

Od događaja do procesa. Razmatranja o pojmu odgoja u sklopu teorije vremena

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Sažetak

Pedagogija još uvijek ne raspolaže općeprihvaćenom definicijom temeljnog pojma odgoja. To pokazuje analiza nekoliko odabranih pokušaja definiranja koji fenomen odgoja shvaćaju izrazito usko. Opisanim definicijama se osobito zamjera što ne uspijevaju uključiti i društvenu osnovu odgoja. Presudan razlog za uskoću pojmovnih utvrđenja pretpostavlja se u prostornoj metaforici pomoću koje se u znanosti o odgoju obrađuju pojmovni problemi. Prostorna metaforika nije u stanju spoznati društvene fenomene u njihovoj dinamici. Kako bismo dospjeli do primjerene definicije pojma odgoja, predlaže se koristiti modalno vrijeme kao osnovicu za pojam odgoja. U sklopu razumijevanja vremena diferenciranog u prošlost, sadašnjost i budućnost odgoj se javlja utemeljen u društvenim interakcijama koje počivaju na recipročnoj strukturi.

Ključne riječi: odgoj, znanost o odgoju, socijalna interakcija, metafora, reciprocitet, vrijeme.

Summary

FROM EVENT TO PROCESS. TIME – BASED THEORETICAL REFLECTIONS ON THE CONCEPT OF EDUCATION

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Educational theory still lacks an agreed definition of its central idea, namely the concept of education. An analysis of certain attempts to provide such a definition shows that the phenomenon of education is often conceptualised in a very narrow sense. One particular criticism is that the reported definitions fail to include the social basis of education. The question is raised as to the causes for this narrow definitional restriction. It is assumed that one substantial reason lies in the limited spatial imagery or metaphors which are applied to the treatment of conceptual problems in educational science. Spatial metaphors are not capable of recognising social phenomena in their full dynamism. It is suggested that in order to arrive at a more appropriate definition one should use modal time as a basis for comprehending the concept of education. In the light of an understanding of time as qualitatively differentiated into past, present and future, education appears to be rooted in social interactions, which are based on a reciprocal structure.

Key words: education, educational theory, social interaction, metaphor, reciprocity, time