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PHILOSOPHICAL, HISTORICAL, SOCIAL, AND CULTURAL FOUNDATIONS OF EDUCATION: INFLUENCES ON THE DEVELOPMENT OF CONTEMPORARY PEDAGOGICAL PRACTICES

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ABSTRACT

This article analyzes how the philosophical, historical, social, and cultural foundations of education influence the development of contemporary pedagogical practices. The investigation was conducted through a narrative literature review using a qualitative and interpretive approach. The corpus comprised scientific articles and institutional documents published in Portuguese between 2022 and 2025, selected for their thematic relevance and full-text availability from academic or official sources. The results show that pedagogical practice is not a neutral application of techniques, because it expresses conceptions of human beings, knowledge, society, culture, and justice. The historical dimension makes it possible to recognize continuities and disputes within school organization. The social dimension reveals how economic, racial, and territorial inequalities permeate the conditions of teaching and learning. The cultural dimension highlights the need for dialogic and intercultural curricula. The study concludes that integrating these foundations supports more conscious, contextualized, and democratic teaching decisions, from planning through assessment, and provides criteria for distinguishing pedagogical innovation from the mere adoption of resources or methodologies.

Keywords: Philosophy of Education. History of Education. Educational Inequalities. Culture. Pedagogical Practices.