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255

Regional Identity from the Vision of Social Actors in Bolivarian Education

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ABSTRACT

This study was based on describing the regional identity from the vision of the social actors in Bolivarian Education. Which is based on anthropological theory, social construction theory Gergen (1994), sociocultural theory of Vygotsky, sociocultural theory Falières and Antolin (2005), humanist theory by Carl Rogers (2003), social theory of Kurt (1998). From the epistemic point of view, the Post qualitative positivist paradigm was assumed, it was based on the ethnographic method, the scenario of it was carried out in the U.E. José Félix Rivas of the community of Vicario III of Calabozo State of Guarico. With regard to information gathering techniques, an informal interview was used, as instruments used an interview script. On the other hand, the key informants of the research were three (3) students and two (2) teachers. The analysis techniques for the reliability of the information corresponded to the system of categories, structuring, triangulation and contrasting. It is concluded that cultural identity is an essential condition in the teaching of quality and permanence such that through its study it is possible to develop a series of capacities and values where regional identity and cultural manifestations are part of what should be disseminated, taking into consideration that education forms values that identify the people.

Descriptors: Regional Identity, Social Actors, Bolivarian Education.