Abstract

On the one hand, the Social Pedagogy in Spain is living a painful routine. On the other hand, a similar situation that is suffering others fields of pedagogical knowledge. In a general sense, the social sciences focus on keeping this process of ‘bluming’ and ‘diffused’ that began some years ago. A revision of the state of this field, in general, shows the reaffirmation of the speech in Social Pedagogy, the absence of innovation in the proposals, the recurrence at old-fashion and deceiving logics, the shortage of explorations that colabarate to make richer our geography and, overall, the insufficience, nearly inexistence, of studies on the practice of social education, the one that could provide the theoretical field, the Social Pedagogy. The author suggests a different way to follow, intending, without denying the tradition, try to conceptualize again the field where notions as profession, professionalization, disciplinary community, intelectual field, logic of discovering, political, practice and ethic logics, sociology of science and of knowledge. They contribute, if they are assuumed by our community, to give life to this field and to explain the conditions of possibility that cause the social educatin, as practice, certificate and profession. In any case, the text is only limited to suggest what could be the basis of a programme to develop, where there are still many topics to treat and be articulated within the theoretical frame as mentioned by the author.

Keywords

Social Pedagogy, field of theoretical knowledge, profession, professionalization, political, ethic and practice logics, disciplinary community, teaching logic and discovering logic, educative practice...