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FROM CONNECTIVISM TO EDUCATION 5.0: PHILOSOPHICAL, SOCIAL AND CULTURAL FOUNDATIONS

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ABSTRACT

This study investigates the evolution of educational conceptions in the face of contemporary technological and sociocultural transformations. It analyzes Education 4.0, characterized by the intense incorporation of digital technologies into teaching, and Education 5.0, which proposes the integration of these resources into humanized and learner-centered pedagogical practices. Using a framework that combines philosophical, historical, social, and cultural foundations, the study also examines the influence of Connectivism Theory as a theoretical support for both models. The research, qualitative and descriptive in nature, was based on a bibliographic survey of national and international databases, encompassing classic and contemporary authors. The analysis was conducted through a comparison between the two educational proposals and the ways in which Connectivism articulates with each, highlighting points of convergence and divergence. The results indicate that, while Education 4.0 emphasizes technological efficiency and preparation for the digitized job market, Education 5.0 seeks to balance innovation and integral human development. It is concluded that incorporating connectivist perspectives offers the potential to build more collaborative, adaptive, and culturally sensitive educational experiences.

Keywords: Education 4.0. Education 5.0. Connectivism. Pedagogical Innovation. Humanization of Education.