Abstract

This article is based on two main questions: Does what is taught at today’s School of Education answer to the priorities of the local, regional, national and international context of a country in conflict like Colombia? And, to what should we submit: to the needs of the context or to educational policies? In the framework of these two concerns we believe that the curriculum and social practice in the training of teachers in academic scenarios should be analyzed from three different points of tension, namely: a) the doxa-episteme relationship; b) the didactics of science or specific knowledge; and c) the pedagogists unidisciplinarity or interdisciplinarity. In this regard we believe that social practices in education continue to defy our thought. However, since we refuse to be surprised by their acts we only mechanically apply their statements. On the other hand, understanding the rationality of the construction of a scientific object in knowledge is just as important as knowing what happens with the subjects and contexts involved in the educational act. Finally, we support the idea that human training is a transdisciplinary matter in which disciplinary knowledge, social subjects and institutional knowledge are involved. Thus it is imperative to fulfill the liberating function of the goal of the university. In other words, foster new knowledge through a flexibilization of thought and taking risks in the field of the unknown from the uncertainty as a far away but possible horizon.

Keywords

Teacher training, Social Practice of the Teacher, Curriculum.