

Summary

Pedagogic un-intentionality versus pedagogical concepts

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Traditional pedagogy utilises certain concepts that ought to be mutually exclusive. These are the concepts of intentional education and functional education. This paper illustrates how traditional pedagogy understands these concepts and gives reasons why the notion of the so-called functional education lacks pedagogic sense. Traditional pedagogy is also criticised for assigning the term “functional” only to unintentional formal actions, even though education as a social function of significant power is its fundamental starting point. In conclusion the paper observes that what traditional pedagogy terms functional education is to education only a supporting activity, or an obstruction, that educology calls an extra-educational socialization. Pedagogy can only rely on the concept of non-education, covering the negative intentional and unintentional actions, and thus that which is called asocial influence, while it lacks concepts for positive situational influences and for a totality of positive and negative situational influences.

Keywords: education, functional education, formation and upbringing of a person, learning, (educational, nurturing) manipulation, functionalism in sociology, extra-educational socialization.