

## Summary

# Pedagogical Epistemology: Doubts, Questions, Possible Answers

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The argumentation presented in the paper starts from the premise that epistemological characteristics are the elements that science builds its scientific dignity on. A critical analysis of the epistemological characteristics of pedagogy has led the author to question its scientific dignity.

The doubts stated in the paper are raised by several questions. Is the level of development of the modern society forcing us to redefine the semantic components of basic pedagogical terms and pedagogy itself? Can pedagogy, which has not changed its basic theoretical, epistemological and methodological concept for decades, really be termed contemporary? Is pedagogy in Croatia contemporary or do we still practice the traditional (and outdated) form of pedagogy? What is the main function of pedagogy? Is pedagogy the science of education, the science of education and development, or the science of human resources development? Are the goals and tasks of pedagogy as a science unambiguously set?

Finally, the author suggests possible answers, advocating new, modern and unambiguous semantic definitions of the basic terms, thus determining the primary function of pedagogy as both scientific and practical discipline – a human resources development theory.

**Key words:** pedagogy, epistemological characteristics, basic terms, human resources development theory, education