

## ADVOCACY FOR THE HISTORY OF PEDAGOGY

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### Abstract

*The paper Advocacy for the history of pedagogy focuses upon three objectives: a) the highlighting of the importance of the pedagogy history as a science of education with an autonomous character, based upon an important type of investigation at the level of fundamental pedagogical research; b) the presentation, in synthetic vision, of the evolution of pedagogy in Russia; c) the identification of the key directions of evolution of pedagogical thinking in Russia in the contemporary period. Among the pedagogies with contributions to the history of pedagogy, we chose the studies of two representative contemporary authors: E.D.Dneprov and B.M.Bim-Bad. The conclusions set the necessary premises to be able to support the main axiomatic foundations of modern pedagogy, in the context of the transition from the pre-modern historical epoch to the modern historical period.*

**Keywords: history of pedagogy; epistemological foundations; field of study; normativity; research methodology.**

### 1. Introduction

The paper is a plea for *the history of pedagogy as a science of education* which is “autonomous, with a field of study, with its own structure (scientific facts, hypotheses, concepts and theory), scientific components (principles, methods) and its own approach.” [ Федотова, 18].

### 2. Content development

We begin our journey by presenting the vision of the history of pedagogy of the two contemporary pedagogues, academics E.D.Dneprov and B.M.Bim-Bad, which laid the

foundations for the restructuring of the history of Russian pedagogy, trying to overcome the biased approach and the methodological uncertainty.

E.D.Dneprov, starting from the study of the historiography of pre-revolutionary Russian pedagogy, formulated the concept of the history of pedagogy, promoted as a branch of knowledge, necessary in the fundamental research. At this level, the author identified significant and perspective research problems, developing the methodology of historical-pedagogical research, engaged in the process of epistemological consolidation of any pedagogical science / education, fundamental or applied, developed from an intra-disciplinary or interdisciplinary viewpoint.

B.M.Bim-Bad, as he was familiar with the achievements of the Western science and also with the Russian and foreign historiographical and pedagogical tradition, formulated an innovative vision of the history of pedagogy, of its objectives and opportunities, focused upon research approaches, conceptual schemes and analysis models argued in the normative plan.

In his latest book in 2014, *Essays on the Historiography of Pre-Revolutionary Russian Education and Pedagogy*, E.D.Dneprov believes the history of pedagogy to be a field of pedagogical science that studies the historical development of pedagogical knowledge and practice viewed “in their dialectical unity.” Its task is “to restore a coherent image of the historical-pedagogical and contemporary process, to reveal and explain the legitimacy of its development.” [Днепров, 2014, 219]

B.M.Bim-Bad talks about the connection between the history of pedagogy and (general) pedagogy as a specialized science in the study of education. He emphasizes that without reference to the past, it is impossible to answer the question of what we know for sure in pedagogy. The history of pedagogy, in its meaning, helps “to separate the truly proven knowledge from the insufficiently proven knowledge; of the knowledge tested in practice from the knowledge based upon exclusively speculative discussions.” In addition, he draws attention to the fact that “history reproduces itself. This is the truth. Every historical fact must be suspected of its reproducibility”. [Бим-Бад, 205, 46]

*The history of pedagogy* allows finding the roots for the current pressing problems and for establishing the ways to solve them. It facilitates the follow-up and clarification of solutions that have already been tried, used and worked. It is what B.M. in his latest book on the history of pedagogy, Bim-Bad argues: “History is an antidote to frivolous pseudo-innovation, but also to unmotivated conservatism. It teaches us the common sense: *not everything that is new is*

*good* just because it is new, but vice versa, not everything that is old is good just because it has been verified through long practice. ”[ Бим-Бад, 2016, 14]

*The history of pedagogy* was established as a science in Russia in the 1950s and 1980s. In the 1940s, the teaching of *the history of pedagogy* was introduced in some educational institutions, which was an important social innovation for those times. At the beginning of the twentieth century, this new branch of scientific knowledge entered the stage of reflection, focusing upon the problems of methodology and theory of historical and pedagogical knowledge.

The high scientific level of research in the field of theory and history of pedagogy is also due to the contribution of some remarkable historians of pedagogy, recognized by the world pedagogical community: L.N.Modzalevski, P.F.Kapterev, M.I.Demkov, S.V.Rojdestvenski. In the works of P.F. Kapterev, for example, for the first time *the theoretical and methodological principles of historical-pedagogical research were formulated*:

- 1) The principle of studying education as a functional social phenomenon;
- 2) The principle of the connection between the development of the history of pedagogy as a science and the general history, the history of the development of spiritual and material culture;
- 3) The principle of conditionality of the development of the education content, of the forms and methods of *teaching* and *learning*, by the socio-cultural factors;
- 4) The principle of studying the development of theories and practice of education in their dialectical unity, at the level of comparing the past with the present, in the unity of *the objective* and *the subjective*;
- 5) The principle of anthropology as a foundation of historical analysis in the field of education;
- 6) The principle of autonomy of the pedagogical process at the level of design and implementation;
- 7) The principle of the national character of education, historically confirmed on a universal scale;
- 8) The principle of the holistic study of the pedagogical process, approached historically [Каптерев].

The epistemological importance of the history of pedagogy is confirmed in time. In the context of the transition from *the pre-modern* era to *the modern* era, K.D.Usinski stated that only a historian of pedagogy could explain, upon the basis of significant ideas and facts, the

influence of society on education and the influence of education on society.[Uşinski, 203] M.I. Demkov compares the significance of the history for pedagogy with that of “the foundation of a building”. Other important contributions to the development of the history of pedagogy as a science are due, in equal measure, to the following pedagogues: V.I.Beliaev, B.M.Bim-Bad, M.V.Boguslavski, A.N.Djurnyanski,E.D.Dneprov, V.I.Dodonov, S.F.Ehorov, V.V.Kolpaceov, H.B.Kornetov, P.A.Lebedev, V.V.Makaev, V.A.Mosolov,E.G.Osovski, A.I.Piskunov, M.H.Plohova, Z.I.Ravkin, L.A.Stepaško, E.N. Şlianov, N.P. Iudina, N.V. Zikeev, V.V. Mihailovaetc.

In E.D. Dneprov's article *The History of Pedagogy* in the “Encyclopedia of Russian Pedagogy” [Днепров, 1993, 392-399], the major contributions of the Russian pedagogues to the development of the history of pedagogy are reviewed.The course of M.V.Savin, “*The Science Formation - History of Pedagogy in Russia in the Mid-Nineteenth-Early Twentieth Centuries*”,

[Савин, 84] provides the first periodization of the process of developing historical and pedagogical knowledge, set in the second half of the nineteenth century –the early twentieth century, and a classification of the proposed approach models, stated at the level of *typology* or *types of interpretation*.

The researcher Irina Fedotova proposes in her doctoral thesis the following classification of *the types of interpretation* of the historical-pedagogical knowledge promoted or affirmed by Russian pedagogues, in the second half of the 19th century – the beginning of the 20th century:

1) The type of *religious-pedagogical interpretation*.The evolution of ideas, phenomena and historical-pedagogical processes is treated from the perspective of an exercise of divine providence (S.S. Gogoŭki, K. Elniŭki);

2) The type of *cultural-anthropological interpretation*. The evolution of ideas, phenomena and historical-pedagogical processes is treated from the perspective of the relationship with the development of human personality, in various eras and civilizations (P.G. Redkin, k.D. Usinski, L.N. Modzalevski, P.G. Mijuev, M.I. Demkov, P.F. Kaptereov, A.P. Medvedkov);

3) The type of *educational interpretation*. The evolution of ideas, phenomena and historical-pedagogical processes is treated from the perspective of the formative effects recorded in time (Rojdestvenski, S.A.Zolotarev);

4) The type of *socio-pedagogical interpretation*. The evolution of ideas, phenomena and historical-pedagogical processes is treated from the perspective of the social role and the national specificity of education (D.D. Semenov, V.I. Ciarnoluski, N.V. Chekhov);

5) The type of *scientific interpretation*. The evolution of ideas, phenomena and historical-pedagogical processes is treated from the perspective of the objective analysis of significant works through their genesis and contribution to the development of modern status (P. A. Sokolov). [Федотова, 67]

In a different, complementary perspective, O.B.Lobanova and Z.U.Kolokolnikova present the multitude of approaches to the study of the historical and pedagogical process at the level of the following types of interpretation:

- 1) Chronological (A.I. Piskunov, N.A. Konstantinov);
- 2) Formative, which created a conceptual model of history (A.N. Djurinski);
- 3) Taxonomic (E.N. Medinski);
- 4) Civilizational (G.B. Kornetov);
- 5) Anthropological (K.D. Uşinski, B.M. Vim-Bad). [Лобанова О.Б., Колокольникова З.У , 10]

For a deeper understanding of historical-pedagogical ideas, phenomena and processes, we can refer to the table below, which outlines the general historical framework, with reference to the history of education in Russia and the evolution of the pedagogical thinking in Russia.

### THE HISTORY OF PEDAGOGY AS A MODEL OF FUNDAMENTAL RESEARCH

– stated in Russian Pedagogy –

<p><b>The epistemological status of <i>The history of pedagogy</i></b></p>	<p>The object of study specific to the History of pedagogy</p>	<p>The normativity specific to the History of pedagogy - Theoretical and methodological principles (Kapтерov)</p>	<p>The research methodology specific to the pedagogical history - based upon synchronic-diachronic <i>interpretation of pedagogical</i></p>
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			theories and practices (Fedosova)
a) The fundamental pedagogical science – in Russia: launched in the 19th century; promoted as a university discipline, in the years 1940-1950	a) The evolution of pedagogical, theoretical and practical knowledge, at universal and national level (Dneprov)	a) The principle of the connection between the history of pedagogy and the general history (of the spiritual and material culture)	a) the religious interpretation (at the level of theological ideology and faith or theological ethos)
b) The sphere of reference – the evolution of the theory and practice of education and training at universal and national level	b) the synchronic – diachronic analysis of pedagogical theories and institutions in the pre-modern – modern – postmodern (contemporary) historical era	b) The principle of dialectical unity between the evolution of theories and practices of education and training, between their objective and subjective dimension	b) <i>the cultural-anthropological and sociological</i> interpretation (at the level of socio-cultural products, determined biologically, psychologically, economically, politically, from a community standpoint, at the level of global and partial social (cultural, economic, political, community, natural) systems

<p>c) The general function—“finding the roots to explain the pressing (current, critical, open)problems of education”</p>	<p>c) Capitalizing on the special relationship between <i>the History of Pedagogy</i> and <i>the General Pedagogy</i> (General Theory of Education – General Theory of Training)</p>	<p>c) The principle of anthropological substantiation of the historical analysis of education and training</p>	<p>c) <i>the educational interpretation</i> (in relation to <i>the positive</i>, cognitive and non-cognitive <i>formative effects</i>, in the immediate, medium and long term.</p>
<p>d) The Basic structure: the history of pedagogical theories – pedagogical institutions (<i>the History of pedagogy</i>) – the history of pedagogical ideas (<i>the Historical pedagogy</i>), at universal and national level</p>	<p>d) The academic affirmation at the level of fundamental research within the doctorate in pedagogical sciences, specialization: “The History of pedagogy” – “Historical pedagogy”</p>	<p>d) The principle of the national and universal character of education and training</p>	<p>d) <i>the scientific interpretation</i> (in relation to the objective dimensions of the education / education system and of the training / educational process (sphere of manifestation; general function; basic structure)</p>

### 3. Conclusions and suggestions

In the elaboration of our research we took into account the cited sources, important for their informational and methodological value. The epistemological status of the history of Russian pedagogy was demonstrated by analyzing the specific object of study, the normativity and the research methodology. The table at the end was a synthesis of the paper, demonstrating the epistemological maturity of the analyzed texts.

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