

Multiregional relationship of the perception of indigenous communities towards conservation of the cultural-heritage

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Abstract; This study describes environmental preservation in terms of culture from an integrated vision during visits to indigenous communities in Mexico, Brazil and Eurasia, where the extraction of raw materials used in these processes is preserved considering the evolution of the supplying sources. The designs of indigenous craftsmanship configured as a binding element between the identity and conservation of the cultural-heritage, with the political, economic and social sui generis global and regional implications of the different ethnic groups and which constitutes the tangible and intangible set of friendly consumption modes with the environment. **Background;** The teaching-learning processes within indigenous community contexts respond to the necessity to preserve those elements having social value or, in some cases, which guarantee the community's survival itself. Such is the case of agriculture learning in the indigenous communities we have studied, both in Mexico and Russia, where it represents not only a valued community knowledge which gives practitioners an identity, but the founding element of social reproduction. Within these contexts, agriculture education is comprised of playful collective practices that begin at an early age, often before children enter an official educational institution. From then on, individuals acquire knowledge linking them to key values within their environment, local institutions, religion and forms of coexistence. According to the general information on indigenous people considered in the present study, it can be said that Mexico has the largest indigenous population in Latin America with over 11 million people [8], while Brazil's indigenous population amounts to 897 thousand people [4]. Regarding Eurasia ethnic groups, which are of Turkish origin and specially Uzbeks in the Russian Federation, an official estimate of said population is nonexistent or inaccurate. The importance of education in indigenous peoples is to preserve their traditional cultures and cultural specificities [7]. Indigenous education has become relevant in several countries that were colonized and where their original inhabitants still exist, great efforts have been made for cultural preservation of these individuals, enabling their integration into modern society. **Methodology;** The integral teaching strategy JAROMEX is an educational model that combines teaching strategies based on in situ and ex situ technology, projects and problems to facilitate the teaching-learning process [3]. This educational model requires a not quite schooled commitment, where the support to human development that will benefit the creativity and development of a constructive critical thinking in objectified [2]. The JAROMEX strategy is differentiated by its dynamic format whose strategy allows for its adaptation to different contexts and subjects [1]. Understand the perception on endogenous textile handcrafts designed based on natural raw materials in indigenous communities of Mexico, Brazil and Russia, on the basis of cultural identity as an intangible element in cultural heritage preservation, and through the implementation of the integral teaching strategy JAROMEX. Teaching strategies can be applied by teachers in various subjects, situations, contexts and tropics [9]. In this case, the teaching strategy JAROMEX is used to address environmental issues in two indigenous communities, which was introduced to the communities during the visits and its feasibility was proved. Its essential characteristics

are described below. For this design, problem-based teaching strategy model, projects and in situ and ex situ technologies were used. Different investigations were analyzed as in Kanagavel et al, who conducted their study in 19 different indigenous communities in Western Ghats in India where they investigated the implications for wildlife preservation [5]. Liao et al refers to the indigenous-ecological knowledge as a basis for environment management, addressing the proliferation of woody plants and facilitation of adaptive management in grazing systems [6]. A teaching strategy was designed and implemented in two indigenous populations, Tarumã in Amazonas, Brazil, Tuxpan de Bolaños in Jalisco, Mexico, and Uzbeks from the Russian Federation, which are the inhabitants of the communities where this research was focused on. For this purpose, visits were made to know each community's reality and thus implement the JAROMEX strategy. Dwellers of the aforementioned communities were involved in this research and the population universe to which the strategy was applied was 130 people in the two communities, 60 people in Brazil and 60 in Mexico; and 10 representing Uzbek immigrants whose urban Soviet post-realities defy any existing theory about identity and identification. Correlations were generated from the application of the methodology to the population under study comprising Mexico, Brazil, and Uzbekistan immigrants from the Russian Federation. **Results;** The groups were explained about participation conditions in the present research, which were: to be from an indigenous community, stay during visits and willing to get involved. Then, they were given a form with personal questions such as sex, age, preferences towards questions related with ecosystems, place of professional or labor development and address. The main questions were if the community could recognize the main environmental issues. After this activity, a questionnaire with 20 questions about environmental issues was administered, and no information of any kind or didactic tool was given here. From said questionnaire were obtained from the correct answers. For the subsequent visits, a small workshop on the environmental problems that the world faces today were given to the same community groups, where the JAROMEX strategy was implemented. During the sessions we worked with this elements, and at the end of the course a new questionnaire with 20 questions having a total value of 100 was administered to them. The results obtained were recorded in tables and plotted into graphs. To grade the questionnaire a score of 0.5 was given for each correct answer.

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