

Play as a pedagogical mediator in building environmental awareness: a hermeneutic perspective from family and community participation

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ABSTRACT

In a context of global environmental crisis characterized by climate change, biodiversity loss, and ecosystem degradation, building critical environmental awareness emerges as an educational and social imperative that transcends school boundaries to involve family and community dynamics. The purpose of this study was to analyze play as a pedagogical mediator in this educational process, adopting a hermeneutic perspective that illuminates its profound meanings through family and community participation. The methodology employed was bibliographic and hermeneutic, within the interpretive paradigm, through the review and circular interpretation of selected texts by key authors in education, sociocultural psychology, and environmental sciences. The main results demonstrated that play generates experiential and procedural learning that synchronizes inquisitive, creative, and playful thinking, while family participation acts as a central axis for the transmission of values and community participation as a space for transformative collective action. From this hermeneutic perspective, a fusion of horizons between generations and contexts was revealed, unveiling play not as mere entertainment, but as a dialogical praxis capable of challenging anthropocentric views and promoting sustainable practices. The main conclusion maintained that play, mediated by family and community dynamics, constitutes a powerful pedagogical tool for forging an emancipatory environmental consciousness, with direct implications for the design of inclusive and contextualized educational programs in Latin America.

Keywords: educational games, environmental awareness, family participation, community participation, educational hermeneutics, environmental education.

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