

Epistemic Configurations of Pedagogical Practice: Bioethical Dialogue as a Transformative axis of Intellectual Development

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ABSTRACT

This research analyzed the epistemic configurations underlying contemporary pedagogical practice, focusing on bioethical dialogue as a driving force for intellectual development. In an educational context characterized by hyper-specialization and the fragmentation of knowledge, the need arises to re-evaluate how teachers integrate ethical and vital principles into their daily practice. The fundamental purpose of this study was to understand the impact of bioethics, understood as an ontology of life, on the reconfiguration of pedagogical thought structures. To this end, a documentary methodology with a hermeneutic approach was employed, allowing for an in-depth interpretation of fundamental texts and current theoretical trends. The main results indicated that intellectual training, detached from bioethical reflection, risks becoming a purely technical and dehumanized exercise. It was evident that bioethical dialogue not only enriches the curriculum but also acts as an intersubjective bridge that strengthens student autonomy and teacher social responsibility. The main conclusion was that integrating critical thinking into teacher training is the only way to move from a reproductive education toward a pedagogy of otherness and life.

Keywords: Epistemic configurations, Bioethical dialogue, Intellectual training, Pedagogical hermeneutics, Teaching practice.

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