Abstract

The article that later one presents tries to be an approximation to the study of the transformations that at present are taking produced in the educational field, in relation with the definition and the conception of the saberes. The hypothesis of this work is that the educational systems of the last modernity are, on one hand, re-defining the saberes in the context of the transformations of the society of market, bringing them near increasingly to this reality and conceptualizing them depending on labour and productive criteria. On the other hand, and as the education becomes more disfunctional with regard to the sphere of the market, the modern ideology of the performance(yield) erodes progressively in benefit of an increasing worry for the child and his special circumstances. Phenomenon, the latter, who guards relation, on the other hand, with the process of individualization and liberation of the infancy throughout the modern epoch. All these phenomena increase the contradictions of the educational systems and contribute to his crisis of legitimacy. The article is constructed diacrónicamente departing from the conception of the education and of to know in the world preindustrial and in the modern world for, from this perspective, modernity to come closer the meaning of the changes produced in the late-modernity.

Keywords

Education, to know, modernity.