Abstract
Research has as objective the definition of cultural foci and the culture of the formation of the education researchers in relation to the history of scientific thought. For this, the main postulates of Padrón were followed (1992; 1998) regarding the conformation of the history of science and the epistemic processes of research. Methodologically, the study was framed into the empirical-inductive epistemological approach, following a theoretical design. The technique used was discourse analysis and the instrument a double entry matrix. The conclusions determined that in each age, the prevalence of a cultural focus is present, which conditions the schemata development of the researchers’ formation, as well as the epistemic manifestations are pertinent as ingredients in the construction of scientific truth. Also, this study revealed that the formation of researchers bears implicit the weight of the current epistemic matrix, and that the differential behavior of the cultural foci privileges a line of thought. At the same time, this defines the way knowledgeable individuals will have to transit through in order to conquer that thing called science.

Keywords
Formation of researchers, cultural foci, history of science.