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The Pedagogy of Love: A Transformative Approach to Contemporary Pedagogical Praxis

ABSTRACT

This bibliographic-documentary study explored the Pedagogy of Love as a transformative paradigm to strengthen contemporary pedagogical praxis, integrating affectivity and care as essential pillars of the educational process. The main objective was to analyze how this approach can humanize education and respond to the demands of the 21st century. The methodology used consisted of a critical review of relevant theoretical sources, including contributions from Paulo Freire (1970), Nel Noddings (1984) and Bisquerra (2015), which allowed for a deep understanding of the foundations and applications of this paradigm. The results highlight that the Pedagogy of Love not only improves academic learning, but also enhances the integral development of the student, promoting socio-emotional competencies such as empathy, resilience and mutual respect. However, structural and cultural challenges were identified that limit its implementation, such as the lack of teacher training and adequate resources. In the discussion, it is emphasized that the Pedagogy of Love demands a transformation in educational policies and in the initial and continuous training of teachers. This approach, although idealistic, is presented as a necessity to build more inclusive and equitable educational environments. The conclusions reinforce that the Pedagogy of Love is a viable model to humanize education, provided that collective efforts are articulated to overcome existing barriers. This paradigm invites us to rethink education as an ethical and affective act, aligned with fundamental human values.

Descriptors: Pedagogy, Love, Focus, Transformative, Praxis, Pedagogical, Contemporary.

Biographical Review: Graduated in Comprehensive Education from the Simón Rodríguez University. Specialist: In Comprehensive Education. Experimental University of Teaching. My current position is a classroom teacher.