

Pedagogical practices from the perspective of ethics in the initial training of preschool students.

Prácticas pedagógicas desde la perspectiva de la ética en la formación inicial de los estudiantes en etapa preescolar

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Abstract

Objective: This article's main purpose is to conduct a systematic review, following the guidelines and directives established by the PRISMA declaration. The focus is on analyzing pedagogical practices from an ethical perspective in the context of students' initial training. **Method:** The analysis was developed through a detailed exploration of the available information, seeking to cover research advances in this specific field. In order to guarantee an accurate and relevant approach, inclusion and exclusion criteria were applied. Three renowned databases, namely Web of Science (WOS), Scopus and ProQuest, were used for the search. Boolean operators were used to refine the search, such as "Practices AND pedagogical OR ethical AND teachers OR preschool OR university NOT". **Results:** This rigorous search process resulted in the identification of a total of 23 results, which were selected for analysis and then compiled into a matrix. This matrix reflects the title of each research paper, the methodology employed, the results obtained and the specific

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contributions to the topic under study. From this analysis, three distinct categories of study emerged: teacher training, training in ethics and values, and the relationship between family, school and society. **Conclusions:** Ultimately, the findings of this study allow us to conceive pedagogical practices as a two-way interaction between the individual and knowledge. This interaction is mediated by the everyday representations that are inserted in the learning processes. These representations play a crucial role in allowing the development of social perspectives from an ethical and moral perspective. These, in turn, influence the teaching-learning process, facilitating a constantly evolving interpretation of the pedagogical reality.

Keywords: pedagogical practice, ethics, preschool education, teaching-learning process, teacher training.

Resumen

Objetivo: El propósito fundamental de este artículo es llevar a cabo una revisión sistemática, siguiendo las pautas y directrices establecidas por la declaración PRISMA. El enfoque se centra en analizar las prácticas pedagógicas desde una perspectiva ética en el contexto de la formación inicial de los estudiantes. **Método:** El análisis se desarrolló mediante una exploración detallada de la información disponible, buscando abarcar los avances investigativos en este campo específico. Para garantizar un enfoque preciso y relevante, se aplicaron criterios de inclusión y exclusión. Tres bases de datos de renombre, a saber, Web of Science (WOS), Scopus y ProQuest, fueron utilizadas para la búsqueda. Se emplearon operadores booleanos para refinar la búsqueda, como "Prácticas AND pedagógicas OR éticas AND docentes OR preescolar NOT universitarios". **Resultados:** Este proceso de búsqueda riguroso resultó en la identificación de un total de 23 resultados, los cuales fueron seleccionados para ser analizados y luego compilados en una matriz. Dicha matriz refleja el título de cada trabajo investigado, la metodología empleada, los resultados obtenidos y las contribuciones específicas al tema en estudio. A partir de este análisis, emergieron tres categorías distintas de estudio: Formación docente, Formación en ética y valores, y la relación entre Familia, escuela y sociedad. **Conclusiones:** En última instancia, los hallazgos de este estudio permiten concebir las prácticas pedagógicas como una interacción bidireccional entre el individuo y el conocimiento. Esta interacción se encuentra mediada por las representaciones cotidianas que se insertan en los procesos de aprendizaje. Estas representaciones desempeñan un papel crucial al permitir el desarrollo de perspectivas sociales desde una óptica ética y moral. Estas, a su vez, ejercen una influencia en el proceso de enseñanza-aprendizaje, facilitando una interpretación en constante evolución de la realidad pedagógica.

Palabras clave: práctica pedagógica, ética, educación preescolar, proceso de enseñanza-aprendizaje, formación docente

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INTRODUCTION

Pedagogical practices within teacher training start from the process of self-reflection that is specifically linked to the work of conceptualization, experimentation and research in didactics, integrating knowledge in an articulated manner between the teaching function and the application of the understanding of the educational process as indicated by Chowdhury (2016). The development of scenarios that link a strategic role of innovative models in teacher training leads to postulate and put into practice the processes of intellectual formation, in context analysis, the ethics of the subjects and the generation of pedagogical knowledge that is transferred from reflection to the development of competencies (Ferreira et al., 2020).

In this sense, the pedagogical practice is linked to the theoretical components that focus on improving its relevance and academic quality, pointing out evaluation models that promote student-centered learning, relating dialogic practices with practices, which leads to generate a formative process focused on curricular design and identity as stated by Jiménez-Quintero (2020). Therefore, the teacher's role involves the reflective understanding that consolidates and shapes the pedagogical knowledge and knowledge in the educational work. Increasing the ethical and scientific quality of the development of pedagogical praxis that is strengthened with the preparation of educators from specific pedagogical fields and knowledge (Bolívar-Osorio, 2019).

In this way, the practices of teachers from the pedagogical task contemplates a mediation between students and the competencies required in learning scenarios to identify and interpret the processes of theoretical conceptualization linked to the social dynamics of the contexts that develop in classrooms and educational institutions in accordance with the contributions made by Holmes et al. (2022). Therefore, generating learning requires constant planning and evaluation within the framework of a reflective and dynamic work setting in the classroom; Thus, the development of educator competencies is linked to the interdependence of learning generated between disciplinary contents and direct interventions in learning scenarios, where continuous feedback is essential to generate a cognitive balance between knowledge and teaching practice through the pragmatic perspective highlighted in the curricular designs that emphasize the performance of teachers and their professional practice (Wyness & Dalton, 2018).

The contexts of performance dimension the work of social transformation processes due to the fact that from the ethical perspective it encompasses an identification of the problematic, based on the analysis of contextualized needs, which allows that from the pedagogical practice dialogical relationships are raised that lead to understand the educational process, through the quality standards according to the contributions made by Nores et al. (2022). Structuring the curriculum from a formative proposal that takes into account Resolution 2041 of 2016, which makes clear the guidelines that involve the approach to pedagogical practice, involving reflective understanding, the role of the teacher, the regulation of teaching processes and the commitment to both individual and group learning (Nargiza, 2022)

The existing relevance between academia, social aspects, socioeconomic impact generate resolution actions in the face of problematic situations that are required in the classroom. Directing the formative function and social responsibility in articulation with Law 30 of 1992, which proposes the construction of formative processes from a strategic character that are linked to the development and transformation of the contexts of application of knowledge, being fundamental to generate a strengthening of both knowledge and values, which generates stability and integrity in the educational approach that transcends pedagogical practices (Volynets et al., 2021).

For the above mentioned, the pedagogical practice is linked to the processes of integral formation as mentioned Rodríguez-Ávila & Moncada-Navas (2023) so that the formation in values is a fundamental edge that denotes an articulation between the educational institutions, the elements of didactic development, the knowledge applied in the educational area and the conjunction of the articulation between the development of the competences and the implementation of the same, which highlights a commitment to educational social responsibility, not only in the training of students but also in the impact generated in society through the strengthening of citizenship competencies that are reflected in a higher educational quality and an innovative and educational proposal in the teaching practice (Chambers & Sandford, 2019)

METHOD

The methodology used is quantitative with a bibliometric design based on the systematic review of the literature, following the PRISMA statement that allows an analysis and synthesis of the information, compiling the research advances generated by investigations in the thematic area. In this way, the systematic review allows an approach from the critical elements in the states of knowledge through the approach of questions that are generated on the theories and the occurrence of phenomena. Generating contributions from the different types of knowledge through innovation analyses that synthesize the findings that have been generated in the accumulation of evidence (Machimbarrena et al., 2019)

In this way, the methodology allows the incorporation of both conceptual and methodological aspects that have been proposed in the observation window of recent years, expanding the applicability processes through the contributions that start from the iterative character, where the complex process of information analysis is addressed minimizing the risk of bias, taking into account that the nature of these studies is retrospective type, which follow the protocol where the transparency of the data is promoted; therefore, the importance in this methodological aspect converges in reliable results due to the validity of the data and the processing of the same in contexts of analysis, interpretation and contributions that lead to the evaluation of quality through the standards of the updated PRISMA guide (Page et al., 2021).

The importance of systematic reviews lies in the updating of information, complete and accurate that address the updated and frequent records through the improvement of the reliability of the review through critical analysis and synthesis of knowledge generating an updated orientation of the manuscripts that have been published and report innovations in the published reports providing contributions from the guidelines, being useful for the approach of the research problems taken from the primary elements that are approached from the limitations and the evaluation of the contributions raised through the sources of information, taking into account in the analysis of the variables and the contributions raised within the own research characteristics (Hutton et al., 2016).

Inclusion criteria

The criteria defined for the eligibility in the development of this systematic review included contributions from the defined variables proper of the studied phenomenon, the measurement obtained from the results of the declared researches, likewise the type of study was taken into account that the considering that the advances researches had a double blind assessment, as for the observation window the last five years were according to the postulates, their interest exposure and the inclusion of Spanish and English language. Analyzing original research avoiding biases based on the review of. Research articles were taken from journals indexed in databases that reported quality and validity of the thematic advances (Thompson et al., 2022).

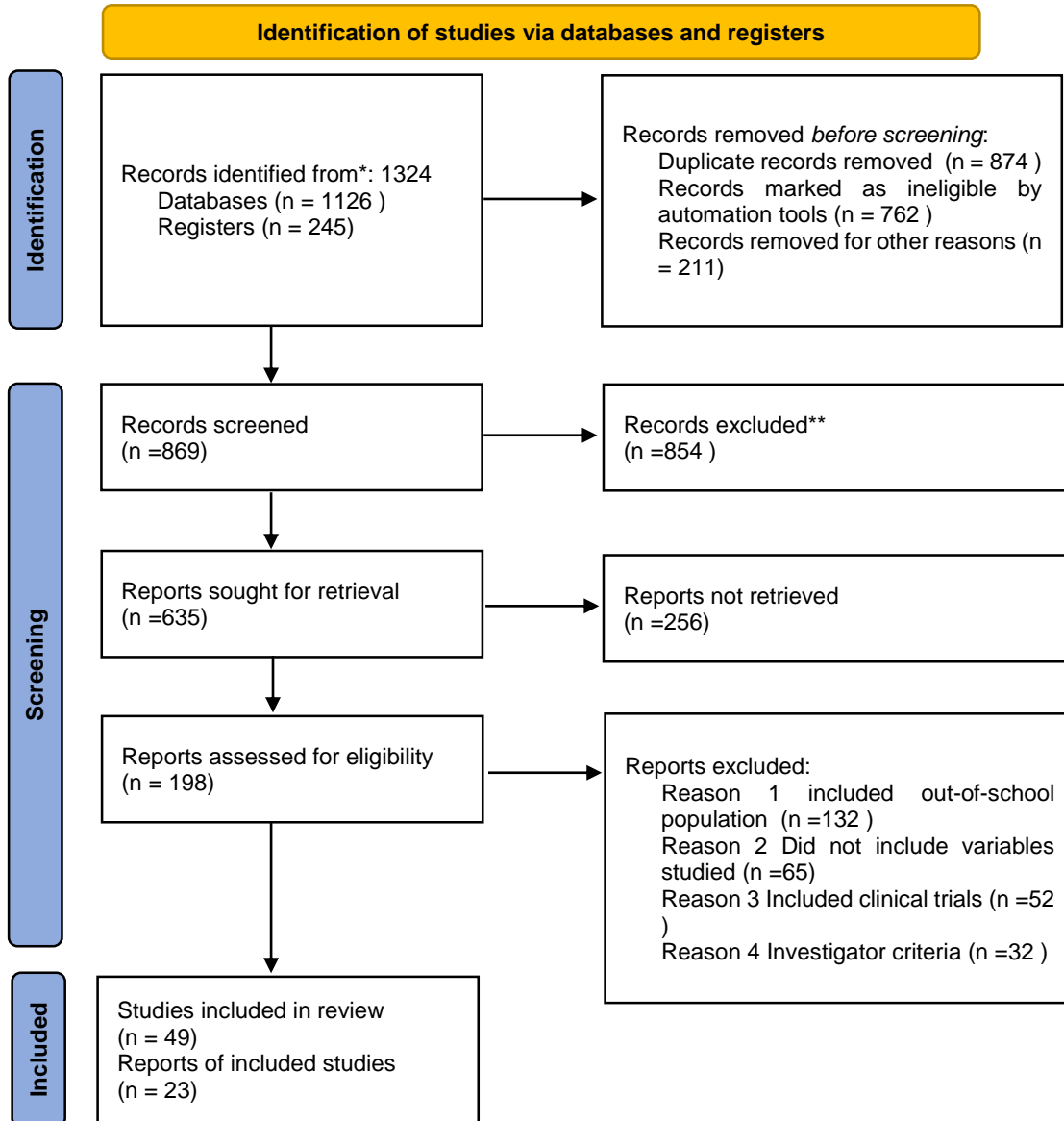
Exclusion criteria

Bibliographic reviews, editorials, letters to the editor, publications in gray literature, books, book chapters, undergraduate and postgraduate works, case analyses, as well as research in other languages and those that did not report a clearly established research question, duplicity of the reviews and out of the observed range were eliminated as a result of the guidelines of the systematic review, in the same way, workshops, guidelines and mapping type research and those that did not present a verification of results through the proposed research methodology were excluded (Bravo-Toledo, 2021).

Search strategies

The systematic review was carried out in three databases: Web of Science (WOS), Scopus, Proquest from the approach of the key words by means of Boolean operators: "Practices AND pedagogical OR ethical AND teachers OR preschool OR university NOT" an analysis of duplicity was carried out by means of the Zotero software and the filtering of the information by means of the "R" program generating the word map through Vos Viewer.

Figure 1. Information screening flowchart.



From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n71

RESULTS

Based on the search approach established in the previously defined databases, and through the application of Boolean equations, the following results were obtained

N°	Autor	DOI	Methodology	Results	Contributions
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1	(Rabal et al., 2021)	DOI:10.34117/bjdv7n1-600	Reflective article	The importance of providing teachers with diverse methodological strategies to teach emotional education to children is highlighted.	The relevance of emotional education in the Early Childhood Education classroom and it is of vital importance to introduce strategies that encourage it.
2	(Sánchez-Aguirre et al., 2020)	https://doi.org/10.5377/multiensayos.v0i0.9337	Applied inquiry. Pre-experimental	The educational program "starring the story" improves children's values in 5-year-old children of a public educational institution.	A story-based educational program can have a positive impact on the internalization of moral values in early childhood education.
3	(Gorrochategui & Riaño, 2019)	http://dx.doi.org/10.1344/RIDU2019.11.5	Pedagogical proposal	The need to include art, specifically art installations, in the Early Childhood Education classroom as valuable tools for learning.	To highlight the importance and potential of using art installations in early childhood education to promote creative processes in children.
4	(Pérez-Gómez & Soto-Gómez, 2021)	http://dx.doi.org/10.1344/RIDU2019.11.5	Pedagogical proposal	The need to include art, specifically art installations, in the Early Childhood Education classroom as valuable tools for learning.	To highlight the importance and potential of using art installations in early childhood education to promote creative processes in children.
5	(Cicardini et al., 2021)	https://doi.org/10.15366/reice2021.19.4.001	qualitative approach Action research	Propose Lesson Study as a valuable strategy to address these challenges and promote more effective, reflective and collaborative education.	Advocate the need to adopt new pedagogical approaches in response to educational challenges.
6	(Rodríguez-Álvarez et al., 2021)	https://doi.org/10.15366/reice2021.19.3.006	Qualitative, descriptive-interpretative	The importance of fostering prosocial behavior in children from an early age, towards school achievement focused on the dynamics of integral development.	To explore the subjective theories and pedagogical practices of early childhood educators in relation to prosociality. The study contributes to the understanding of how this aspect is approached.
7	(Herrera-Rivera et al., 2020)	DOI: https://doi.org/10.34070/rif.v7i1	Reflective article	Emphasizes the relevance of the main integrative discipline in the preparation of future professionals in Preschool Education, highlighting its role in the combination and application of knowledge from different areas of the career.	The Integrative Core Discipline plays a fundamental role in enabling students to meet the demands of their future profession
8	(Suckel-Gajardo et al., 2019)	DOI: 10.15517/aie.v20i1.40121	Qualitative Reflective Essay Type	To examine the process of construction of pedagogical knowledge in teachers in training, focusing on the relationship between reflection, action-research and practical training.	Future teachers develop their pedagogical knowledge through the practical interaction of their experiences and the principles on which they base their ideas and reflections.
9	(Pauca & Valencia, 2020)	https://doi.org/10.24320/redie.2020.22.e21.2513	Qualitative of descriptive type	The organization of the classes of student teachers is similar in several respects to the classes taught by in-service teachers with more experience in the professional field.	Interventions mainly related to instructional content predominate. Likewise, a trend similar to the practices of experienced teachers is followed.
10	(Andreucci-Annunziata & Morales-Cabello, 2020)	https://doi.org/10.24320/redie.2020.22.e21.2513	Qualitative of descriptive type	The organization of the classes of student teachers is similar in several respects to the classes taught by in-service teachers with more	Interventions mainly related to instructional content predominate. Likewise, a trend similar to the practices of experienced teachers is followed.

				experience in the professional field.	
11	(Ponce-Díaz & Camus-Galleguillos, 2019)	DOI: 10.30827/profesorado.v24i2.14089	Qualitative-Case study	To consider the formative and relational dimensions in the supervision process and how these influence the professional identity of trainee teachers and experienced supervisors.	It is suggested that attending to the dimensions can influence the formation of the professional identity of future teachers.
12	(Vela-Miranda et al., 2022)	DOI: 10.21703/rexe.20191837ponce1	Qualitative-Action Research	Proposal of a formative-reflective model, centered on pedagogical processes that denote an approach to the development of integral education.	The teaching practice in Chile is oriented under the theoretical development of reflective practice, which allows for the planning and evaluation of the dynamics of the pedagogical process.
13	(Linares-Baeza, 2021)	DOI: 1030827/profesorado.v25i3.8635	Qualitative under interpretative paradigm with hermeneutic approach	Tensions are identified between the established curriculum and pedagogical practice in early education, which impacts the children's experience. This highlights the need to introduce innovations to favor the integral development of children.	Pedagogy based on everyday life seeks to become an agent of change and to promote the deritualization of pedagogical practices, guaranteeing an integral education that fosters coexistence, the progress of humanity and the pleasure of learning together.
14	(Salto-Cubillos & Cendón-Sosa, 2019)	https://doi.org/10.29394/Scientific.issn.2542-2987.2019.4.13.8.160-181	Mixed, taking a quantitative and qualitative approach	The professional performance of the initial level teacher in the CEI "Ciudad de Cuenca" educational quality is level 3, i.e. Satisfactory. This leads to a qualification path	As in any field of knowledge, teaching practice requires constant updating in order to remain at the forefront of the changes occurring in the world
15	(González-Pérez, 2020)	DOI: https://doi.org/10.32719/26312816.2020.3.1.6	Qualitative under interpretative paradigm with hermeneutic approach	The experiences associated with the processes of family dynamics have an impact on the learning processes of students and thus on teaching practices, which is beneficial when these are adapted to the needs and particular contexts	The ontological and epistemic elements from the educational practices are focused on the discourses and on the analysis of complexity from the subjective aspects, moving away from the technicalities.
16	(Morales-Vargas, 2020)	http://ojs.umc.cl/index.php/estudioseducacion/article/view/84	Quantitative - design was non-experimental, cross-sectional.	The study showed that citizenship education has an effect on the democratic coexistence and interculturality of students at the initial level.	Citizenship education is vital for children to build their knowledge about their identity, autonomy and the exercise of their rights.
17	(Valero-Aneco et al., 2021)	https://doi.org/10.33554/riv.15.1.808	Quantitative, non-experimental, cross-sectional correlational type.	Aspects related to teachers' self-esteem have an impact on the elements of development of pedagogical practices, which is linked to the level of professional identity.	self-esteem and interpersonal qualities, as well as assertive emotional expressions by teachers positively influence the teaching and learning process of students.
18	(Van-Geel et al., 2019)	https://doi.org/10.1080/09243453.2018.153901	Qualitative using self-reported clustering technique	It is identified that from the pedagogical practices, differentiated teaching is identified as a teaching skill	It is identified that for a good articulation of the pedagogical practices with the curriculum, preparation and evaluation are

				that starts from the evaluation of qualities, self-reporting processes and observation schemes, taking into account the cognitive analysis that influences the complexity of the teaching process.	required, which allows the differential aspects to be adequately addressed in the classroom, since greater skills are generated.
19	(Rodríguez-Roa et al., 2022)	https://doi.org/10.48102/rlee.2022.52.1.470	Qualitative through a case study with content and discourse analysis.	It is of great importance to strengthen moral education at the preschool level, replacing the traditional approach of teaching values with an approach focused on moral formation.	There is a need to move from the prescriptive to the development of moral skills, such as the ability to exercise ethical judgment, empathy and the construction of moral perspectives in education.
20	(Graham et al., 2020)	https://doi.org/10.1016/j.tate.2020.103190	Qualitative with observation techniques and Classroom Assessment Scoring System (CLASS).	The experience added to behavior management, as well as the positive climate that is generated in the development of classes indicates an improvement in the quality of teaching.	The relationship of professional experience, generates more relational organization in the development plan of the courses, which together with emotional support, proactivity and learning formats generate a greater linkage of knowledge.
21	(Velasco-Moreno, 2021)	https://doi.org/10.12795/HASER/2021.i12.01	Qualitative Action Research	The implementation of the Philosophy for Children P4C becomes a highly beneficial pedagogical practice for both teachers and the institution as a whole	The Philosophy for Children P4C facilitates conflict resolution and the promotion of civic values in the institution where it is implemented.
22	(Arias-Sanabria, 2020)	https://doi.org/10.15648/cedotic.2.2019.2363	Qualitative, case analysis based on an interpretative paradigm through content analysis.	It is highlighted that didactic content knowledge (CDC) from the hexagonal model proposed by Park and Olive, ethics aims to form citizens capable of self-regulation, and self-regulation is recognized as a fundamental element in the promotion of self-esteem.	Ethics and values are approached from the perspective of self-esteem, which is seen as a factor with the potential to strengthen learners' essential life skills.
23	(Apiña-Pérez & Cuadrado-Vaca, 2023)	DOI 10.35381/cm.v9i1.1081	Quantitative, descriptive with bibliographic documentary design	The values and the system of beliefs and customs that start in the family are fundamental in the process of knowledge construction. Therefore, the formation of values is associated with states of well-being that are linked in a suitable way in the lives of students and teachers	The construction and practice of both values and anti-values are part of the development of the personality, indicating that the process of integral formation depends on the harmonious development in the classroom

Note: own elaboration (2023)

Analysis of Variables

Teacher training

One of the key elements of pedagogical praxis is the comprehensive training that the teacher possesses and that is understood and applied through the teaching and learning process, This is

identified through the staging of the methods and techniques proper to the application of the pedagogical model supported by the theories that carry out an intervention from the curriculum and the guidelines of the teaching task directly framed in the Institutional Educational Project (PEI) that articulates the elements, strategies and activities used in the teaching practice through the impact generated in the learning environments (Dirnagl et al., 2021).

The reflected quality leads to the development of application determinants within the pedagogical practices that are developed through knowledge and the pedagogical model promoting a concrete analysis of the interactions within the divergent classroom and the development of the complexity that is framed in the institutional contexts and the understanding that leads to the transformation of the nature of the human being by means of the contributions raised through investigative elements, that make the pedagogical relationship possible and that is generated within the classroom, fostering skills and competencies in socio-educational contexts that cement the development of the person through concrete actions such as knowledge and interpretation of reality; situations that involve a learning process to the plans and programs linked in the context through the pedagogical and philosophical foundations that are shared within the classroom (Rodríguez-Moreno et al., 2019)

Training in ethics and values

Professional ethics within teacher training implies an analysis of the behavior of the individual in society, in this case specifically in educational environments. Founding the training from the ethical postulates and values in the development of integrity and quality aspects that are linked to the remains and current demands in the teaching work implying that society takes into account the contributions that arise in the globalized world, within the parameters that are framed in terms of responsibility, behavior and actions of teachers in social systems. Developing a fundamental role that favors pedagogical practices according to the moral and ethical conceptualization applied to the pedagogical praxis (Kumar et al., 2019).

In addition to the above, it is important to mention that quality in the ethical training of professional teachers includes a suitable management of the areas of knowledge and a humanistic application that leads to comprehensive contributions from axiological, intellectual, cognitive, economic and social postulates framed in areas of performance that allow to visualize the progress in comprehensive care from research, inclusion of diversity, citizenship training and culture of peace; The function of ethical training and values that leads to a foundation of behavioral patterns that is responsible for generating a homeostasis of the subjects and their relationships with society, highlighting the ethical contributions in the professional work (Hagelstein et al., 2021)

Family, school and society

The formation of individuals is based on three strategic elements, first the family as the nucleus responsible for the initial education that is transmitted to children through the interaction that arises through the experiences, culture and emotional ties, which affect the processes of social learning through the knowledge and implementation of the rules and patterns of action that are generated in human behavior as stated by Tao et al. (2023). Denoting in this way, that the family and the school propitiate the human development in front of the changes of the current society, taking into account the development of the being in the project of life of the individuals, and the aspects of harmony that are generated through the emotional balance coming from the family whose main element denotes the educational task and that from the school's own actions lead to generate participative attitudes and the development of cooperation that cement the learning processes in the development and importance of the sensibility of the teacher training in the pedagogical elements where the role fulfills a mediating function between the cultural-school factors and the families.

The pertinence of the triad cements the development of critical thinking by promoting integral human development through the approach of social phenomena that imply a transformation and a closing of gaps that allow the reduction of social phenomena and generate greater accessibility to the advances of knowledge through the didactic resources that are promoted within the pedagogical practices. Therefore, the interaction between parents and children and with it the society require an integral responsibility in the aspects of formation that are worked jointly between teachers and parents; identifying a response to the need presented by the society that denotes the guided work, motivating the students in a participative way the socializing agents that guarantee an integral formation based on the learning processes, the development of activities and the intervention of the learning through the relational analysis family-school (Miller, 2019).

DISCUSSION AND CONCLUSIONS

From the position of initial teacher training, it is important to realize that the contributions of Graham et al. (2020) are focused on the development of competencies that are articulated with the didactic processes and the implementation of concrete skills that are transformed from the theoretical positions in innovative aspects that denote advances in the formation of guidelines under interpretive paradigms following the contributions of Novawan et al. (2020). Implying in this way that the analysis and understanding of knowledge is articulated with methodological aspects transversalized in the curricular aspects that integrate a situational component that facilitates the interpretative approach associated to knowledge management tools, under guidelines of a didactic axis that establishes satisfactory strategies in the educational systems.

The above, facilitates a reflection about the pedagogical practices with the guidelines and the educational policy that focus on the pedagogical development through the proposal of knowledge

acquisition, the investigative impact and the construction of knowledge promoted from an individual perspective in which values, morals, ethics are combined in experiential contexts such as classrooms that impact towards society; being this an element of transformation in favor of human development through relational pedagogical mediations that enhance creativity and thinking skills following the input from Hernández-Flórez et al. (2022) Addressing the previously defined experiences that generate a representation and formation towards the educational challenges of the XXI century.

Thus, the teaching work maintains its initial essence in a social function of vocational nature that starts from the philosophical reflection that links the different actors of society, strengthening the ethical-formative discourse that is oriented towards the crystallization and regulation of the actions that favor the development of the teaching practice, contributing to the resolution of problematic situations that lead to a transformation in the educational communities, favoring the ethical-moral development together with the initial conceptions that seek the strengthening of teaching practices through dynamic and relational processes that focus on the experimentation of contextualized representations to the teaching-learning practice (Enderle et al., 2018).

In this sense, pedagogical practice responds to the interaction of the individual with social needs, under the process of intellectual reflection that unites practical elements with theoretical ones, increasing the processes of individual cognition that strengthen the social appropriation of knowledge, under the construction of explanatory models that unite the forms of behavior and mental schemes that allow describing in a systematic way the mental representations associated to the ethical actions that lead to an intentional transformation of the pedagogical practice through a co-responsibility between what is conceptually declared and what is executed from the pedagogical praxis (Nagima et al., 2023).

In this way, teachers under the conception of integral humanism guide and in turn regulate the dynamic actions in the classroom that are generated in the learning processes for the continuous improvement of the abstraction and consolidation of the moral proposal that is executed in a particular way in knowledge in line with what has been stated by Rizvi (2019) teaching and learning, deepening in the relational schemes that are evidenced in the classroom. Consolidating in this way an ethical-moral environment through the behaviors that the pedagogical practice promotes under the consolidation of personal and professional factors and elements that come together in the foundation of knowledge; developing instrumental skills that are consolidated in tools that allow the construction of a formation of the individual for the benefit of society (Mudiyanselage, 2021).

Therefore, educational processes build a communication between academic actors under the contexts of autonomy, own construction of school experiences, interdependence of the social environment and constant interactions that underlie the experience focused on the processes of

self-realization that are linked to the principles of equity and justice, under the precepts of training and guidance by teachers towards an optimal performance that favor the formation from the genesis of interpersonal principles and values that join the daily life of the classroom transcending the school context in a phenomenological sense, under the pedagogical action that is based on the ethics of the formation of the person and founds the possibility of a solid formation in ethical aspects and human values that build relationships in educational communities (Triyono et al., 2020).

Due to the importance generated in the pedagogical postulates and teaching practice, an adequate social construction is generated that involves quality assurance, the provisions of public policies and the integrality of training from the educational systems under the beliefs and constructors that interrelate with the ways of thinking, strengthening the teaching-learning process in the construction of knowledge in an explicit way that leads to synthesize the interpersonal and belief schemes in causal attributions that aim to guide the pedagogical actions in the appropriation of the socio-cultural and educational contexts through the dynamization between culture and cognition, generating adaptations to the mental processes of explicit and conscious interaction of emotions, beliefs and representations in school contexts (Raji et al., 2021).

By way of conclusion, pedagogical practice is understood as a bidirectional construction between the subject and knowledge, under the daily representations that are situated in the learning processes and that allow the development of social representations under the ethical and moral perspective, from the pragmatic function that leads to generate an evolution in the pedagogical practice favoring an interpretation of the reality of the teaching-learning process; constituting the elements of transformation that instrumentalize the practical and methodological tools in the strengthening of the criteria of action that makes explicit reference to ethics under epistemic conditions that promote the ethical education -moral in the educating one favoring the citizenship education.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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