Abstract
From the statement of fact that moral is one of the most discussed and polemical topics in our contemporaneous society, the author observes a relationship between the visibility of the moral debate and the seriousness of immoral practices. In an attempt to find paths that lead to change this reality, he develops the argument that the moral problems are not restricted to the behavior this or that social group or individual, but that they are intrinsically related to the traditions, customs and values that constitute the historical-cultural ethos of society. He thus understands that moral barbarism cannot be overcome through interventions and topical, local or superficial sanctions, but that we need rethinking widely and courageously the archetypes of our culture in what regards the concepts of citizenship, democracy, social justice and public space. The author advocates the thesis that, beyond the traditional disciplinarization, moral education must focus on the dialogical training of the subject’s moral, with the virtue of justice in our scope.

Keywords
Educação moral, Formação de professores, Justiça social, Education moral, Training/formation of teachers, Social justice