

THE DIDACTIC CONCEPTION OF RESEARCH IN THE MODERN VISION

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Summary

This research takes a tour of the main didactic strategies that are applied in modern research in research centers and universities around the world, as well as the multiple analysis techniques that can transform data into useful information for our societies, from the qualitative approach refers to experts in areas such as epistemology and hermeneutics, as well as in the correct application of triangulation as a way of contrasting the knowledge and available research, ductile tools for any researcher, likewise, the documentary review and the criteria of important and recognized authors were used for the compilation of this research article. The main conclusions account for the incessant search of researchers for the use of novel techniques to enhance the

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quality of their research, as well as to weigh within the research method, the need to seek a didactic conception that pursues inquiry with established, clear and determinable

academic purposes that when contrasted result in the continuous improvement of our societies and applied science in the modern scientific research.

Keywords: Research, Triangulation, Hermeneutics, Information.

Esta investigación hace un recorrido por las principales estrategias didácticas que se aplican en la investigación moderna en centros de investigación y universidades de todo el mundo, así como las múltiples técnicas de análisis que pueden transformar los datos en información útil para nuestras sociedades, desde el enfoque cualitativo se refiere a expertos. en áreas como la epistemología y la hermenéutica, así como en la correcta aplicación de la triangulación como forma de contrastar los conocimientos e investigaciones disponibles, herramientas dúctiles para cualquier investigador, así mismo, se utilizó la revisión documental y el criterio de importantes y reconocidos autores para la compilación de este artículo de investigación. Las principales conclusiones dan cuenta de la búsqueda incesante de los investigadores por el uso de técnicas novedosas para mejorar la calidad de sus investigaciones, así como ponderar dentro del método de investigación, la necesidad de buscar una concepción didáctica que persiga la indagación con fundamentos establecidos, claros y determinables. propósitos académicos que al contrastarlos redundan en la mejora continua de nuestras sociedades y la ciencia aplicada en la investigación científica moderna.

Palabras clave: Investigación, Triangulación, Hermenéutica, Información.

Introduction.

The didactic conception in Research.

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In the opinion of the Researcher, for some decades now, world research has been increasingly referred to the didactic environment, and application as the central axis of its conception. Every day that passes, it is more important to transfer the knowledge acquired to the social environment in the search for new applicabilities of this and in the incessant attempt to improve our environment, that is why, as part of the knowledge society, we need to participate and contribute with a conceptual update of the "fact" research.

In this sense, it is opportune to make a precise approach to the current research and start from the dense to the transparent, so to speak, in terms of pursuit of objectives and results that in the end are the basis of our intentions when venturing into the task of inquiry and analysis that covers every formative aspect, where a didactic conception will help us to obtain the desired results.

Much depends, then, on our way of doing science and our way of doing the work of investigating, that is why, throughout the course of this work, we will land all the activity to the didactic and pedagogical field in order to make an important contribution to the work we do as a strategy to pursue our goals, and therefore it is imperative to rediscover the epistemological with a didactic "I understand *ergo* I investigate", trying to change or mutate the way of investigating.

For many authors, such as Aguaded and Romero (2018) it is impossible to visualize with crystal clarity the possibilities of warning of the future due to the long etcetera that emerges from access to the internet, social networks, the new forms of relationship available such as *hashtags*, *youtubers* and *influencers*., so it is extremely complex for the social sciences to understand the present. And in the opinion of the authors, such a description falls short when we review the ways of educating ourselves, informing ourselves and expressing our ideas, without mentioning the aspects related to how we investigate.

That is why the authors agree that, when referring to the research aspect, there has been no formative / educational accompaniment to face the neo-ecosystem of interrelations that today have woven The Information and Communication Technologies (IT.C.) and on the other hand they agree that the research needs turn out to be extremely unique as a fingerprint and that is why it is extremely valuable and also pertinent to make approaches to the context that it is explored.

In the research work, we investigate the expeditious ways of carrying out research contextualizing in the didactics that allow to achieve the results that are pursued, appearing the certain possibilities of construction of a path that allows to trace the north when starting a specific study purpose without

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overlooking the epistemological considerations of respected treatisers, with which, we will try to provide a clear idea of how to achieve it, and for this, we need to observe their needs, their justifications, their limits and their methods.

Likewise, approaches are made to the existing technical and methodological mechanisms that contribute to a reliable interpretation of the findings such as triangulation and hermeneutics with which the scenarios, virtues and processes where they intervene as guarantors of understanding and production of knowledge are detailed in a didactic way, above all, when comparing the positions of excellent treatisers and the criteria derived from the author's research career.

Technical and methodological phases to obtain the results of the Research.

a). Clear idea of exploration.

According to Petzold (2008:118) and Sampieri (2006) before starting an investigation we must have clear ideas of exploration of the phenomenon that is intended to be studied, meanwhile, it recommends locating relevant methodology for the development of positions, that is, we must locate some books, some articles that are related to the subject, in order to study their postulates and be able to have a range of criteria related to the that you try to develop. Then, we must synthesize the criteria of each selected author to circumscribe a subsequent position that serves as a basis for the contrast of criteria, with which, the debate of the ideas that ends up enriching the research will be made.

At the discretion of the Researcher, and in line with Petzold (2008:119) it is necessary to make a tour of the different postulates and establish what we want to investigate before starting to compile the required information, in order not to waste efforts or time, therefore, we must make the most of it. the technological resources and platforms available, such as online libraries, newspaper libraries and other databases, in virtual environments, today accessing them is unthinkable easy and practical with which the task of research is profitable and tends to be very productive.

On the other hand, and as a second step, in accordance with Supo (2015) a line of research must be defined, in this case, the line at the discretion of the Researcher, se refers to the desires, motives, experiences, phenomena, studies, personal objectives or topics of interest of the subject who wishes to investigate, such a line, represents the intention of framing a course in a certain area of knowledge, which, in most cases becomes a great topic of research development, the lines are very varied and diverse, however, they depend on the area of knowledge and the dimension where we are.

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A line of research, at the discretion of the Researcher, is a thematic area with which, you must be linked, interested and fond; few people carry out research without clear purposes or without natural affection for the proposed topic, since it is difficult to keep the interest alive unless you have an adequate mobile or a topic that impacts or interests you, in this particular case, that motive is the desire to investigate and deepen the chosen theme.

Starting from this scenario, you can compare the line of research to find a partner, and this aphorism is usually very similar to the fact of choosing the subject of study, since they are usually for life, they are usually for the rest of our lives, in that sense, this topic of study becomes an integral part of the professional route of the researcher and as described by Supo (2015: 4) you must choose a topic that is within the specialty that has been chosen with which it is intelligently projected, because, it is usually in the future, a reference within that theme of study.

In this regard, the considerations of Córdoba (2011:17) stand out when trying to understand the real dimensions of the problem for the generation of knowledge in universities, establishing as a concept, that the term, line of research refers to a specific research problem, around which people, projects, problems, methodologies, and research activities that are organized in sublines articulate. (Either by thematic affinities or by expected achievements), make possible the intellectual production in an area of knowledge.

On the other hand, Córdoba (2011:20) defines that in its epistemic position, the line of research refers at the same time to a monodisciplinary or interdisciplinary thematic axis in which research activities carried out by one or more research groups that have visible results in their academic production can converge. and in the training of human resources through the development of undergraduate work, to the point that in some countries such as Colombia and Venezuela, they require as requirements the existence of lines of research for the approval, creation, and accreditation of postgraduate programs.

In this sense, Córdoba (2011:27) points out that, as a highlighting fact, it is necessary to understand that a line of research must exist a total articulation, fusion of interests and continuity, between the work of research teachers based on a systemic program developed in the short, medium and long term, in this context, the lines are associated with centers, networks, study groups, working from or between their disciplines in favour of a research programme.

In this case, the authors Petzold (2008), Supo (2015) and Córdoba (2011) are framed in the formalities of the line of research, however, Sánchez (2014) makes a different proposal and therefore, disruptive in contrast to the respectable criteria that precede to indicate, that beyond the line of research should be taught above all to analyze and evaluate different didactic strategies and apply

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them in the scientific field, for reasons of methodological clarity, reasoning about processes, practices and strategies that are complex and at the same time diversified.

For this reason, Sánchez (2014) proposes new didactics of research from two scenarios, the first what is taught when teaching to investigate and, in the background, how to investigate is taught. Starting from this approach, it is one thing to produce knowledge and quite another to teach how to produce it, where the first one forms the profession of researcher and the second, the trade of pedagogue.

b). Didactic contribution of the Research.

According to Sánchez (2014) there is no single way to investigate, however the author indicates that if there are different ways of teaching to investigate and as proof of this, that each scientific field necessarily has its way of problematizing, of constructing its observables, of imagining and building theories and frameworks of conceptual foundation, as well as of testing hypotheses, it is therefore absurd to try to teach a Psychologist and an Engineer to investigate in the same way, as is done with a lawyer and a doctor, and this, given the peculiarities and singularities of the research regime that apply in each particular case.

For Sánchez (2014) there are a series of premises that need to be pointed out, among them: that valid research approaches must be taken, that is, to define, analyze and even criticize scientific production by teaching how to generate it. In other words, they suffer from the practical and focus on the conceptual, on the other hand, insists the author, who is also not taught to investigate in a general and abstract way, as if there were a unique and unrepeatable procedure, becoming an unalterable paradigm of producing knowledge.

That is why the author concludes that there is no single method, rather, we must understand the organization and strategies that interact in scientific production, that is, learn to formulate their problem, plan, and rationally conduct their theoretical, practical, operational and instrumental decisions with the intention of finding answers to the questions derived from their research purpose.

In this regard, for Pineda (2014:77-81) there is agreement with Petzold (2008), Supo (2015), Córdoba (2011) and Sánchez (2014), since the research carried out today has ingredients that have never been present at other times in history such as ICT and the entire technological framework that is available to carry out research, In other words, there are better conditions today than before to undertake and develop projects of any nature without the use of face-to-face.

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Meanwhile, the author emphasizes the idea of measuring the impacts related to the new role of the internet, to the conflicts arising based on globalization, the inquiry that must be developed based on the specialties of each researcher, the awareness of reviewing the available theoretical approaches and research on the topic of each branch of science with its multiple categories.

That is why conceptual differences are observed from one author to another, and at the discretion of the Researcher, it is these epistemic variants that enrich the environment that we want to address when we touch on topics related to research. Therefore, there are different opinions with which

you can build a repertoire of options when undertaking a research project, however, at the discretion of the Researcher, it is necessary not only to know the idea of exploration or the epistemic environment of an idea that you want to develop, additionally you must take into account how to make the aspirations come true and therefore the important thing to know after the form, the substance of our research.

c). Search for Sources

The researcher infers, that up to this point he has a clear idea of what he aspires to investigate and above all, the contextual mapping of what he will try to develop, and that is why, he rescues from among his multiple works of consultation an author, who although he is not physically with us, left a super didactic work, with which, he took his first steps in scientific subjects, and is the work of Dr. Umberto Eco.

In this work of consultation, Dr. Eco dedicates a whole chapter to explain that it is a source and by virtue of its relevance, I honor his memory by quoting directly from his valuable contribution to the academy which, becomes valid with each passing day, because his postulates are open to all subjects and not biased by a single vision of the scientific environment.

In this scenario, Eco (1977:69), delimits in two large sections the intrinsic development of the investigative task, in this sense, the author notes that an investigation reports the study of objects and for this he uses instruments, in that case, we will say that the writings of Adam Smith constitute the *primary sources* and the books on Adam Smith constitute the *secondary sources* or the *critical literature*. Naturally, if the topic were *Adam Smith's Sources of Economic Thought*, the primary sources would be the books or writings on which Smith was inspired.

The sources of an author, in consideration of Eco (1977), may also have been historical events (certain discussions that occurred in his time about certain concrete phenomena), but these events are always accessible in the form of written material, that is, of other texts. Perhaps we will even find

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that the sources are not available in the form of written texts, but they must become the texts that will be included in the thesis or research as documents, these can be, statistical data, transcripts of interviews, photographs, and even audiovisual documentation.

In that case, the researcher must be able to distinguish what it means to have a first-hand or primary source and the secondary source, in this case, are primary sources, those that we find in official documents, those emanating from the authors, through published studies, scientific or refereed articles, books, conference reports and those from multilateral organizations such as those of the O.I.T., CELAC, IDD, etc., and secondary sources are considered, those interpretations made by the authors within their writings or analysis, such citations have a degree of relevance and depends on how to include them in the text that is developed that their relevance will be achieved.

In particular, the course of what has been traveled in research gives the writer certain aids that are worth rescuing, for example, in research where data are scarce, we can transform this absence of information into a second-hand source, but reliable, since, more recent research that has cited older sources can be used, as follows; I remember an author who had published a scientific article in 1967, and as the thesis requires from close sources, I used an author who had referred to said work in 2013, in that sense I established within the Research as denoted by Morón (1967), cited by Castro (2013) and with that clarification, I obtained my close source.

Of course, the rules of citation allow us to make countless exceptions, however, in this elegant and allowed way, we can carry out our investigations with the minimum margin of error, and such an event is not new, since, if we analyze the example of one of the most influential philosophers of antiquity, as was Parmenides, who swells the list of the brilliant minds of the pre-Socratic philosophers, we observe that Parmenides never left a written line, however, his students, in their own writings, resumed their positions and in that particular case, the only existing source of Parmenidian thought, is found in each of the works written by Socrates, Plato and Aristotle.

In this way, a clear example of what is considered a primary source and a secondary is observed, and the highlight is that no one would ever doubt the expressions used by the triad of philosophers who made use of the thoughts of Parmenides, in this sense, this source, although referential, has primary weight because, the seriousness, relevance, relevance of the one who cited his position, the type of document where he made the appointment, shields the contributions that were used when building it.

In that case, what is pursued in short, is that the sources in the first place are provided from certified, reliable and recognized bodies, the more formal they are, no one can object to the validity of a source, on the other hand, it is also sought that they are of recent data, that is, not greater than

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a range of five (5) years, since this can also influence the interpretation and understanding of phenomena and especially those observed within the social sciences, where each study presents a minuscule range of staticity, that is, they almost never behave uniformly and even less are the behaviors maintained for a long time, on the contrary, they are of very high variability.

d) Construction of the Bibliography

For Eco (1977) to elaborate a bibliography means to look for that whose existence is not yet known. The good researcher is the one who is able to enter a library without having a clue about a subject and leave it knowing something more about it, that is why we must do an exhaustive search for sources to support the Research, in this regard, Becker (2011: 67) establishes that academic writers have to organize their material, in order to be able to express an argument with sufficient clarity so that readers can follow their reasoning and accept the conclusions.

That is why, says Becker (2011:70), that there is no single correct way to do it and that trying to do it would involve subjecting the research to a perhaps more arduous way than it really is, on the contrary, the task is simplified when it is recognized that there are many effective ways to say something and that their job is to choose one and put into practice so that the interlocutors (readers) know what what they are doing.

In that sense, the author alludes to the serious complexities that come from the beginning of an investigation, and if we intend to obtain concrete, viable and effective results, any suggestion from consecrated researchers is vital to our interests, that is why Becker (2011: 75) begins by explaining that "before writing what I want to say, I must first discover what I want to say", understanding by this, that we must be clear about the north of the research, perhaps, create a list of observations, a possible structure or tentative index that allows us to partially determine the favorable wind that leads our research to remarkable conclusions or to the conclusion of the project in a satisfactory way.

Likewise, Becker (2011:75), recommends never starting by writing the introduction, since you can not introduce or describe something that does not exist and that if you do, as a general rule, the author will be tied to the expressions that were established in those initial lines, with which the Researcher identifies, however, by recognizing that there is a great variety of different thoughts and strategies, the best one is needed and therefore, on a personal level, it applies such a strategy. Likewise, Becker (2011:74) recommends establishing a path to start exploring, and in that case, a sketch where he expresses his observations can be very useful and helps to better grasp all the

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implications and avoid the rambling ideas that distance us from the understanding of the logical structure.

However, for Eco (1977) having a striking introduction, or paragraphs where he reveals the secret of his research as a shocking description containing the results, will give the possibility and opportunity to take them up again throughout the development of the research and say how such thought or idea contributes in each descriptive phase of the work, with which, contradicts Becker (2011), however, as an appropriate tactic is pursued, the researcher recommends making use of both, as long as the topic to be developed applies, so to speak, we must put everything on the grill when conducting an investigation and that implies starting from the introduction.

On the other hand, the Researcher assumes, the recommendation of Becker (2011) at the time of writing the introduction, being his strategy, first develop the work and leave the writing of the introduction last when the results and conclusions are already in place, with which, you can have a perfect spectrum of the detailed description of the research. In that sense, compiling notes or drafts make it possible to have a range of opportunities with which we can compare, eliminate, and highlight ideas useful to the established purposes.

The bibliographic selection, on the other hand, is of vital importance to elaborate research with valid academic contributions, that is why, it is necessary to make prior to the review, the internal tentative index of the project to be elaborated or developed, a kind of matrix of categories or table of operationalization of variables, with which, a map of the necessary tools is possessed to obtain the expected results. Within this already structured framework we can proceed to the selection of authors by virtue of certain considerations, which are described below.

In the opinion of the Researcher, a good way to do this is to identify reliable sources of information; every day, hundreds of thousands of data are uploaded in virtual environments that do not represent any reliable aspect, mostly conjectures without any statistical or official support, with which we must be cautious, because the seriousness and reliability of what is investigated will be directly linked proportional to the basic information in the one that is counted for the study. On the other hand, the selection of information represents a primary characteristic of the purposes we pursue and therefore we must review the contributions that could be made to our research.

At this stage, time should be devoted to the detailed and thorough review of each article, book, biography, event or scientific day that is the subject of consultation identifying how our aspirations, postulates, ideas and perceptions connect or contradict, since, selecting only the research that supports us would be to introduce a biased product in the academy, what is necessary is the debate, the confrontation of authors and the confrontation of ideas and postulates with which, the research is

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enriched. Such positions are known as triangulation, which is not, it is more, than highlighting the postulates in favor, against, carry out the analyzes and then establish positions on each one within the development of each section to be investigated.

With this, it is possible to demonstrate a depth of the research method and the incessant search for scientific knowledge through the confrontation of the simile and dissimilar positions within each section of the work to be developed, which will denote the success of the previous work described when selecting the investigated components, such previous selection activity is conceived in a didactic way to obtain the results that are desired at the time of initiate any research, whether qualitative or quantitative, ethnographic or phenomenological, inductive or descriptive.

Such advice will allow, at the discretion of the Researcher, an endless fluidity when writing because it will allow us to clear from the mind the unhelpful concepts and focus on concrete thoughts and ideas and with connection with more relevance and ease, since it allows us to visualize what we pursue in the research optimizing the time invested and favoring the construction of knowledge.

Meanwhile, the selection of the reference material must respond to the relevance, renown, importance, and readiness required, that is, it is not recommended under any circumstances to make appointments of unofficial web pages or personal web portals of Internet users, which do not meet the conditions of certainty that must prevail in the data shown. In this sense, we already know what is related to primary and secondary sources, therefore, we must be vigilant to make the ideal selection of our referenced authors.

A good way to do this is to locate the SIRes (Indexing and Summary Services), to this criterion, is added the established by Colciencias called "Documento de actualización de los Sistemas de Indexación y Resumen", dated Bogotá, April 2'17, where it is explained that, | The Indexing and Abstract Services " -SIR- have their origin in the intentions of scientific societies to identify and store scientific publications to facilitate their circulation, integrate the general information of the journals they select and their contents (it can be continuously, partially or completely).

With which it is pursued, a greater circulation of knowledge, considering the need for remote access to documents, as well as the emergence of commercial companies that have this objeto and institutional, regional and national efforts to establish own documentary bases and the initiatives of international organizations that have promoted plans and programmes to address information flow needs, among other important reasons highlighted in that document.

For these reasons, the Researcher recommends, make use of such reliable sources which have the national certification and with the confidence of the entire exhaustive review process of the first

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research authority in Colombia, in this sense, one of the most outstanding are the so-called Scielo, Redalyc and Scopus, with which they have the largest reliable database for Open Access research. Once these minimum research criteria have been established, a methodology must then be established that didactically facilitates the analysis of the legitimately exposed criteria, since the mere mention of the doctrinal postulates does not provide any academic nourishment perse, that is why one of the most methodological interpretation strategies will be analyzed at the discretion of the researcher. ductile that exists and with which the expected results are obtained.

e). Triangulation: Didactics of incredible value

For Densin (1990: 297) cited by Aguilar and Barroso (2015: 74) he defines it as: the application and combination of several research methodologies in the study of the same phenomenon. It is also understood as a confrontation technique and comparison tool for different types of data analysis (analytical triangulation) with the same objective can contribute to validate a survey study and enhance the conclusions derived from it. For his part, Donolo (2009:3) states that it takes knowledge, time, and resources to implement it and then great acuity to interpret the results in the varied and sometimes contradictory ways in which they are presented.

In this sense, the researcher argues that triangulation implies the opposition of criteria, the clash of opinions, methodological diatribe and epistemological stridency caused by the confrontation of positions referring to the same tenor, with different meanings, with which, it is sought to evidence the different values and standards that derive from such praxis, while the debate of ideas is nourished, and research is enriched. It is an effective analysis technique for the development of any research process, with which, stands a criterion, which can be agglutinating or dissonant that allows a multiplicity of levels in discursive analysis.

In this regard, Leblanc (1995:7) cited by Gómez (2010) highlights the difference between method triangulation and methodological triangulation. He explains that the triangulation of methods does not imply a methodological triangulation because the methods used in the research may belong to the same paradigm. What is proposed is the adoption of a triangulated paradigm, or the methodological triangulation to which Leblanc (1995) refers because what interests us is to combine theories and methods that belong to different research paradigms, without being limited by dichotomies that make it necessary to choose between different theories or practices, with which our cognitive and interpretative heritage grows.

Likewise, for Okuda and Gomes (2005) Triangulation refers to the use of various methods (both quantitative and qualitative), data sources, theories, researchers, or environments in the study of a

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phenomenon. The term triangulation is taken from its use in the measurement of horizontal distances during the elaboration of terrain maps or topographic survey, where knowing a reference point in space, it only locates the person in a place of the line in the direction of this point, while when using another reference point and being placed at a third point (forming a triangle) you can have an orientation with respect to this point. to the other two points and be located at the intersection.

This metaphorical term represents the objective of the researcher in the search for convergence patterns to develop or corroborate a global interpretation of the human phenomenon object of the research (1) and does not mean that literally three methods, data sources, researchers, theories or environments have to be used. That is, Leblanc (1995:7) cited by Gomez (2010), Okuda and Gomes (2005) and Densin (1990: 297) cited by Aguilar and Barroso (2015: 74), agree on the benefits of the Triangulation process as an interpretation tool that adapts to qualitative and quantitative research.

The Researcher infers that there are multiple forms of interpretation of data, observations, statistics, styles, positions, criteria and definitions, however, this form represents one of the most recognized for its power of contrast that immediately includes the criteria of other outstanding experts and exponents as the same subject with which, not only information is obtained but also, the different positions and approaches are established that at the end, help us to understand the observed phenomena.

According to the expressed, the triangulation process must be described so that the characterization of what is achieved with this very important tool of academic interpretation is considered, for this reason, Aguilar, and Barroso (2015: 74) describe the process of opposition in species and types of orientation, which is outlined in the following synoptic table:

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Table 1.
Types of Triangulation and Conceptual Characteristics.

Guy	1. Data triangulation:	2. Triangulation of researchers	3. Theoretical triangulation	4. Methodological triangulation
Characteristics	Refers to the use of different strategies and sources of information on a data collection allows to contrast the information collected. The triangulation of data can be a) temporary: they are data collected on different dates to check whether the results are constant; (b) spatial: the data collected are made in different places to check matches. c) personnel: different sample of subjects.	In this type of triangulation several observers in the field of research will be used. In this way we increase the quality and validity of the data since it has different perspectives of the same object of study and the bias of a single is eliminated Researcher.	It refers to the use of different theories to have a more complete interpretation and comprehensive, and thus respond to the object of study, and may even be these theories antagonistic. This type of triangulation is little used since in most cases it is questioned or criticism is made. Referring to the different epistemologies.	Referring to the application of various methods in the same research to collect information by contrasting the results, analyzing coincidences and differences. Its foundation is mainly focused on the idea that methods are instruments to investigate a problem and facilitate its understanding. Within this category it is possible to distinguish between: a) Intramethod triangulation: in this situation, the researcher uses a single research method or strategy used repeatedly at different times in time, although he applies different techniques of data collection and analysis. The objective is to check the validity and reliability of the information that has been obtained first; b) Triangulation between methods: it is more satisfactory than the previous one. It consists of the combination of qualitative or quantitative research methods in the measurement of the same unit of analysis. These methods are complementary and combining them allows us to use the strengths and alleviate the limitations or weaknesses of each of them, cross data and observe if the same conclusions are reached; c) Multiple triangulation: two or more types of triangulations are combined, such as methodological, theoretical, data and observer triangulation. It is based on using more than one level of analysis. Of the different types.

Source: Aguilar y Barroso (2015:74), adapted by Noroño (2022).

Okuda and Gomes (2005) note that the process of interpretation by triangulation is seen as the possibility of avoiding misunderstandings, by producing redundant

information during data collection that clarifies meanings in this way and verifies the repeatability of an observation, however, in contrast to Aguilar and Barroso (2015) they recommend that the methods used be qualitative so that the observation and interpretation of the phenomenon is

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comparable and inconsistency in the findings does not diminish the credibility of the interpretations and, in this particular case, the analysis of the reasons why the data differ serves to analyze the role of the source that produced the data in the observed phenomenon.

On the other hand, Okuda and Gomes (2005) establish the following maxim; that, although it may seem, that the use of researchers or external observers gives greater validity to the findings, their role may become superficial, since these, being outside the studied phenomenon, may not provide a true vision of what is being analyzed, contradicting Donolo (2009:3).

f). Hermeneutics as a fuente of interpretative inspiration

For Falque (2013:203) the foundation of hermeneutics is based on a mode of existence appropriate to its purpose, so that it is better differentiated and clearly identified, while, for García (1999:101) it is the translation of the Latin word "*interpretatio*", translation, in turn, of the Greek term "*hermenéi*". Also, in ancient times the "*hermeneuein*" was understood as a poetic, mythical-religious and theological interpretive technique, juridical, etc. At present, this denomination would be what we know as psychoanalytic, sociological, historical hermeneutics, etc.

For Molitor (2001) hermeneutics can be derived in simple hermeneutics and collective hermeneutics, which is a methodology of interpretation, of several, or collective of texts, mainly sociobiographical stories, which seeks, through the evidence of meanings, of senses, to locate structures of consciousness and, later, to understand social behaviors. That is, at the discretion of the Researcher, it is a technique of contrast of interpretative postures that accelerate the observation of methods and results.

Mientras that, for Velazco (2000) hermeneutics registers different conceptions about what it means to interpret, although they all share the idea that the human and social sciences have a different purpose, methodology and foundation than the natural sciences. Arguably, they share the following ideas: (a) explanation and prediction differ from understanding meanings; b) observation and experimentation are distinguished from internal experience (Dilthey, 2000), from the intersubjective processes of learning social rules (Weber, 1921), and from communicative interactions (Gadamer, Beuchot, M. (2004), Habermas (1989); the empiricist criteria of demonstration are opposed to the heuristic criteria of justification proposed by Chacín (2008).

Considering the above, Vidal (2011) notes that the question of objective interpretation

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apart from not belonging to a specifically hermeneutic tradition, taking into account that this cannot be identified as a mere epistemological and methodological option, but as a fundamental attitude, as a new existential language, focused on the comprehensive search for reality in its potential senses. An opportunity that Kuhn finds to delve into his intuitions is the questioning of one of the fundamental presuppositions of the tradition represented from the translation in merely referential terms. Mentioning the problem of "translation invariants", that is, the question of what every correct operation of interpretive translation should preserve.

That is, Vidal (2011) contradicts the positions assumed by Mattar (2016), Velazco (2000), Gadamer, Beuchot, M. (2004), Habermas (1989); on the empiricist criteria of demonstration they oppose the heuristic criteria of justification proposed by Chacín (2008), meanwhile, which states, that the process of understanding must be done without variants of translation of the interpretation, part, of the idea that when making inferences, the observed ideas, can contaminate the observation and vary the discursive syntax causing modifications to the object of study and therefore to the expected results.

In the opinion of the Researcher, hermeneutics comprises in the first place a high-level cognitive process, since certain conditions, requirements, standards, steps and knowledge are required so that such developments made on a particular subject result in benefit, in the understanding, that not all inference results in hermeneutics, so that it can be cataloged as such, several epistemic approaches must be obeyed to ensure that the approaches made possess the level of depth. In this sense, the Investigator assumes the position of Grondin (2011) on the relevance of the contribution and the quality of the approach to the phenomenon being studied.

In accordance with what is expressed above, Perelman (1980) concludes that, in the author's opinion, observation is not simply necessary for the hermeneutic analysis to be carried out, in this sense, it indicates that the reasonableness of the argument is required and that it crosses the social melting pot, in such a scenario what the author calls "the universal audience" is required. with which, reasonableness stands out as an essential element of hermeneutics, therefore the reasons in favor of a statement, must be convincing, according to or accepted to the universal audience, that is, the recipients of the interpretation, expert interpreters, etc., which is, the one that, in any case, give it the consensus and perhaps even the objectivity of

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the conclusion product of the interpretation and argumentation around the reality that is analyzed.

Results.

In the opinion of the Researcher, one of the most important results detected during the analysis, stands out in significant evidence, because, in the opinion of Aguaded and Romero (2018), Chacín (2008), Gadamer (2004) and Perelman (1980) refer to the importance of establishing a research technique away from unnecessary formalisms and closed research styles, myopic and overstructured that limit the freedom of the scientific method, still, in the exact sciences, especially in the social sciences, which is rich in informality, variability and diversity, with which, an attempt is made to poner muzzle and formalistic control, beyond what is strictly necessary.

It was evidenced that there is within the research method, the need to seek a didactic conception that pursues inquiry with established, firm, supported and valid academic purposes, in order to pursue the results that contribute to improving the technique and method of research, especially for researchers with less experience, who seek a practical formula to make scientific contributions expressing them precisely attending to avant-garde interpretation

techniques, such as triangulation and hermeneutics as a north to achieve it.

Therefore, it recommends the use of triangulation as a way to extract the diversity of approaches, thoughts, results and criticisms on the subject developed in order to enrich the research that is intended to be developed with which, a better interpretation of the object of study will be derived, on the other hand, hermeneutics is recommended as an alternative mechanism of interpretation, with which a deep extraction of stages is achieved that helps to highlight the findings from the field of scientific analysis.

Based on the foregoing considerations, it is recommended not to abandon the rigor of the scientific method of research but to give way to didactic, ductile and effective techniques to delve into research topics so that the establishment of increasingly attractive, more truthful mechanisms is pursued and that at the same time facilitate the interpretation of the results and the support of a didactic formula that includes a new conception to the in order to obtain the results we want.

Conclusions

It is concluded that the scientific method is a methodological formula capable of helping us to evidence findings and pursue results, however, we can in order to achieve a didactic conception, use, implement and even build

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first-level mechanisms that help to speed up the observation and structuring of knowledge in order to make it available of the scientific community with which the construction of a better world is pursued and that results in the improvement of research techniques.

It is concluded that by using triangulation and hermeneutics, in research, what Perelman (1980) called "the universal audience" is consolidated, which is no more, than the review and verification of the results by other scientists with which, the findings are transformed into science and validated by virtue of the accumulation of expressions of consonance on the observations, derived from such external scientific contrast, which consolidates a way of expressing products in a didactic, simplified and ductile way for the scientific community.

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