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Education for Work: an Experience for Vocational Guidance in Students of Integral Education

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ABSTRACT

The purpose of this research work was to interpret the benefits and transcendence of education for work as an experience for vocational guidance, in students of integral education at the National University Experimental of the Central Plains "Rómulo Gallegos" in Dungen Guárico state, it was based on the theory of the social constructionism of Gergen (2007), Constructivist Theory of Vygotsky (1978), humanist theory of the Personality of Rogers (1987), Theory of the Divergent thinking of Edward De Bono (1967), and the theory of vocational guidance of Super (1953). The study is circumscribed in the epistemological approach postpositivistic and was developed through qualitative research applying the ethnographic method, which allowed the approach of reality in a closer way, interpreting the vision of the actors. Selected as key informants one (01) teacher and two (02) students of the institution in study, in which were applied as information collection techniques the participant observation and the interview in depth, as for the technique of Analysis of the information that was collected was made through categorization, triangulation, structuring and contrast, leading to theorize the following: The transcendence of education for work as a teleological experience of orientation Vocational, generates lifelong learning, which induces a future performance as teachers, through the practical development of values, because it is a process of human and professional training that promotes the harmonious development of all the faculties of Integral form.

Key words: Education for work, vocational guidance