

Emotional education: a praxeological theoretical perspective for the psychosocial development of secondary school students

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ABSTRACT

The sociopolitical and economic crisis that Venezuela has been experiencing since the second decade of the 21st century has triggered one of the most significant migratory movements in recent Latin American history. This phenomenon has profoundly reshaped the social fabric of secondary school classrooms, resulting in students experiencing migration-related grief, fragmented families, and teachers who face the daily emotional consequences of this reality. The purpose of this study is to hermeneutically interpret the role of Venezuelan teachers as emotional mediators in school contexts impacted by the migratory experience, based on a critical analysis of specialized bibliographic sources. The research is framed within the interpretive paradigm and adopts a hermeneutic documentary approach, supported by the review, selection, and analysis of theoretical texts by renowned authors in the fields of resilience, adolescent identity, emotional competencies, and education in contexts of social vulnerability. The main findings reveal that the teacher's role transcends their instructional function to become an agent of emotional support and identity reconstruction for students affected by migration. Furthermore, it is evident that resilience does not operate as an isolated individual attribute, but rather as a relational process activated within pedagogical relationships. The study concludes that strengthening the emotional dimension of teaching practice is an urgent necessity to guarantee the comprehensive psychosocial development of Venezuelan students in this historical context.

Keywords: educational resilience, adolescent identity, emotional mediation, Venezuelan teacher, migration and school.

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