

Dialogical Appropriation of Apure's Historical Heritage for University Teacher Training

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ABSTRACT

The historical heritage of Apure State constitutes a wealth of memory, oral tradition, and struggle that is rarely, if ever, reflectively incorporated into university teacher training. This research addresses this gap, exploring how the dialogical appropriation of this heritage can enrich the professional development of faculty. The study's purpose was to interpret, from a hermeneutic perspective, the relationships between dialogical appropriation, Apure's historical heritage, and teacher training, with the aim of establishing a pedagogy sensitive to the local context. Methodologically, this work is situated within the interpretive paradigm and adopts a documentary design with a hermeneutic orientation, grounded in Gadamerian understanding and the reflective analysis of theoretical and heritage sources. Authors recognized in the fields of dialogism, collective memory, cultural heritage, and critical pedagogy were selected, and their approaches were subjected to comparative analysis. Among the main findings, it is noteworthy that Apure's heritage—monuments of independence, work songs of the plains, oral traditions, and indigenous knowledge—functions as a living text susceptible to dialogic reading, and that its incorporation into teacher training requires moving beyond a conservationist approach to embrace a critical and situated appropriation. The main conclusion maintains that university teacher training is enriched when heritage ceases to be an object of contemplation and becomes an interlocutor; in this way, professors recognize themselves as mediators of memory and as intellectuals committed to their context.

Keywords: dialogic appropriation; historical heritage; teacher training; collective memory; interculturality.

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