

Huertas, O. y Pinzón, B. (2018). Reflection on the teaching of law as a field of educational knowledge. Bogotá: Universidad Nacional de Colombia.

To reflect on the teaching of law which is constituted as a field where there is an instrumental and relational perspective regarding the transmission of legal knowledge and the place of the subject in that relationship.

It establishes different perspectives of legal education and its scope in the contemporary debate; ideological models and curricular identity through social development as an emerging element in the teaching of law; the field of legal education; curricular elements of legal education; and curriculum theology in legal education.

Legal education as a space of relations and interaction of social institutions, agents, discourses and practices that constitute the curriculum of legal training as an endogenous factor of cultural reproduction, social values of justice, coexistence and peace, from which the nature of law and its legal structure derives. In this sense, legal education is reflected as a political, cultural and economic space, which is integrated into the social construction of reality and the curricular processes.

The contemporary debate on legal education supports a reflection on the way in which legal knowledge is transmitted without a subject that reflects on the processes in which this knowledge is meant in the social and political context. Pedagogical action is traditional, as it reproduces the symbolic capital of law as a central element in the relationship of transmission of such knowledge. The school of law acts, then, as an ideological apparatus at the service of the dynamics of political power and the reproduction of social values that correspond to its domain.

One perspective in the debate on legal education has, as its epicenter, the symbolic capital of law and its reproduction within schools of law, without mediating in this discourse any critical consideration that bases the construction of a pedagogical discourse beyond the symbolic limits of law and the construction of a field of educational reflection. The ideological perspective and curricular identity of the teaching of law is aimed at shaping the field of legal education as an educational reflection, by placing the symbolic capital of law before a set of relationships, interactions and discourses present in the pedagogical relationship, by understanding its educational meaning and, likewise, by removing the legal discourse from the center of the debate.

The principles in the pedagogical practices of the teaching of law emanate from the social reality and the social function of education as an ideological foundation of the nation, in opposition to the values of the legal systems that guide the culture of law in a certain social space and that, in turn, transculture the legal scenario. In Colombia, the values of the codified legal system, or civil law, which has been part of the legal tradition throughout history, are reproduced outside of any legal reflection.