



La educación socioafectiva en contexto de pandemia [

2021

text (article)

Analítica

The context of the pandemic that we are currently experiencing is not only transforming human and affective relationships, but also a pillar as important as education, which implies the search and generation of answers to such an unexpected event. For this reason, it is appropriate to contemplate other pedagogical mechanisms and strategies that go beyond the face-to-face, it is essential to go through these media impositions generating other means of construction, deconstruction and educational and emotional scope, in the face of the new cybercultural spaces that require flexibility and reorientation of traditional curricular processes. The point is to strengthen pedagogical dynamics and strategies, which are concerned not only with the development of academic content, but also with the development of a socio-affective education, which contributes to the development of autonomy, self-management, social skills and empathy -cognitive, affective and empathic concern- (Goleman, 2016), which results in the management of cognitive control of individuals. A socio-affective education leads to the development of the autonomy of the integral subject and the achievement of its meaningful and global learning for the personal and life world

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Título: La educación socioafectiva en contexto de pandemia electronic resource]

Editorial: 2021

Tipo Audiovisual: Educación Pedagogía Filosofía Educación Tecnología Sociedad Didáctica Materialismo funcionalismo emergentismo cerebro conciencia Socio-affective education human development experience and edifying use of knowledge

Documento fuente: Revista de educación y pensamiento, ISSN 1692-2697, N°. 28, 2021 (Ejemplar dedicado a: REVISTA EDUCACIÓN Y PENSAMIENTO V28), pags. 14-19

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Lengua: Spanish

Enlace a fuente de información: Revista de educación y pensamiento, ISSN 1692-2697, N°. 28, 2021 (Ejemplar dedicado a: REVISTA EDUCACIÓN Y PENSAMIENTO V28), pags. 14-19

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