

Educational praxis in the reconstruction of the social fabric: a transdisciplinary analysis of human formation in critical contexts.

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SUMMARY

This article analyzes education as a strategic instrument for social reconstruction in critical contexts marked by inequality, structural violence, socioeconomic vulnerability, and humanitarian crises. The research is based on a qualitative and bibliographical approach, using references from Critical Theory, the Pedagogy of Liberation, and contemporary studies of neuroscience applied to education. It argues that integral human development constitutes one of the main social technologies capable of restoring community ties, strengthening citizenship, and stimulating processes of political emancipation. The discussion shows that pedagogical practices grounded in the ethics of alterity, socio-emotional development, and community participation contribute significantly to the construction of more resilient societies. It concludes that education cannot be understood merely as a mechanism for transmitting content, but also as a structuring public policy aimed at reconstructing human dignity and promoting sustainable development in fragile territories.

Keywords: Human Development. Social Reconstruction. Critical Education. Social Vulnerability. Educational Praxis.

1. INTRODUCTION

Contemporary education goes beyond the traditional limits of merely transmitting knowledge.

formal and assumes a central role in the reorganization of social structures. In scenarios

characterized by wars, extreme inequality, economic crises, and population displacements

Regardless of institutional fragility, human development becomes a strategic element for reconstruction.

of the social fabric. Under these circumstances, the school and other educational spaces cease to function.

They no longer serve merely instructional functions, but rather become welcoming and developmental environments.

emotional, community-strengthening, and citizenship-building.

The understanding of education as a tool for social transformation has intensified over the years.

20th century, especially after the world conflicts and the growth of discussions about rights.

humans. From this context, the idea that sustainable development of

A society depends directly on the capacity for ethical, political, and critical education of its people.

individuals. Education then came to be understood as an essential public policy for

Violence prevention, reduction of inequalities, and promotion of democratic participation.

In this sense, this article aims to analyze the role of educational praxis in social reconstruction.

in critical contexts, considering historical, sociological, psychological, and political aspects.

involved in this process. The aim is to understand how holistic human development can contribute to restore weakened social bonds, promote cognitive resilience, and strengthen agency.

Politics for historically vulnerable groups.

The relevance of the topic is linked to the growth of scenarios of global instability.

intensified by health crises, armed conflicts, climate change and processes of exclusion.

social. Given this scenario, it becomes essential to discuss pedagogical models capable of

To promote emancipation, inclusion, and the strengthening of democracy. Thus, critical education

emerges as a fundamental element for rebuilding societies marked by collective traumas and

through continuous processes of dehumanization.

2. HISTORICAL EVOLUTION OF EDUCATION IN CRISIS CONTEXTS

Historically, education has always been linked to the political and economic projects of...

societies. During periods of institutional stability, the logic of technical training prevailed.

focused on preparing the workforce and maintaining social order. However, in contexts of

In the midst of the crisis, the educational function acquired new dimensions, becoming an instrument of reconstruction.

cultural and collective reorganization.

After World War II, several countries came to recognize the need for reconstruction.

not only the physical infrastructure destroyed by the conflicts, but also the ethical values and

Democratic institutions compromised by totalitarianism. During this period, international organizations, such as the

UNESCO advocated for education as a path to consolidating peace and preventing new conflicts.

and to strengthen human rights. Human development has come to incorporate principles related to

democratic coexistence, tolerance, and appreciation of cultural diversity.

In the Latin American context, reflections on critical education gained strength especially in

In the 1960s and 1970s, Paulo Freire developed a pedagogical proposal based on...

Political awareness and valuing the experiences of oppressed subjects. For Freire, the

Education should encourage a critical reading of reality, enabling individuals to...

understood the mechanisms of oppression present in society and acted collectively in

social transformation.

Freirean pedagogy broke with the banking model of education, based on the mere transfer of knowledge.

The content was presented, and a dialogical practice centered on the active participation of the learner was proposed.

This approach has become an international benchmark for educational projects developed in

marginalized communities, in territories experiencing violence and in spaces marked by

economic exclusion.

Over the past few decades, discussions about education in critical contexts have also taken place. to incorporate contributions from sociology, social psychology, and neuroscience. These areas They broadened the understanding of the impacts of trauma, poverty, and violence on development. human beings, reinforcing the importance of safe and welcoming educational environments for them. Strengthening individual and collective resilience.

3. THEORETICAL FOUNDATIONS OF INTEGRAL HUMAN DEVELOPMENT

Holistic human development is based on the understanding that the development of the individual It doesn't only occur on a cognitive level, but also in emotional, ethical, and cultural dimensions. policies. This perspective contrasts with the reductionist view of technocratic education, which limits the The educational process is reduced to the mere acquisition of productive skills. Edgar Morin highlights the need for an education focused on human complexity, capable of... to integrate different areas of knowledge and promote understanding of the interdependencies between phenomena. social. According to the author, the fragmentation of knowledge hinders the construction of answers. adapted to contemporary problems, especially in societies marked by inequality. and instability.

Critical Theory, developed by authors from the Frankfurt School, also offers contributions. relevant for understanding the relationship between education and social emancipation. For these thinkers, Educational processes should stimulate the intellectual autonomy and critical thinking skills of individuals. in the face of the structures of domination present in capitalist society. Thus, education Emancipatory thought seeks to form conscious subjects, capable of questioning power relations and... to participate actively in political life.

Another important foundation relates to the concept of social capital developed by Pierre Bourdieu. The author demonstrates that education constitutes one of the main mechanisms of production and reproduction of cultural capital. In vulnerable contexts, unequal access to education contributes to to perpetuate historical exclusions. However, when organized in a democratic and inclusive way, the An educational institution can act as a space for community strengthening and expansion. social opportunities.

In addition to sociological and philosophical contributions, contemporary studies in neuroscience reveal that experiences of violence and extreme poverty directly affect cognitive development and emotional. Children and young people subjected to continuous situations of toxic stress exhibit greater difficulties in learning, concentration, and emotional regulation. In this scenario, Welcoming educational environments and humanized teaching methodologies become fundamental.

to stimulate neuroplasticity and strengthen resilience mechanisms.

4. EDUCATION AS A SOCIAL TECHNOLOGY OF RECONSTRUCTION

Social reconstruction in critical contexts requires integrated public policies and capable strategies.

to restore weakened community ties. In this process, education plays a role.

central to enabling the development of cognitive, emotional, and political skills.

necessary for democratic coexistence.

In vulnerable areas, schools often take on roles that go beyond the basic dimension of education.

traditional pedagogy. Often, it becomes a space for social protection, for access to

Food, psychological support, and conflict mediation. This expansion of functions

Educational studies demonstrate that holistic human development depends on the integration of different aspects.

social policies.

The methodologies applied in critical contexts need to consider cultural specificities and

historical contexts of the communities served. Standardized and decontextualized models tend to

reproduce forms of exclusion and distancing between the school and the community. Therefore, practices

Participatory assessments and situational diagnoses are essential to ensure the effectiveness of interventions.

pedagogical.

Another relevant aspect relates to socio-emotional development. In environments marked by

violence and instability, skills such as empathy, cooperation, self-control and problem-solving

The peaceful resolution of conflicts becomes indispensable to the reconstruction of social relations. The inclusion of these

Skills in the school curriculum contribute to reducing aggressive behaviors and strengthening

Cultures of peace.

Education for citizenship is also a fundamental element of social reconstruction.

When individuals understand their rights and responsibilities, the possibilities for growth increase.

Political participation and social control over public policies. Thus, human development does not

It not only reduces individual vulnerabilities, but also strengthens democracy and capacity.

collective effort to confront crises.

Furthermore, technological advancements and global transformations demand new skills.

related to environmental sustainability, digital literacy, and risk management. In a scenario

Given climate change and recurring health crises, education needs to prepare individuals for

To critically address complex and unpredictable challenges.



5. Ethics of Otherness and Culture of Peace

Social reconstruction in critical contexts depends directly on the capacity to rebuild.

Human relationships based on respect, solidarity, and recognition of the dignity of others.

In this sense, the ethics of otherness constitutes an indispensable foundation for educational practices.

committed to promoting peace and social justice.

Otherness presupposes the recognition of the other as a subject of rights and bearer of experiences.

legitimate. In societies marked by exclusion, discrimination, and structural violence, the

Denying otherness contributes to the perpetuation of conflicts and dehumanizing processes.

Thus, critical education should promote intercultural dialogue, the appreciation of diversity, and...

combating different forms of prejudice.

Hannah Arendt emphasizes that education has an ethical responsibility in shaping new generations and

in the preservation of democratic public space. For the author, educating means preparing individuals.

to participate in the common world, assuming collective responsibilities and recognizing the

Human plurality as an essential condition of political life.

In conflict zones and vulnerable territories, pedagogical practices grounded in culture

Peace initiatives contribute to reducing social tensions and strengthening community ties. Educational projects

which encourage conflict mediation, active listening, and cooperation, fostering the construction of

Safer and more inclusive environments.

Furthermore, valuing collective memory plays an important role in reconstruction.

social. Communities marked by historical traumas need educational spaces capable of

To promote critical reflection on the past, without reproducing cycles of violence and resentment.

Memory education makes it possible to understand the structural causes of conflicts and to build

Future prospects based on justice and reconciliation.

6. Contemporary Challenges and Future Perspectives

Despite international recognition of the importance of education in social reconstruction, several

Challenges still limit the effectiveness of educational policies in critical contexts. Among these...

Obstacles include insufficient public investment and precarious working conditions.

Teaching work, school dropout, and unequal access to digital technologies.

The COVID-19 pandemic has highlighted profound educational inequalities in different countries.

Millions of students faced difficulties accessing the internet and a lack of adequate infrastructure.

and impairment of mental health. These impacts reinforced the need for policies.

Inclusive and resilient educational systems, capable of responding quickly to emergency scenarios.

Another challenge relates to the training of teachers to work in vulnerable contexts.

Social. Pedagogical work in environments marked by violence and poverty requires skills.

specific aspects related to conflict mediation, emotional support, and the development of practices.

Intercultural. Therefore, the continuing education of education professionals is a condition.

essential for the quality of educational interventions.

Future prospects point to the need to strengthen intersectoral policies. Education,

Health, social assistance, and public safety must work together to address the problem.

Complex problems that directly affect human development. Network building.

Community-based and social participation spaces also present themselves as a strategy.

important for increasing the protagonism of vulnerable populations.

In this context, education needs to be understood as a strategic investment for the

human development and the consolidation of democracy. More than preparing individuals for the

In the job market, comprehensive human development should promote autonomy, critical awareness, and

capacity for collective action in the face of contemporary challenges.

FINAL CONSIDERATIONS

It is concluded that education constitutes one of the main instruments of social reconstruction in

critical contexts. When grounded in ethical, democratic, and humanizing principles, the

Educational practice contributes significantly to restoring community ties and strengthening the

citizenship and promoting processes of social emancipation.

Historical analysis demonstrates that societies undergoing profound crises require policies.

educational institutions committed not only to the transmission of knowledge, but also to...

Reconstruction of human dignity. The integral formation of individuals represents a condition.

indispensable for overcoming collective traumas, reducing inequalities, and strengthening

of democratic institutions.

The theoretical frameworks discussed demonstrate that critical education has transformative potential.

by stimulating political awareness, social participation, and socio-emotional development. Furthermore

Furthermore, advances in neuroscience reinforce the importance of welcoming educational environments for

Promoting cognitive and emotional resilience.

Therefore, investing in education in critical contexts means investing in the construction of societies.

More just, resilient, and sustainable. Rebuilding the social fabric depends on collective capacity.

to transform experiences of suffering into future projects grounded in solidarity, in

Ethics of otherness and the valuing of human life.

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