

Epistemological approaches the relationship between didacticism pragmatism and pragmatic didacticism in the teaching-learning-assessment of economic disciplines

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Abstract

The paradigms specific to the educational activity are susceptible of a number of explanations more or less pragmatic in the current educational system. Thus, the knowable structures found at the level of the learning process may be subjected to a review of an epistemological nature. In these conditions, the excessive meta theorization must be eliminated in practice. Moreover, to the extent that we take a methodological approach, we must take into consideration new strategies of teaching-learning-assessment.

In these circumstances, our analysis focuses on the teaching approach in the field of economic disciplines. We are interested to see to what extent such a demarche becomes operational and acquire a pragmatic value to the teaching activity. Therefore, the learning situations judicious analysis highlights a number of aspects of a pragmatic nature in teaching.

Keywords: *teaching pragmatism, learning strategy, didacticism, teaching process.*

1. The idea of teaching assessment of economic disciplines

In other words, based on the idea that the teaching approach is specific to education, we can admit the idea that the relationship between teacher and students becomes fundamental to the didactic communication (Develay, 1988, 266). Moreover, the methodological connotation of the teaching approach reflects, in our view, theoretically/pragmatically a series of strategies built on methods that generate a more or less arguably content.

Thus, an epistemological analysis of the teaching of economic disciplines positions us in a dimension of methodological reassessments. The high teaching potential allows, under the teaching communication, an understanding of the paradigmatic changes at theoretical and conceptual levels. However, the methodological approach through which the array of contents is performed in relation to the new technologies and undergoes applied research achievable in terms of didactics.

2. The idea of assuming a teaching model in the education process

The assuming of a didactics model at the level of the teaching activity illustrates the idea according to which we should give up to a range of teaching strategies as they have been understood and applied so far. One should not, however, understand in this context that we want to give up on what is good, beneficial in such an endeavor. We rather want to highlight the need to reassess educational theories and models at the level of a society in continuous transformation.

It is clear in the contemporary society that education is performed through new approaches. To what extent they are more or less valid, specialists can argue in a lesser or greater extent. At the same time, we consider the scientific substantiation of the didactic speech at the level of the educational approach in relation to the idea of epistemological obstacle (Brousseau, 1998, 115-160). Moreover, relating also to the process of the didactic communication, we consider the idea of transposition didactics is so useful at the level of the disciplinary fields (Perrenoud, 1998). Or, such a didactic transposition must be operationalized from our standpoint considering the very idea of teaching environment (Amade-Escot, Venturini, 2009, 7-43).

In these circumstances, the instrumental nature of the didactic communication reflects the very logical dimension of the discursive act related to the social, educational and, not least, political context. We note the cognitive complexity of such an educational approach. Therefore we believe that supporting and promoting quality in the teaching activity must represent in any social/economic system a top priority policy.

The society itself is a dynamic system in which all sorts of transformations occur and which are more or less explicable in terms of judicious arguments. However, such an assumption legitimizes in the current context the use of a didacticist model in education. In this respect, we must consider a methodological/ scientific foundation of what didacticist applicability deals with. In other words, regarded as a scientific study specific of learning situations the students has to experience, "the one who educates" (Lavallée, 1973), the teaching has a non-limiting character (Moses, 1996, 2-3). This

fact becomes evident to the extent that the scientific substantiation is done on the basis of teaching principles properly applied.

In this way, the revaluing of the scientific content reflects at social level the need for educational pragmatism. Or, such an educational pragmatism enables, based upon social interaction, an understanding of the knowable structures from an epistemological perspective. Such structures refer to the very contents specific to the dimension of the economic field. It is, therefore, about the applicability of scientific content in the field of economy as they are found in the curriculum. Moreover, their approach from a teaching perspective leads us to value a specific model of understanding at particular level of didactic sequences.

On the basis of such interactions/associations, we can see the relevance of the study of economical subjects compared to a purely didactic approach. As they are taught more in high-schools and universities, such disciplines should arouse greater interest among all teachers and socio-economic actors actively present in the social life. The consideration of the pragmatic rationale in such a purely didactic approach leads us to admit the idea that such a grounding of didactics in an educational approach that emphasizes the whole algorithm that can reflect the approach of economic subjects at the school level in general.

In these circumstances, the formalizing a specific logic at the level of teaching activities within the economy classes is in our opinion a relevant criterion in the undertaking of an instructional and educational process. Furthermore, using specific inductive and deductive methods based on suggestive case studies, we believe that we can cover the teaching dimension of economic disciplines. However, the teaching methodology specific to this economic dimension in our view implies a scientific reassessment of the concept of "teaching" and hence the teaching of economic disciplines.

Thus, the relational dimension (traditional-modern/contemporary) of the didactics of economic disciplines requires a report of correspondence between teaching, the economic disciplines and the act of teaching-learning-assessment undertaken by the professor. Moreover, in such a systematic approach of didactics we notice an operationalization of the basic concepts that make possible the teaching of economic disciplines. This perspective deals, from an operational viewpoint, with a unique understanding of what the conceptual dimension of the didactics economic disciplines means. So, the educational practice and thus, in this case, the economic practice must emphasize a communication based upon an understanding of the assumed teaching process in the teaching activity.

3. The conceptual-theoretical approach in the dimension of the economic disciplines teaching

The conceptual-theoretical approach in the dimension of the economic disciplines teaching fits, in our opinion, in the relation between didactic pragmatism and pragmatic didacticism. In these circumstances, we believe that the action to assume *de facto* the revaluing of didactics in relation to the idea of Economics (taken together) to be relevant and pragmatic. Of course, we consider the disciplinary fields and the interdisciplinary approaches, but also the disciplines "subordinate" to the economic field altogether (accounting, management, business administration, human resources, etc.).

An effective educational activity should take into account a number of empirical studies conducted on the teaching environment (Chantal Amade-Escot, Patrice Venturini, 2009), intended to provide an overview of the teaching /economic dimension. In this way, the process of teaching-learning-assessment can acquire an educational legitimacy. On the other hand, the assuming mode of the teaching activity by reference to the economic disciplines reflects the very method of approach of what is the activity of the professor in class.

The pragmatic connection of the disciplinary dimensions (through inter-, pluri- and trans-disciplinarity) reflects the result of both the correct and clear transmission of knowable components as well as of specific ways of teaching and assessment. The structural relevance of the teaching activity requires the consideration of components of a methodological nature. Thus, the dynamics of such a phenomenon reflects, after all, aspects related to the didactic communication, aspects meant to emphasize the development of skills on the proper use of the words, the language in general (Nippold, Ward-Lonergan; Fanning, 2005, 125-138).

According to this perspective, we believe that the behavioral approach in relation to the idea of economic disciplines teaching requires from an epistemological and praxiological, a systemic approach to the instructional and educational activity. Thus, the performance of the teaching communication in the education process depends to a large extent on the psycho-social interaction between the educational actors and the economic actors. In this context, the share of the axiological approach scientifically legitimizes the process of teaching-learning and assessment.

The socio-cultural meanings of the educational teaching patterns reveal specific forms of social reality which fit the dimensions of a pragmatic understanding. Thus, the promotion and the application of teaching principles in the teaching, learning and assessment activity must be a priority in the instructional and educational process. Therefore, a meaningful analysis from a methodological standpoint of these principles involves the consideration of an educational architecture.

However, a relevant role in the instructional and educational process returns goes to the use of didactic methods. In the context of the new educational paradigms we can only admit the idea according to which a meaningful and effective assessment should consider a structuring of learning situations. Moreover, a rational approach to classes of economics, in general, involves a situation which justifies, in our opinion, the idea that the reorganization of such fields is more than necessary in the current educational society. In other words, in terms of the reassessment of the educational process, new approaches are required as well as new paradigms designed to optimize and even propose solutions to potential issues of social/educational nature.

Conclusions and proposals

The educational reality reveals epistemological connections in the relation to an approach in terms of contents related to the economic field. Moreover, the discourse architecture of the teaching and learning process reflects the specific situations in which questionings that involve more or less complex settlement can be identified. However, we believe that the idea of the disciplinary field proposed by us in other papers can solve problems of economics didactics.

On the other hand, the variety of teaching methods reflects the practical/pragmatic possibilities quartered in the social-educational reality itself. In this way, the qualitative parameters of the educational activity highlight the qualitative parameters of the educational activity in relation to the idea of educational pragmatism. That is why such an approach requires, in our view a re-conceptualization of the educational dimension and hence the specialty didactics in the field economic disciplines.

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