Slovenian Pedagogy Between Social Sciences and Humanities? Theoretical, Methodological and Practical Implications

The paper aims to discuss the conceptualization of pedagogy as a distinctive science in Slovenia, and its fundamental research object ? that of vzgoja. The concept implies an intentional process aimed at reaching goals related to the development of the whole child. The concept has some specificities that influence both, pedagogic practices from preschool to upper secondary education, as well as pre-service teacher training. We will defend the thesis that ideas, concepts and theories related to vzgoja cannot be fully conceptualized, researched, and transferred to practice solely by deploying social scientific approach. On the contrary, we claim that simultaneous reference to the humanities and the social sciences are crucial, and can strengthen pedagogy. Pedagogy needs to preserve its humanistic attitude at developing normative principles. We will explore this argument by discussing two distinctively Slovenian pedagogical concepts the first related to pedagogical micro level (that of ?pedagogical relationship?), and the second related to the pedagogical macro level (that of ?pedagogical school plan?). We will also show that these concepts can shape pedagogical practice and produce some positive outcomes in educational practice.

References


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