Abstract
With the present article, we try to research on the paradigmatic conceptions that surround a research process. For this goal, we realize a review of the dominant paradigms in social sciences and in the education. Starting from the postulates checked by us, we have advanced towards an overcoming of the historic, paradigmatic, powerful atomization. The subject of our approach is based on a theoretical study, analyzing the doctrine that supports the different paradigms of research recognized nowadays in the social sciences and in the education. Starting from a rigorous, systematic determination, this work helps to examine the problematic difficulty around the paradigmatic antinomy. The reader is invited to the discussion. Likewise, the present contribution supposes a point of reference to initiate new dissertations concerning the subject matter that is the object of the study. The position that is supported in this article inclines towards a paradigms combination in the research to analyze solidly and to know the educational, real contexts. So, that contributes to new ways for the scientific community. The reader is stimulated to continue advancing in the line proposed to stimulate as well as possible the development of researches from a multiparadigmatic perspective.

Keywords
Education, Educational context, Research paradigm.