The Epistemological Model of Pedagogy, Promoted by Ștefan Bârsănescu

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Abstract: Pedagogical epistemology is an area of the philosophy of education. As pedagogical science (or science of education), pedagogical epistemology is methodologically built on the interdisciplinary relationship between pedagogy and philosophy. This education science built interdisciplinary, has a general aim the analysis of the historical and theoretical fundamenting process of pedagogy as a socio-human science specialized in the study of education and training in the open framework of the system and the educational process. Fulfilling this general purpose requires the construction of an epistemological model. Such an epistemological model is the one promoted by Ștefan Bârsănescu, during two historical stages. At the stage of modern inter-war pedagogy (1936) and - through deepening and updating - in the stage of contemporary pedagogy (1976) - see "Unity of Contemporary Pedagogy as a Science", 1st Edition, 1936, 2nd Edition, 1976. The epistemological model proposed by Ștefan Bârsănescu highlights the necessary premises for the unitary construction of "pedagogical science", assured at the level of fundamental concepts, of "scientific style" and "research" system. The epistemological issue is referred to "two main questions": a) how was the specific research object of pedagogy designed?; b) what is the methodology of research specific to pedagogy? In this sense, "the use of the historical method in demonstrating of an epistemological problem" is welcome. With the help of it, the progress of pedagogy can be seen in its path "towards a true science of education".

Keywords: *pedagogy; epistemology of pedagogy; historical research; theoretical research; specific research object; science of education.*

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1. Introduction

In the modern, interwar period, Ștefan Bârsănescu (1895-1984), the successor of Ion Găvănescu (1859-1949) from 1932 at the University of Iași is the historian of philosophy pedagogy, the pedagogy of culture. Ion Gh. Stanciu (2006) argues that Ștefan Bârsănescu, "Spranger's disciple learned in the pedagogy of culture a comprehensive explanation of the phenomenon of education". Education as a "complex phenomenon" (cognitive, volitive, affective) involves three psychological stages: a) the reception of cultural goods; b) living, vibrating for ideas; c) cultural creation" (Bârsănescu, 1969: 133-137).

The ideal of education refers to cultural personality. General purposes aim at content based on the values of culture (scientific truth, moral good, aesthetic beauty). The objectives of the training are associated with the three stages involved in the complex realization of education: a) transmission and reception of culture; b) emotional experience of cultural ideas; c) the formation of cultural creation capacity. Three types of lesson are identified in relation to the share given to the three moments of the lesson: the transmission of culture, the experience of culture, the creation of culture (Bârsănescu, 1937).

The philosophical concept of culture is dealt with by Ștefan Bârsănescu from the perspective of pedagogical epistemology, developed as a domain of philosophy of philosophy or pedagogy. The approach is specific to pedagogy, as a socio-human science specialized in the study of education. Pedagogical epistemology is conceived as a pedagogical science or science of methodologically constructed education at the interdisciplinary relationship between pedagogy and philosophy.

It involves the capitalization of the fundamental, historical and theoretical pedagogical research resources necessary for the development of an epistemological model of pedagogy aimed at confirming the quality of pedagogy of socio-human science with autonomous epistemological status. Pedagogical epistemology aims to analyze the process of historical and theoretical foundation of pedagogy as a socio-human science specialized in the study of education, designed and realized in the open framework of the system and the educational process.

The fulfilment of this general goal calls for the construction of a necessary epistemological model in modern and postmodern science, stated in general and particular terms (in relation to the specificity of each category of sciences: logic-mathematics, nature, socio-human).

2. Theoretical Background

Generally speaking, an epistemological model firmly and clearly defines the boundary between "science and pseudo-science", respecting the criteria of science: a) a specific study object that assures the "internal consistency of a theory" sustained at the level of fundamental concepts of the field; b) a normative ordering the object of research, expressed by "axiomatic and legal assertions" which "implies the possibility of derivation of observational statements from theory" with value of principles; c) a research methodology specific to each category of science, which supports "the fecundity of a theory, that is, its ability to solve all or a large part of the problems", specific to the object of specific study (Istituto Geografico deAgostini, 2004: 287).

Particularly, at the level of pedagogy, an epistemological model confirms in the determined historical context, the three criteria of science. In the historical context of the curriculum paradigm these conditions are validated by the fundamental pedagogical concepts that ensure the definition of the specific study object (education: basic function and structure, finalities, content and general forms, education / education system), specific normative (macrostructural (fundamental, historical and theoretical, macrostructural, operational, empirical, experimental, microstructural) (Cristea, 2016: 61-75).

Ștefan Bârsănescu elaborates such an epistemological model of pedagogy during two historical stages: the modern interwar period of pedagogy (1936) and the contemporary pedagogy stage (1976) (see "Unity of contemporary pedagogy as a science", 1st edition, 1936, edition In the second stage, the epistemological model promoted in 1936 under fundamental, historical and theoretical pedagogical research is deepened and updated in the context of the contemporary (postmodern) era.

The type of fundamental pedagogical research promoted valorizes and the investigations undertaken in the 1960s as a coordinator of a "Contemporary Pedagogy Dictionary" which has an explicitly stated epistemological purpose - "to give a global picture of world pedagogical science", shaped at the level of: a) general pedagogy, existing and undergoing; b) "notions and categories of pedagogy", but also notions of psychology, sociology, ethics, philosophy, etc. only to the extent that they are related or have a degree of applicability in education and in school institutions"; c) "Romanian and foreign educators who have endowed the pedagogical culture with viable" theoretical and institutional contributions, historically confirmed (Bârsănescu, 1969: 5). The epistemological model

proposed by Ștefan Bârsănescu in 1936 (Bârsănescu, 1936), deepened and updated in the years 1960-1970, highlights the prerequisites for the unitary construction of "pedagogical science", assured at the level of specific study object, specific normative and specific research methodology.

3. Argument of the paper

The subject of the specific study is delimited and epistemologically fixed by fundamental pedagogical concepts that define and analyze the education, training, system and process of education at a general and essential level (deep). Only in this epistemological way can pedagogy become a specific theory in the field of education. From a historical and theoretical perspective (methodological and practical implicit), this epistemological way is absolutely necessary in pedagogy because "pedagogy suffers from the dictatorship of its more just word of an anarchy of formulations that hold ideas. "Specific normality is ensured to the extent that pedagogy organizes the specific subject matter by promoting an appropriate "scientific style" (corresponding to the specific subject matter). The special disregard of this problem "delayed the process of establishing pedagogy as a science" which led to a situation of inferior gnoseologicalism, in relation to the emancipated sciences - also the source of the desolate and dangerous chaos of pedagogical practice. " The ordering of the specific study object (education, training / realization within the system and the educational process) requires the elaboration of certain laws, principles, norms and rules of a specific scientific style.

Only in this way can be: a) eliminated "the state of indifference of pedagogy within the intellectual world"; b) cultivated "man's responsibility for school". Specific research methodology is based on the "use of the historical method in demonstrating an epistemological problem" related to "two main questions": a) how was the subject of pedagogy studied? b) What is the methodology of research specific to pedagogy? The positive response is historically documented at the level of "object unit" (specific study) and "perspective" (to address normative and specific research). In this case, the historical research does not aim to elaborate a "work of the history of pedagogy, but to deal with a theme of pedagogical epistemology".

The historical material accumulated through synchronous and diachronic research is "a means of documentation and argumentation" of the autonomous epistemological status of pedagogy.

With the help of the historical method, the progress of the pedagogy assured at the level of the fundamental concepts involved in establishing the

specific study object, the specific normality, the specific research methodology of the field can be noted. It is the epistemological way of pedagogy, necessary in its way "towards a true science of education" (Bârsănescu, 1976: 5-8). The epistemological model of pedagogy is applied by Ștefan Bârsănescu in the construction of a "Dictionary of Contemporary Pedagogy" (Bârsănescu, 1969) conceived as "a beginning for the General Pedagogy Dictionary included in the work plan of the Institute of Pedagogical Sciences" (which will appear at the Editura Didactică și Pedagogică, in 1979).

4. Arguments to support the thesis

The construction of a pedagogy dictionary calls for an epistemological model to address its issue developed at the level of: 1) The subject of study of pedagogy - fixed by the fundamental concepts defining: the activity of education (cultural-educational, school, extracurricular, guided), the educational action based on the correlation between the educator and the educated, supported by different educational operations: pedagogical methods and means (educational, extra-curricular, programmed, etc.), self-education, self-training, lesson, education, education, pedagogy - pedagogy: culture, family, higher education, primary education, etc.; practical, agrarian, industrial, etc.; cybernetic (Cristea & Manole, 2018), sociological, psychological, historical (Manole & Petac, 2016); prospective, comparative, experimental, etc.; teaching principles; education system. 2) Normality specific to pedagogy: didactic principles, didactic technology, pedagogical taxonomy, pupil activation, individualisation of education 3) Methodology of research specific to pedagogy: pedagogy abstraction / abstraction, mental activity, pedagogical research (fundamental, operational), pedagogical praxiology, analysis (factorial, lesson etc.), induction, deduction, analogy, historiography).

At the level of the epistemological model, pedagogy requires a certain kind of abstraction that results in the construction of "notions, theories, laws, obtained through the process of abstraction, by extracting the general, essential, from perceptions, representations and intuitions" (which only assures the knowledge empirical). The elaboration of fundamental concepts implies the observance of "two basic principles: the density of the treated material and the concentration of the content" (Bârsănescu, 1969: 6-7). As a representative of philosophical pedagogy, Ștefan Bârsănescu capitalizes on an epistemological model built at the level of fundamental

theoretical research (in relation to the philosophical-pedagogical concept of culture) and historical (in relation to the concept of historiography).

The concept of culture "designates all the accumulated knowledge and values created by humanity", material and spiritual, objective and subjective. As a philosophical-pedagogical concept, he is involved in the construction of the epistemological model of pedagogy that establishes: a) the cultural mission of education within the school, as a factor of culture and civilization; b) the cultural content of the school curriculum and the university curriculum elaborated according to the general and specific objectives of the curriculum and of the curricula, defined in terms of the positive training-development competences of the pupil (student, student, etc.). In the pedagogical plane, the concept of "general culture" represents "a main notion in didactics, designating the objective and subjective culture necessary for every individual in daily life" promoted by the content of the elementary general education (primary education) (in secondary education) and higher (in higher education, university) (Bârsănescu, 1969: 71-74).

5. Conclusions

Pedagogy history or pedagogy history is "a branch of pedagogy having as its object the study of education, educational institutions and pedagogical thinking in their development over time". The normative and specific research methodology tend to make this discipline a "history of the viable elements in the past of pedagogy that contributed to the establishment of pedagogy as a science of education and the discovery of laws or pedagogical regularities" (Bârsănescu, 1969: 149-150).

At the level of the epistemological model, the "historical pedagogy" involved in the "unity of pedagogy as a science" (Bârsănescu, 2003: 58) is becoming more important. It focuses on the historical analysis of fundamental pedagogical problems and concepts (education reform, democratization of education, functions and objectives of education, content and general forms of education, learning process, etc.) that contribute to the consolidation and justification of pedagogy as a science (Bârsănescu, 1976: 322-323).

In this area we can also place our own research on the history of reforms in Romania during the period 1864-1944 (Cristea, 2001).

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