Abstract

This paper addresses the perception teachers working in Zapotec bilingual intercultural schools of Mexico have on the concepts of culture and identity and the impact of these perceptions on the educational practices they drive. I analyze the process through a conceptual review of these terms with a praxeological approach of the concept of culture and an antiprimordialist and constructivist view of the concepts of culture and identity. Overall, the text points out the advantages a teacher training which takes into account this conceptual review could provide, since it would promote the presence of cultural processes in schools and communities, while moving away from the widespread tendency of folklorization which usually occurs in intercultural public schools. To achieve this, the paper explains a) the concept of culture which "emerges" from the actions and the collective imaginary of teachers working in bilingual intercultural education system of the Dirección de Educación Indígena (DEI, Head of Indigenous Education) which belongs to the Instituto Estatal de Educación Pública de Oaxaca (IEEPO, State Institute of Public Education of Oaxaca), b) it reviews the concepts of culture and identity from a praxeological, constructivist and anti-primordialist point of view and c) I set out a number of implications and recommendations for intercultural teacher training.

Keywords

Teacher training, intercultural education, culture and identity.