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AREAS OF PEDAGOGY – SOME LANDMARKS

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Abstract: Pedagogy is the relationship between learning techniques and culture, and is determined based on an educator's beliefs about how learning should, and does, take place. When we speak about areas, we refer to the particular areas of some sciences related to pedagogy, considered an integrating science of education that is capable to bring together the influences of different sciences within its sphere of preoccupations. Pedagogy is also able to capitalize the results of the specific research upon aspects of the educational phenomenon and also to provide new issues of reflection and scientific research.

Key-words: pedagogy, areas of pedagogy, science of education, domains of pedagogy

There are many debates regarding the statute, the role and the functions of pedagogy, even regarding the areas of this science.

Nevertheless, we consider the matter of the pedagogical "areas" settled by approaching the system of educational sciences, especially via clearing the issue of the relation among pedagogy and the other sciences of education. Notwithstanding, for reasons which regards more the students' career – some of them choose the teaching career after graduation, in this case taking some important exams, like for instance, tenure, II and I degrees, challenging for them because of the options of those assessing them – we shall present some landmarks, especially bibliographical – concerning the areas of pedagogy.

In any case, when we speak about *areas,* we refer to the particular areas of some sciences. Relating to pedagogy, considered *an integrating science of education,* "able to unify the influences of other sciences within its sphere of preoccupations. The pedagogy is also able to capitalize the results of the specific (particular) research upon aspects of the educational phenomenon and also to provide new issues of reflection and scientific research"[1].

Here are the landmarks about which we are talking:

- Starting from the idea that "The pedagogical science studies the individual who can be educated considered in his concrete nature, *Emile Planchard*[2] considers that the

[1] Ioan Jinga, Elena Istrate, *Manual de Pedagogie,* ediția a II-a revăzută şi adăugită, Editura All, Bucureşti, 2006, 2008, p. 26
[2] Emile Planchard, *Pedagogie Şcolară contemporană*, Editura Didactică şi Pedagogică, Bucureşti, 1992, pp. 64-88

domains of pedagogy are: *Psychology of pedagogy, Sociology of pedagogy, history of pedagogy, Medicine of pedagogy, Experimental pedagogy and Statistics of pedagogy.* It is important to mention that each of them studies the educative phenomenon from different perspectives "thus offering to the researchers issue of reflection specific to the analysed subdomain, whereas the educators, landmarks and solutions for the educative activity"[3]. Planchard considers the distinction between philosophical pedagogy, general and scientific pedagogy as incorrect. This is because the object of both of them is the individual, "first considered as human, then a being that can be educated, a subject we can educate, to reach finally to the ideal of educated man".

- *Ştefan Bârsănescu*[4] supports "the system unity" of pedagogy, considering the science of education similar to "a tree with a strong trunk and many branches", "the trunk" representing the pedagogy – the general science of education, whereas "the branches" regards those sciences conferring the possibility to know education "from different perspectives".
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Ştefan Bârsănescu makes a distinction between:

a) General pedagogy, in which he includes Systematic pedagogy (comprising theory of education, didactics and special didactics), History of pedagogy, Social pedagogy, Compared pedagogy, International pedagogy and Prospective pedagogy;

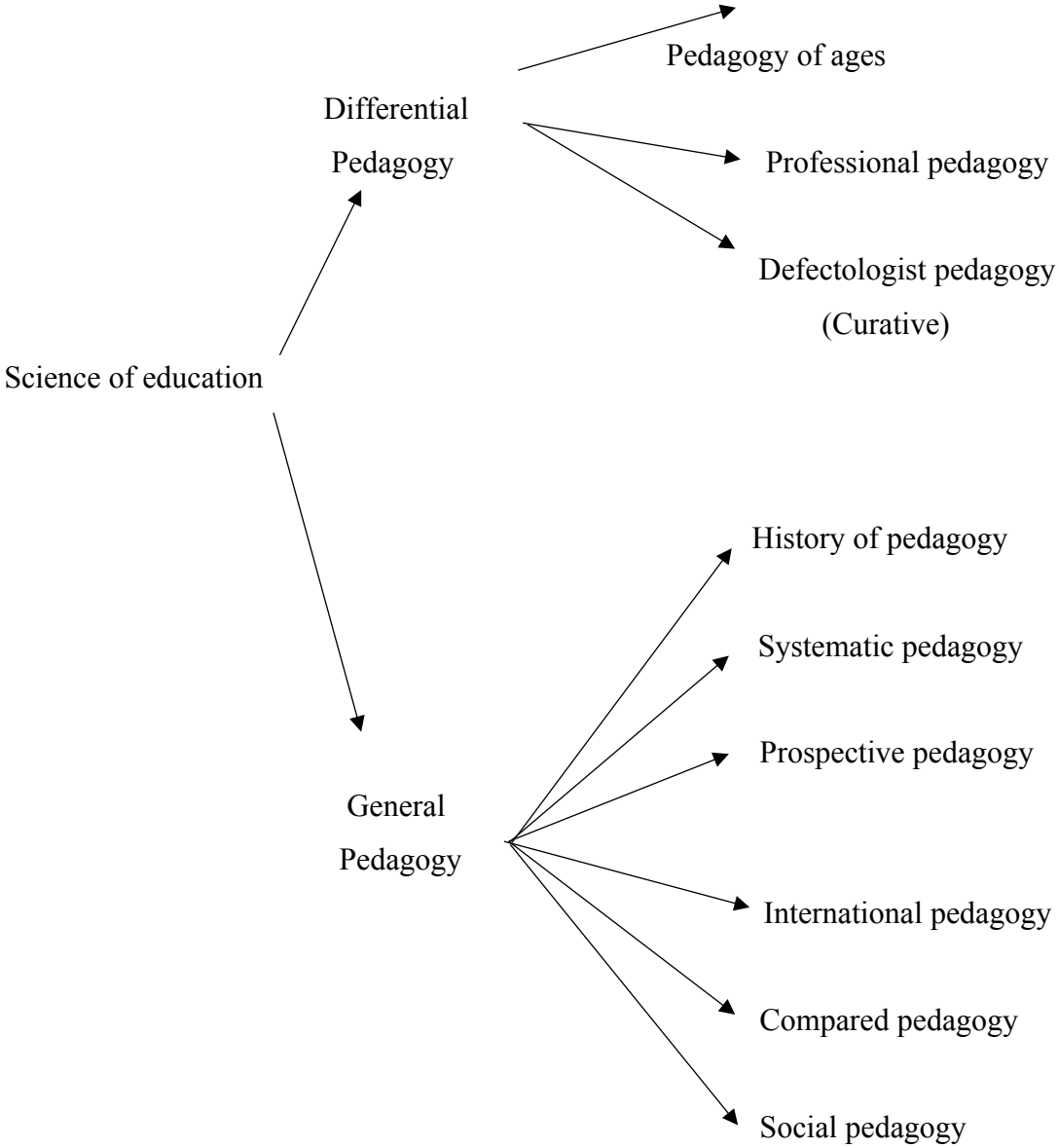
b) Dysfunctional pedagogies (approaching human education from multidimensional perspectives – moral, intellectual, physical etc);

c) In addition, auxiliary sciences (pedagogical sciences) as Pedagogic psychology, Sociology of education, Pedagogic anthropology, Pedagogic axiology and so on.

[3] See also Ioan Jinga, Elena Istrate, *op. cit*., p. 23

[4] See Ştefan Bârsănescu, *Unitatea pedagogiei contemporane ca Ştiinţă*, Editura Didactică şi Pedagogică, Bucureşti, 1973, pp. 317-318

Ioan Jinga and Elena Istrate present schematically "the system unity "suggested by Ştefan Bârsănescu. It looks like this[5]:



In his study, *„Art and the education science"*, Cezar Bârzea[6] approaches the branches of pedagogy by reference to four authors: Mialaret, Ferrandez, Sarramona şi Ditrich[7].

Thus,

- Gaston Mialaret considers the educational sciences dividing into three groups:
  - *Sciences examining both the general and local conditions* of the school institutions: history of education, compared pedagogy;

[5] Ioan Jinga, Elena Istrate (coordonatori), *op. cit*., p. 24
[6] See Cezar Bârzea, *Arta şi ştiinţele educaţiei*, Editura Didactică şi Pedagogică, Bucureşti, 1995, pp. 140-141
[7] See also, Ioan Jinga, Elena Istrate (coordonatori), *op. cit*., p. 25-26

- *Sciences whose object is the proper educational act:*

- The sciences approaching the *immediate conditions* of the educative act: philosophy of education, psychology of education, psychology of small groups, sciences of communication;
- Special didactics of the different school subjects;
- Science of the teaching methods and techniques;
- Assessment science.

- Sciences dealing with reflection and evolution: philosophy of education, education planning and the theory of models.

The image Mialaret proposes has the following form:

STUDY DOMAIN/ CATEGORY	**SCIENCES**
1. GENERAL AND LOCAL CONDITIONS OF THE SCHOOL INSTITUTIONS	HISTORY OF EDUCATION, SCHOOL SOCIOLOGY, SCHOOL DEMOGRAPHY, ECONOMY OF EDUCATION, COMPARED PEDAGOGY
2. PEDAGOGICAL RELATION AND THE EDUCATIONAL ACT PROPER	a) SCIENCES EXAMINING THE IMMEDIATE CONDITONS OF THE EDUCATIVE ACT: PHILOSOPHY OF EDUCATION PSYCHOLOGY OF EDUCATION PSYCHOLOGY OF SMALL GROUPS COMMUNICATION SCIENCES b) SPECIAL DIDACTICS OF THE DIFFERENT SCHOOL SUBJECTS c) SCIENCE OF THE TEACHING METHODS AND TECHNIQUES d) ASSESSMENT SCIENCE
3. SCIENCES OF REFLECTION AND EVOLUTION	PHILOSOPHY OF EDUCATION EDUCATION PLANNING THEORY OF MODELS

In turn, Ferrandez and Sarramona, preoccupied by the branches of pedagogical science propose the following classification[8].

CLASSIFICATION OF EDUCATIONAL SCIENCES (Ferrandez and Sarramona)

[8] See also Cezar Bârzea, *op. cit*.

DOMAINS / CATEGORIES OF SCIENCES	**SCIENCES**
1. Investigated goals; 2. TELEOLOGICAL SCIENCES	TELEOLOGY OF EDUCATION PHILOSOPHY OF EDUCATION
3. Personal and social determinism	BIOLOGY OF EDUCATION PSYCHOLOGY OF EDUCATION SOCIOLOGY OF EDUCATION ECONOMY OF EDUCATION
4. ILLUSTRATIVE SCIENCES	HISTORY OF EDUCATION COMPARARATIVE PEDAGOGY
5. NORMATIVE SCIENCES	GENERAL PEDAGOGY DIFFERENTIAL PEDAGOGY
6. APPLICATIVE SCIENCES	SCHOOL ORIENTATION MANAGEMENT OF LEARNING DIDACTICS

NOTICE: One can notice that although the classification starts from a criterion – investigation domain – the authors leave behind this criterion, replacing it with groups of sciences instead. Finally, in the following image, we propose as an example, the classification proposed by Ditrich. He distinguishes four branches of Pedagogy.

CLASSIFICATION OF EDUCATIONAL SCIENCES (DITRICH)

BRANCHES OF PEDAGOGY	**SCIENCES / SUBRANCHES**
1. GENERAL PEDAGOGY	PEDAGOGICAL ANTHROPOLOGY PHILOSOPHY OF EDUCATION THEORY OF EDUCATIVE SYSTEMS POLICY OF EDUCATION
2. SPECIALIZED PEDAGOGIES	PRE-SCHOOL PEDAGOGY SCHOOL PEDAGOGIES (*Theory of school institutions; Theory of curriculum; Theory of instruction*) FAMILY PEDAGOGY SOCIAL PEDAGOGY PEDAGOGY OF THE COMPANY
3. COMPARED PEDAGOGY	
4. HISTORIC PEDAGOGY	

NOTICE: The classification does not obey to the rigours of the formal logics; the branches indicated at no. 3 and 4, as one can notice, have the statute of specialized sciences.

We consider Cezar Bârzea's remarks enlightening for the correct understanding of the matter. He claims, "The matter of educational sciences does not refer to terms, but of epistemological nature". In addition, noticing that the tendency of multiplication and specialization is a process concomitant with the reverse tendency, of "amplification" and

"synthesis", Cezar Bârzea pleads for the phrase "science of education". He does not agree with the term "sciences of education"[9].

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[9] Ibidem, p. 143