

ABSTRACT

This paper is the revised English version of the article El „pensamiento didáctico“, published by the author in this magazine in 2011. It is assumed that the concept of didactic thought has a great explanatory potential to understand the rationality of educational action. This rationality is embedded in the phenomena of the construction of knowledge and meaning; it is a rationality that articulates the processes of objectivation and subjectivation of knowledge. It characteristically unfolds in the intersection between the objective world, the intersubjective world, and the subjective world to which Habermas (1987) makes reference; in the action-being, within contexts and involving singular subjects. It is constructed from the existing theoretical knowledge, but it takes a new interpretative structure, open to interaction and completion in its very unfolding.

KEYWORDS: Teacher training - teacher identity - didactic thought - new rationality.