the valuation of socio-educational actors, interpret the learning experiences that emerge from this practice, and ultimately, generate a theoretical construct based on the hermeneutics of lived experiences. The interpretive paradigm with a qualitative approach and the phenomenological-hermeneutic method were employed. Data collection techniques were based on systematic observation and semi-structured interviews with key stakeholders. Data analysis included categorization and structuring, ensuring rigor through multiple triangulations. The results confirmed the legitimacy of the PSPCFC, validating it as knowledge transmitted "from generation to generation." It was demonstrated that its practice is based on "Learning by Doing" (Vygotsky), an axiological imperative that underpins the pedagogy of love (Pérez, 2019). However, a phenomenon of "cultural control" (Bonfil Batalla, 1989) was evident due to deficiencies in its application. It is concluded that the PSPCFC (Popular, Community, and Culturally Focused Education) is an urgent epistemological and axiological foundation, and a viable theoretical model for curriculum reform is generated. This requires transforming the teacher's role into that of a cultural mediator, guaranteeing the cultural relevance of education.

Keywords: Popular Knowledge, Curriculum, Primary Education, Interpretive Paradigm, Phenomenology-Hermeneutics, Axiology.

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