INVESTIGATIVE COMPETENCIES FROM THE APPROACH OF THE NATIONAL PROJECT TO 2036: PERSPECTIVE OF PERUVIAN EDUCATION

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ABSTRACT

Purpose: The research study whose general objective is to determine how the national educational project 2036 contributes to improve investigative skills.

Method: The study has a qualitative methodology and an interpretive approach to context, the design is ethnographic of a case study, details and interprets the social cases, the semi-structured survey is used, validated by the experts applied to the specialists and workers of the unit of local educational management of education, a range of questions was selected to be able to examine the specific objectives related to the specialized cognition of the investigative competences with the link with the national project 2036 and the educational proposals R.D.R.0416, notable elements to develop the research process.

Results and conclusion: Today's society requires subjects who develop research skills that allow them to use their knowledge to make prepositions according to the various needs of their social environment. It was concluded that investigative skills is an important element that allows us to solve the problem of a certain context, essential to explain with the PEN 2036 and achieve change the skills of students in schools and later be committed citizens that allow them to acquire the skills. research and generate the generation of new productive knowledge to face the challenges of PEN 2036.

Research implications: The National Council of Education of Peru, collectively, reflects about the education of Peruvians, in a certain time, in the aspects of research, education and values. Observe comprehensive curricula to train citizens with a research culture that can respond to the socioeconomic conditions of a country. The investigation implied a permanent communication and continuous relationship, being the main sources of the researcher's inquiry.

Originality/value: The truth is a great challenge and a great challenge to convince each citizen, we are thousands of Peruvians who have to manage to change at least Lima - province and that is that through education we must transform a society committed to the values that each citizen requires Without going any further, we have the 2030 Agenda on the objective of sustainable development that must go to the change in society and that the world is facing.

Keywords: Competitions, Investigative, Project, Educational, National.

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COMPETÊNCIAS INVESTIGATIVAS A PARTIR DA ABORDAGEM DO PROJETO NACIONAL PARA 2036: PERSPECTIVA DA EDUCAÇÃO PERUANA

RESUMO

Objetivo: O estudo de pesquisa cujo objetivo geral é determinar como o projeto educacional nacional 2036 contribui para melhorar as habilidades investigativas.

Método: O estudo tem uma metodologia qualitativa e uma abordagem interpretativa do contexto, o design é etnográfico de um estudo de caso, detalha e interpreta os casos sociais, a pesquisa semiestruturada é usada, validada pelos especialistas aplicados aos especialistas e trabalhadores da unidade de gestão educacional local da educação, uma série de perguntas foi selecionada para poder examinar os objetivos específicos relacionados à cognição especializada das competências investigativas com o vínculo com o projeto nacional 2036 e as propostas educacionais R.D.R.0416, elementos notáveis para desenvolver o processo de pesquisa.

Resultados e conclusões: A sociedade atual requer sujeitos que desenvolvam habilidades de pesquisa que lhes permitam usar seus conhecimentos para fazer preposições de acordo com as diversas necessidades de seu ambiente social. Concluiu-se que as habilidades investigativas são um elemento importante que nos permite resolver o problema de um determinado contexto, essencial para explicar com o PEN 2036 e conseguir mudar as habilidades dos alunos nas escolas e, posteriormente, ser cidadãos comprometidos que lhes permitam adquirir as habilidades, pesquisa e gerar a geração de novos conhecimentos produtivos para enfrentar os desafios do PEN 2036.

Implicações da pesquisa: O Conselho Nacional de Educação do Peru, coletivamente, reflete sobre a educação dos peruanos, em um determinado momento, nos aspectos de pesquisa, educação e valores. Observar currículos abrangentes para formar cidadãos com uma cultura de pesquisa que possa responder às condições socioeconômicas de um país. A investigação implicou uma comunicação permanente e um relacionamento contínuo, sendo as principais fontes de investigação do pesquisador.

Originalidade/valor: A verdade é um grande desafio e um grande desafio para convencer cada cidadão, somos milhares de peruanos que têm que conseguir mudar pelo menos Lima - província é isso e que através da educação devemos transformar uma sociedade comprometida com os valores que cada cidadão exige Sem ir mais longe, temos a Agenda 2030 sobre o objetivo do desenvolvimento sustentável que deve ir para a mudança na sociedade e que o mundo está enfrentando.


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INTRODUCTION

Education has been changing throughout history since it goes hand in hand with the reorganizations of societies and the development of human beings to understand, improve and explain the modifications of the association and instruction. National educational projects transform individuals to live a society that takes everyone into account and live a quality educational system where human potential undertakes its goals and achievements as a member of a country responsible for the development of its country.

Educational projects began in the French educational system (1982) to improve the expectations of having a better country; educational projects spread throughout America and Europe. Today, Finland has one of the best educational systems, project, and model of public education since all Finns are considered equal in inclusion, quality and free from preschool age to university. In Singapore, your education is based on real situations related to today's world in order to face challenges in different aspects such as science and other disciplines. In China, the perspectives of their educational projects are very demanding and competitive from
childhood to reaching the chair, committed to health, nature, science and respect for the members of their society, developing investigative skills and attitudes to train researchers in scholarship and technology. In Latin America and the Caribbean, there are many governments that, through educational conferences, seek to improve the habitability of their individuals and prosper development for their country by reducing literacy and poverty. Various countries submitted to the international conferences of the International Declaration for Education for All (1990). They looked for ways to guide citizens in changing an education that offers the possibility of having the right to a decent education through the educational projects of each nation according to the reality of where they live in order to promote change in educational policies.

UNESCO recalled the four pillars of education from a humanistic approach to education that helps to strengthen the personal, family and social. The new paradigm of education to prevail the opportunities of knowledge having a critical position, as well as the commitment to improve every day, having values and putting them into practice in families and to live without discrimination, violence, inequality and be fair while respecting others, as well as respect their opportunities for education. The Dakar Conference (2000) stressed that, to promote quality education for all and with the conference on sustainable development, a vision for education in the year 2030, the commitment of the governments of Latin America and the Caribbean is required to strengthen an inclusive, equitable and quality. May this educational policy initiate improvements in the members of the family belonging to a community and thus improve the society to which they belong, a more just society with a commitment to change our social reality.

In Peru, the 2021 national educational project is based on the extension of instruction after having failed to fulfill its promise of universalism and quality. Their learning is in a routine state, leaving people who do not develop knowledge, research, effective and creative capacities with demotivated Peruvian teachers who resist change and do not form responsible citizens. Higher education was not linked to the needs of society or to acting responsibly with nature or committed to a great change (University Law, 23733-1983).

The National Educational Project 2021 was created by the National Council through a law and approved by the national agreement forum that considered it as the educational policy 12 universal access to an arbitrary, state and quality education for the generation of civilization and sport. It is prepared with the participation of the country's regions and local governments. This project seeks change in education where equity is a transversal element for all Peruvians in educational management, responsibility, and financing. This document collected the dreams, the expectations, the commitment with the people and with the university that has to develop the investigative competences in the higher institutions of Peru. They are the purposes of PEN 2021 in six objectives. Equal quality for all, relevant educational institutions, teachers prepared for quality education, education with transparent financing and that achieves the expected results, higher education with the capacity for investigative skills, having citizens in the country committed to a society with equity and equal opportunities for all its members.

The national project 2036 seeks the integration of the entire country of different races in the national territory, it also seeks to reaffirm the objectives of PEN 2021 and the change in education and develop investigative skills in the various institutions of Peru. Reaffirming the state and socio-affective well-being; civic life, incorporation and equality, efficiency, bonanza, inquiry and conservation of the environment. The PEN has projected that each citizen can live in peace and achieve their future goals as a person, in addition to leading a healthy socio-emotional life and having an education committed to the challenges of these times.

The national educational project 2036 aims to develop investigative skills to mobilize knowledge and provide a possible solution to the problem to be investigated, awakening abilities to observe, ask and record data, experiment, interpret and demonstrate the possible
solution for improvement, to observe or to interpret reality in undergraduate and postgraduate graduates from universities or higher organizations in the country, favoring the increase in ethical development skills, experts and personality qualities, independence, imagination, duty and commitment to the profession to be performed in society. The investigative competences require an impulse of knowledge to possess a culture to investigate the certain problems of the context; but they show that there is a great deficiency and scarce practice in the future investigations of a reality, not awakening the investigative skills that are required to transform or improve the studies in the investigation.

In this study, the general problem was: how does the national educational project 2036 contribute to potentiate investigative skills in Peruvian education? The justification of the research was based on knowing the benefits that this project provides to potentiate the investigative competences of Peruvian education. The general objective was to determine how the national educational project 2036 contributes to improve investigative skills.

Regarding the international, Jiménez (2018) indicated that teachers show a positive attitude to teach investigative skills and solve different context problems. Likewise, Aldana and Vallejo (2021) showed that students of educational institutions develop research skills, change the curriculum to project themselves towards the sustainability and productive of society. For Girón (2021), a specific micro curriculum of investigative skills and development of complex thinking must be developed in community chairs. Similarly, Flores (2019) concluded that future teachers must have the development of research skills and develop research skills. Also, for Moreira and Cano (2021), investigative skills promote a critical, reflective, and inquiring attitude describing the case study of a certain social situation. Likewise, for Rodríguez (2018), educators must promote and promote research capacities for community, social and sustainable well-being.

At the national level, Estacio and Medina (2020) inferred that educational projects should reinforce and empower teachers from the research component as a fundamental element in the country's quality and development standards. Morales and Maquera (2020) managed to enhance the investigative capacities in the disciples of public schools for social development. Likewise, Aliaga and Luna (2020) argued that investigative skills are the primary source in conformation as an integral formation of the subjects who acquire knowledge for sustainable social development. Likewise, Asensios and López (2021) showed that Peruvians are thoughtful and capable enough to be able to count on an educational project that develops inquiry skills and thus obtain an advanced country. Barrenechea and Media (2021) showed "good living" based on universal principles: the common good, coexistence, interculturality and attention to diversity.

The basic theory related to the topic of investigation, investigative competences, was, first, Vygotsky, who developed the historical-cultural perspective of the person who develops his culture over time with the accompaniment of other human beings, emerging investigative capacities based on to the observation of solving problems with the interaction of the other members of a community. Knowledge, inquiry and possible pedagogical and methodological procedures are presented through collaborative learning to solve future research that arises in a given context. According to Rubio (2018), those versed in different areas and future professionals must develop investigative skills to facilitate social welfare to change and corporate capacity. It seeks to train individuals with investigative capacity, wonder about daily problems and possible solutions to a reality, awakening critical, complex, coherent, judicious and original thinking.

Rubio et al. (2016), in their study of university individuals, demonstrated high self-perception of research abilities; normative calligraphy stood out and quantitative processes, researcher tools and statistical counting decreased. Teachers should strengthen students in these aspects. Gallegos et al. (2013) showed the concern to strengthen the aspects such as inquiry and
setbacks in developing research skills in students. Investigative competences are important to develop among individuals an attitude to obtain a research culture to train suitable subjects who know how to solve problematic situations in a context taking into account the philosophical, methodological, epistemological, technical and instrumental foundations that allow active progress in a society.

Based on the aforementioned, it was determined that the investigative skills in the instruction of the pupils are of great consideration to prosper, excel and be aware that the investigative skills are the strengthening of the community of a certain country that mobilizes knowledge, expertise, position and legality for the solution of problems of a society. In the work developed by Rubio (2018), the following dimensions of the investigative competence have been taken: a) general investigative concepts refer to the methods; b) bibliographic searches: report selection; c) data collection: design and apply information techniques and strategies; d) analysis of the information: interpret the report and e) academic writing: to treat the information ethically.

On the other hand, the National Educational Project (PEN) has Vygotsky's historical-cultural approach as its theoretical basis, which is pertinent because when the human being is born and grows up, he follows a path of diverse cultures, in which he offers a series of activities revealing to promote collective development with the purpose of forming critical and creative individuals that transform the community according to the time in which we live with a high level education in knowledge, the interaction of people, they assume the challenge of changing their lives for something better to change the groupings for sustainable development.

The National Council of Education of Peru, collectively, reflects about the education of Peruvians, in a certain time, in the aspects of research, education and values. Observe comprehensive curricula to train citizens with a research culture that can respond to the socioeconomic conditions of a country. This project is supported by the Ministry of Education of Peru. The PEN to 2036 is a planning for the instruction of its residents in highlighting the political and civil society decisions of our country, proposing the challenges of education that we want and the dream of a decent life, equity and inclusion within the sociocultural, socioemotional and inquiry, assuming the globalized and sustainable challenges of world groups. The National Agreement, with the active participation of citizens, approved the 2036 plan to invigorate freedom and the situation of jurisprudence in all Peruvians in a transparent and decentralized manner.

Based on the aforementioned, the instruction plan for 2036 focuses on the person and on their process of teaching knowledge and their abilities that forge the commitment of the community to develop our possible interrelationship with other individuals from different cultures, guiding us to the animation change and respect for each one of them, carry out our purposes and achieve our greatest well-being, inquiry, productivity and sustainability in the multisectoral approach, instructing ourselves as current and future subjects of civics.

The subcategories are a) civic life, which encourages the education of the subjects to contribute to a decent life, aware of their freedom to help achieve an impartial and flourishing nation; b) inclusion and equity, this aspect is essential in the grouping of State action; c) socio-emotional well-being: People must control their emotions to face the challenges of society and d) productivity, prosperity and sustainability: receive high-level instruction that is projected to our aspirations and that generate sustainable and responsible utility, as well as also possess a teaching that favors and strengthens research, novelty and growth for the advancement of national prosperity.
2 MATERIALS AND METHODS

The inquiry was basic; The study presented a qualitative approach because it investigates the experience, the convictions, and the appreciation with the intention that the inquirer can reach the occurring event with certainty and explain it with the peculiarity of the determinations of reality (Córdoba, 2017). It was an interpretive approach to the context to understand the social events that individuals give (Flick, 2015). The qualitative approach examines the context in its normal setting as events occur, taking into account the environment according to the individuals involved (Blasco and Pérez, 2007). The design was ethnographic of a case study that details and interprets social cases and understanding reality, the researcher uses and involves the participants to discover the environment to achieve a better interpretation (Katayama, 2014). The investigation implied a permanent communication and continuous relationship, being the main sources of the researcher's inquiry (Córdoba, 2017).

This definition is important for research, intelligibility of the researcher to the study site, having the interaction of the participants and the intelligibility of the origin of the research (Valderrama, 2013). The investigation was carried out at UGEL N°10 – provincial headquarters, it is a public organization with an autonomous characteristic; Its primary function is to guarantee and provide an official utility service in all grades and variants of the basic educational procedure, higher training, collective instruction and Cetpro, in coordination with local governments, promoting the comprehensive training of students.

There is an intention to search for participants in the selection of an investigation for the researcher's planning, with subjects who have the same interest in the same exploration or situation (Valderrama, 2013). The participants were public identity specialists, as well as experts from the Ministry of Education with expertise in the subject and experience, who provided the necessary information for the exegesis of the inquiry.

It was verified on the PEN 2021 and 2036 is the development of State policies in the instruction sector. In the 2021 educational plan, it was a project with a measurable objective where the purposes that were carried out in Peru were examined, which ensure the coherence and policy of the State for all Peruvians; In this document, the change between all individuals and the importance of social organizations to provide quality education were intended and the following has been demonstrated: seek social participation in individuals, full inclusion, but there was the existing segregation between the Peruvians. On the other hand, education advanced because initial education was extended to children aged 3,4,5 years, exclusively for early childhood. In basic instruction, the graduation profile of the students was achieved.

The 2036 plan sought to have a horizon and a vision to improve and ensure that all individuals in Peru integrate, develop, and progress along the path of their profiles, consciously realizing our independence to build coexistent, generational, and individual and communal enterprises. multicultural of a progressive, fair, and inclusive association that considers and values plurality in all its dimensions, claiming that investigative skills are developed with qualified researchers in present and future universities.

The experts were interviewed with five questions and stated that the higher entity of the education sector decided to undertake and develop in the regions with a R.D.R.N° 0416 to establish the beginning of this PEN 2036 in regional schools with pedagogical proposals that motivate to reinforce the challenge of full citizenship and other aspects; seeks to implement intervention strategies to strengthen citizen participation in infants in the college environment with the student voices program.

The pedagogical proposal, inquirers in action, was also provided, which motivates the progress of critical thinking and exploration, evolving research skills or competencies in schools at the regional level.
The collection of information and the distinction are two paths that compare the attributive inquiry (Valderrama, 2013). The distinction of the source of information was made with the intention of triangulating the collection of the means of information from the participants. This involves the conjunctions, similarities, and inequalities to distinguish the surveys carried out by the participants.

3 RESULTS

In the distinction of the information given by the specialists, experts in the matter due to their long professional career in state identities indicated according to the questions asked in the interview guide. As for the first determined objective of the PEN, it encourages complete civility to be part of this act, since it is an opportunity to express the aspirations that one possesses and develop investigative skills, a social and political dialogue between the subjects, dream, seek and build an education within the reach of all Peruvians.

In the question, how does the UGEL, using the national educational project 2036, contribute to the development of investigative skills by developing full citizenship? Interviewee 1 agreed with the author Rubio (2016), who pointed out that having knowledge of the reality and problems of Community implies the mobilization of knowledge giving a solution to a situation and social difficulty.

Interviewee 2 developed investigative skills and scientific skills to build scientific knowledge. He indicated that science provides discoveries and advances in native science areas and other fields. In Peru, investment in science must be disseminated to encourage the student population to discover and develop investigative skills to solve a problem in a real context. PEN 2036 establishes as a strategy to encourage and motivate research in Peru to solve the uncertainty of the different real contexts.

Developing investigative skills, that is, awakening scientific skills that build scientific knowledge, since specifically in the areas of natural science or can occur in other fields, these sciences provide the population with many discoveries and advances for individuals, who must be aware of use science responsibly. In PEN 2021 it was mentioned that we must invest in this field, but they were not fully achieved. Now in PEN 2036 they mention it again, but for higher identities. So, as a specialist, why not encourage our student community to emphasize discovering and developing these investigative skills or competencies within their reality or real context, which can observe a community problem. (Interviewee 2)

In the question, what are the main foundations of PEN 2036 for Peruvians? the basis is that there must be a long-term plan that has the consent of all Peruvians that has their own reflection and initiative since the basic foundations of PEN 2036 are found in the aspiration and in the purpose of being better. In this regard, experts point out:

The perspectives must be given in the long term to meet the wills of Peruvians and start the own reflection activities to have the initiative, creativity, and ability to solve problems in different contexts. Education marks the transformation of society. (Interviewee 2)

In the following question, what are the strategies that Ugel can establish, to start the R.D.R.0416 according to the national project 2036? according to D.S. N° 009-2020-MINEDU- in turn the R.D.R.0416 promote pedagogical proposals as educational guidelines to undertake the initiatives to PLAN 2036.

One of the strategies is for the student population to develop their investigative skills, with the pedagogical proposal in INQUIRED IN ACTION whose purpose is to develop the skills around science and technology of regular basic education students. In this process, the advancement of scientific thinking skills and the school scientific inquiry work carried out by students will be progressively evidenced. PEN 2036 mentions that we must discover and develop research in Peru. (Interviewee 2)
We, as authorities of this state body, have met and discussed this situation that Peru is experiencing with a crisis of values and after this pandemic we have allowed ourselves to develop and manage, starting with our students, with the R.D.R.0416 beginning in all educational institutions at the level of the regional Lima - Province Starting from a social problem of their own context of students as they create and undertake using their investigative skills to solve these communal problems As we have the MARKKUNAS LIWRISANAWA pedagogical proposal. (Interviewee 1)

According to Muñoz and Col (2001), investigative skills allow teachers to develop strategies and creative actions in their students to solve chaotic situations in the classroom or schools.

Next, with the question, what challenges does PEN 2036 pose for us? In accordance with The Plan, it infers that, by achieving changes, we can transform society having as fundamental principles the 2030 Agenda and PEN 2036 to undertake the change of citizens in Peru.

The truth is a great challenge and a great challenge to convince each citizen, we are thousands of Peruvians who have to manage to change at least Lima - province and that is that through education we must transform a society committed to the values that each citizen requires Without going any further, we have the 2030 Agenda on the objective of sustainable development that must go to the change in society and that the world is facing. Well, PEN 2036 also calls for the change of citizens. (Interviewer 1)

The 2030 Agenda indicates the aspiration of the metamorphosis towards sustainability in the different aspects of a community and the consideration of the human being as a member of a group.

Regarding the question, what are the main guidelines for developing the contribution of productivity, prosperity, and sustainability in schools? It should also be said that the PLAN 2036 (p. 55) proposes carrying out responsible economic activities by undertaking economic stability that allows people move forward on their own and get out of poverty.

Some of our pedagogical proposals are created and undertaken, which consists in the fact that the student has to provide solutions to a problematic situation and undertake various economic activities that can contribute to local development. (Interviewee 2)

In the same way, the interview was carried out with the UGEL workers. Next, with the question from the citizen approach, as an educational strategy, how does the Ugel from PEN 2036 provide well-being to the citizen community? According to UNESCO (2009), investigative skills are important; therefore, they must be developed in each subject that integrates a group, where they can thrive and seek their own well-being, giving solutions to situations or collective phenomenon of objectivity.

If I have heard about the new PEN 2036 The citizen approach as a strategy is to be a good citizen first, for this the PEN must have a long-term duration in the educational systems. But sometimes they materialize and sometimes they don't... It is better to fight in the attempt, the state identity to try to start many educational programs and proposals for the local rural community, so that the population feels cared for and above all listen and solve problems. the problems in the community. (Interviewee 1)

The ability of every subject is to discover the comfort of a local community, Nugent et al. (2021) pointed out that the inquiring skills are the process that a subject evolves, perfecting to improve the existence of where they live. The 2036 Plan is based on individuals, both in integral progress and for the country, who know how to deal with problematic situations, manage and apply investigative capacities in the various real contexts of a certain group. From another point of view, the citizen approach, as a communication strategy, how does the Ugel make decisions before the social integration of the community? One of the purposes of Plan 2036 is inclusion and equity among subjects.
It is not only the task of the UGELES, social integration is a challenge because everyday people who live in rural areas still respect, but in the city, there is marginalization, racism is a challenge to train citizens and try to avoid social segregation that interrupts the progress of improving as people and as strategies, specialists try to improve this situation through various strategies. (Interviewee 2)

The 2036 Plan details that we must value the ethnic, cultural integration, and social cohesion of all the participants of the country group. Next, from the citizen approach, as an educational strategy, how does the UGEL meet the expectations of the social integration of the community? To obtain full citizenship, we must have the will of Peruvians and awareness of citizenship.

PEN 2036 is a fundamental factor and asks us to develop full citizenship. Expectations are as great as the willingness to change, but a compromising change, a change in citizen awareness. Hopefully it can be changed with so many things that are observed in our days. (Interviewee 3)

The population must be trained in responsible citizenship and start the pedagogical proposals of citizenship in educational institutions. For Tueros (2017), Peru faces many changes, so, to achieve this challenge, subjects with skills must be trained to be a full citizen and be responsible for facing society, seeking their total well-being every day as a member of a local and national community. In addition, in the question, from the citizen approach, as an educational strategy, what are the protocols that the UGEL considers applying socio-emotional well-being in people?

The protocols provided by Ugel is to work together with the health sector. Socio-emotional well-being is so important for each person, being assertive always is knowing how to drive and manage our emotions in any situation in life. (Interviewer 2)

Acquiring socio-emotional protocols is proceeding positively in any life situation. In Plan 2036, socio-emotional competence is to act affirmatively, have empathy and a healthy coexistence as members of a collective citizenship. Sulmont (2020) pointed out how crucial it is to direct our emotions in any challenging context or reality. With the objective, the citizen approach as an educational strategy, what factors does the UGEL consider contributing to development and progress? Creating and undertaking promotes its own resources in the face of a social problem.

There are many factors, one of which is that students in regular basic education look for a way out of a problematic situation, this means that they must develop many investigative skills or competencies in the labor market, promoting the development of the community. (Interviewee 3)

According to the PEN, education implies that students are entrepreneurs, that they can manage their investigative capacities so that they can contribute to the economic aspect, innovation for the development and progress of Peru. The vision of Peru by 2050, is to dream of equal opportunities, economic incorporation, research and sustainability among all Peruvians, a mark in education to discover in our members the capacity of human capital that is an expert in research, creation, entrepreneurship, science and technology, which is conducive to private, national and international investment, which are capable of establishing honorable jobs to have a decent economy in all members of the country (CEPLAN, 2019).

4 DISCUSSION

The general objective was to determine how does the national educational project 2036 contribute to improve investigative skills? In the research, the interviewees realized that the 2036 Plan maintains that the investigation is vital and substantial to develop investigative skills to promote critical and scientific thinking of the people who make up a country and that is
building citizenship throughout their lives. lives (E1), starting from a problematic reality, this in turn must start from early childhood, school age to adolescence (E2), through the curiosity of children, creativity and the development of observation and the inquiry raised in the pedagogical proposals "Inquirers in Action and MARKKUNAS LIWRISANAWA" (E2). Teachers must have dispositions to teach to develop investigative abilities. It coincided with Jiménez (2018) who indicated that educators must have the educational provisions to develop said investigative skills. The most important thing is to resolve the conflicts of a society for sustainable development (E3). Aldana and Vallejo (2021) demonstrated that students awaken investigative skills to address the environmental protection of the 2030 Agenda.

On the other hand, what are the main foundations of PEN 2036 for Peruvians? The interviewees perceive that the subjects reflect to possess creativity and criteria to provide solutions to problems in different contexts (E2). In relation to Moreira and Cano (2021), they agreed that investigative capacities promote a critical, reflective attitude towards the conflicts of a designated communal situation.

The second objective was to identify the main foundations of citizens and the time that will elapse to achieve this dream of living as people who know how to awaken their investigative abilities, abilities to be good citizens. In the present study, the interviewees perceived that the subjects must be aware of changing; For this reason, pedagogical proposals were being established for the student community (E2), irresponsibility and the crisis of values would take a certain time for the PEN 2036 (E2) to materialize, the lack of commitment and the lack of will of the subjects they would not be formalized in time (E3); some interviewees also pointed out the segregation that exists in the country, the crisis of citizen habits, low resources (E3), create the difficult task of generating the total transformation of these individuals by not formalizing the 2036 Plan despite the intention that has the experts when proposing the pedagogical proposals (E2). You have to fight in the attempt, the state identity trying to start many educational programs and proposals for the local rural community (E1), proposing pedagogical proposals is discovering the potential of each member of a society (E1); the State must invest in education so that they develop research capacities from early childhood, adolescents, adults and the elderly (E1,2,3). This appreciation coincides with Rodríguez (2018) since economic investment and State policy is important for the education of a country since the human capital is the educators who are going to motivate the investigative capacities for the collective and sustainable comfort of the community. region. Likewise, for Estacio and Medina (2020), educational policies should fortify and promote teachers based on inquiry skills as a fundamental element in the country's quality and growth models.

5 CONCLUSIONS

The third objective was to initiate and motivate this Plan 2036 with the enthusiasm to change the inhabitants of the country. The authorities of Lima provinces begin the objectives of Plan 2036 with the R.D.R.0416 in all educational institutions at the level of the regional Lima province, starting from a questionable reality of their environment, in addition to applying the investigative skills giving solutions to problems that can occur (E1). Specialists promote educational proposals (E2). In accordance with Morales and Maquera (2020), to give entrepreneurship to investigative skills, you must work with the disciples of public schools for the social development of the region.

On the other hand, one of the objectives of the PEN is to modify the behavior of individuals in a country; for this, they must have socio-emotional training, know how to manage their emotions before society (E2,3). Demonstrating our impressions positively in a common context; It consists of each subject knowing how to guide and conduct their affections before the other members of a communal association and the conformation of an inquirer. According
to Aliaga and Luna (2020), investigative capacities are important in the conformation and comprehensive training of individuals in the face of sustainable development.

Next, the other objective of the 2036 Plan, entrepreneurship, development of subjects, seeking the well-being and advancement of a country in the process of dealing with investigative competencies is seeking the comfort of the citizens of a nation. Seeking to get out of a problematic position is to awaken inquiring skills and improve social development (E1,3).

Barrenechea and Media (2021) pointed out that understanding good living is based on general principles such as developing complex knowledge, collective good, coexistence, respect for interculturality and diversity of a context.

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