



Research methodology: A walk of the researchers

The Venezuelan university as an institution still needs to dynamize its processes and link its collectives to the construction of a new model of society, from its field of action, both in the training of competent professionals, with a sense of belonging, capable of contributing to their environment as eminently social, supportive, responsible beings, but also in the production of relevant research, with practical solutions for the collective, so that science and technology are not a means of exploitation but of liberation.

In addition, it should be kept in mind that research does not have a pre-established recipe with a straitjacket character. Thus, qualitative and quantitative research are methodological denominations that have to do with the way in which information is codified, that is, with data collection and analysis techniques. These denominations do not allude to a particular epistemological model, nor to types of research, since there are different models that have preferences for the use of numbers as a way of coding and interpreting reality.

The research methodology, as a fundamental strategy, is the researcher's own path. It should be emphasized that all research implies generating new knowledge, not only for the researcher, but also for all those directly or indirectly linked to it; however, new knowledge is not only the exclusive product of research, it can come from other complex cognitive processes inherent to the human being.

In consideration, it is necessary to foster in the teacher the aptitudes to contribute from a critical, reflexive, orienting position and from participatory approaches to the definition of research lines that later, once developed, contribute to the construction of society and the consolidation of the homeland. It is convenient then that teachers rethink research as an art that moves the sublime experience of everyday life, where the work is oriented towards an education capable of developing individuals with full awareness in their constant relationship with the historical, social, cultural and political context in which they develop in order to maintain the enthusiasm to approach ancestral, popular, dynamic knowledge, full of vitality that strengthen the new vision of liberating and emancipating education.

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