

The specific of the pedagogic activities

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Abstract

The specific of the pedagogic activities is determined at the level of their central function – formation-development of the personality of the educated with the purpose of the optimal psychosocial integration on short, medium and long term. This central function can be accomplished, objectively, at the level of the basic structure necessary in any pedagogic activity, sustained by the permanent correlation between educator and educated, between teacher and pupil. It engages subjectively the finalities of education (ideal, general purposes; objectives: general, specific, concrete), constructed by those who project and advanced, in terms of politics of education, at all the levels of the education system and process.

The pedagogic activities are studied at the level of pedagogic sciences. The fundamental pedagogic sciences study the fundamental pedagogic activities: a) the activity of education (general theory of education); b) activity of instruction (general theory of instruction / general didactics); c) the activity of projecting education and instruction, at all the levels of the educational system and process (general theory of curriculum); d) activity of pedagogic research (general theory of pedagogic research).

Classification of pedagogic activities is accomplishable reported to several criteria: a) the reference field (activity of education, activity of instruction, activity of scholar and professional orientation etc.); b) general contents (moral education, aesthetic education etc.); c) general forms of education (formal education, nonformală education); d) the psychological age of the educated (preschool education, university education, education of adult etc.); e) the generality degree (general education, education of profile, specialized / professional education); f) the degree of incumbency –non-incumbency (obligatory education, optional education, facultative education) etc.

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The pedagogic activities represent a type of activities which accomplish the function of formation-development of human personality, accomplishable according to some finalities projected inside the educational system and process at the level of ideal of education, general objectives, strategic; objectives, general, specific and concrete. It constitutes the study object specific to pedagogy / pedagogic sciences / sciences of education. They are accomplished based on some organized actions, subordinated to the general and specific objectives of the activity, with openings towards the spontaneous, unorganized accidental, incidental influences derived from internal and external context. For instance, the pedagogic activity of instruction is accomplished through the pedagogic activities of teaching – learning – evaluation, subordinated to the general and specific objectives of the instruction activity, with openings towards all the spontaneous pedagogic influences, derived from internal context (school class, school) and external (family, group of friends, street, neighborhood, mass-media etc.).

The analysis of the pedagogic activities can be made from an extended and concentrated perspective, in a wide and in a restrained sense.

1) In a wide sense, the *pedagogic activity* includes all types of activity which ensures the accomplishment of the central function (personality formation-development) based on some specialized objectives in accordance with: a) *the field of reference*: activity of education, activity of instruction, activity of professional training; b) *stages of school and psychological age*: activity of pre-school education, education activity of the young scholar, education activity of the medium pupil, education activity of the adolescent, university education activity, education activity of the adult etc.; c) *the general contents of education*: moral education activity, intellectual education activity, technological education activity; esthetic education activity, psychophysical

education activity; d) *general forms* of education: formal education activity, non-formal education activity; e) a priori assumed orientations: didactic / extradidactic, education activity; scholar, extra-scholar, inter-scholar, para-scholar, peri-scholar education activity; university, non-university, extra-university education activity; cultural-educative activity, religious education activity, artistic education activity, professional education activity, school orientation and professional educative activity/ counseling for the career; sportive education activity, hygienic-sanitary education activity, economic education activity; pedagogic activity of methodical training, pedagogic research activity (fundamental, applied; theoretical, empirical; historical, hermeneutical, experimental); free, imposed, coordinated, un-coordinated pedagogic activity; obligatory – optional - facultative pedagogic activity; curricular, paracurricular, pericurricular activity; frontal, (micro)group, in pairs, individual pedagogic activity etc.

2) In a restrained sense, the *pedagogic activity* is concentrated in the epistemological area which establishes and develops the research object specific for pedagogy, engaged at the level of the *educational fundamental sciences*:

A) *General theory of education*– has as specific study object the representative *pedagogic activity*, with the highest degree of generality, with the most extended and profound area of expressing – *education activity* accomplished inside the social system / education system / education system and process.

B) *General theory of instruction (General didactics)* – has as specific object of study the *pedagogic activity* developed as principal sub-system of the education activity – instruction activity accomplished in the education process;

C) *General theory of curriculum* – has as specific object of study the *pedagogic activity* developed as *activity of curricular projection of education and instruction* at all the levels of the educational system and process.

D) *The general theory of research in educational sciences* – has as object of study the *pedagogic activity* developed as *activity of pedagogic research*:

theoretical and practical / operational; historical, hermeneutical, experimental; qualitative, quantitative.

In the educational process, the *pedagogic activity* is accomplished, especially, as *activity of instruction* conceived as the main sub-system of the *education activity*, projected *curricular* at the level of the permanent interdependence between the *pedagogic activities of teaching – learning – evaluation*. The general and specific objectives of the *pedagogic activity of instruction (scholar, but also extra-scholar)*, complex and pluri-dimensional, determine the existence and development of several modalities of accomplishment: activity of general instruction, activity of profile instruction (knowledge), activity of specialized / professional instruction, academic; activity of frontal instruction, activity of instruction on groups / micro-groups, activity of instruction on pairs, activity of individual instruction, activity of instruction centered on playing, guided learning, productive working, creation (scientific, artistic, sportive etc.).

In this context it is necessary to *elaborate a model of the activity of instruction* centered upon „three indicators” which are significant in epistemological, methodological and practical plan: 1) the functions of the „pedagogical segments”. 2) „the components of each segment”; 3) *results* of each pedagogic segment (see G.Pambianchi, 2003, in *Dictionnaire actuel de l’éducation, 3-e édition*, direction editoriale – Renald Legendre, 2005, pp.15, 16). The three „indicators” should be approached globally

The functions of the „*pedagogic segments*” of the pedagogic activity, which determine the *structures* of the pedagogic activity (in quality of „*components*”) and its *results* are:

1) *The function of preparing the pedagogic activity*. It determines: a) three *component structures*: a-1) *frame* the task into a context; a-2) *prepare* at the level of the *verbal exposition* of the pedagogic message; a-3) *psychological training* (attention, motivation), social (organization of resources) and

pedagogical (actualization of the „anchor-ideas”); b) three situations at the level of results or consequences: minimal – medium – maximal.

2) *The function of accomplishing the pedagogic activity*. They determine: a) three *components* structures: a-1) *main task*; a-2) *the necessary guidance* in report with the main task (which corresponds to the general purpose of the pedagogic activity); a-3) necessary *self-guidance* for perfecting the activity in accordance with the main task; b) a situation at the level of results / consequences – with repetition / consolidation of the main task.

3) *The function of retroaction*. It determines: a) two *component* structures: a-1) evaluation in terms of correction, completion; a-2) evaluation in terms of consolidation, perfecting; b) three situations at the level of results / consequences: immediate – delayed – progressive.

At the level of *research in educational sciences*, the pedagogical activity evolves “in accordance with the dominant character of the constitutive actions” (*Dicționar de pedagogie*, general coordinators: Anghel Manolache, Dumitru Muster, Iulian Nica, George Văideanu; 1979, p.9). There may be identified two categories of *pedagogic activities*, developed at the level of *fundamental* research and of the *operational research* in the field of the educational sciences:

1) *Theoretic pedagogic activity*. Is oriented towards the general problems of education, instruction, projection of education and instruction which constitutes the objects of study for the fundamental pedagogic sciences / fundamental sciences of education (*General theory of education*, *General theory of instruction* / *General didactics*; *General theory of curriculum*). In this direction, we mention: a) the epistemological status of the pedagogic sciences / education; b) axiomatic of education, instruction, curriculum; c) paradigms of education; d) normativity of education / instruction / projection of education and instruction; e) research methodology specific for the pedagogic sciences / education; f) function and basic structure of education; g) construction of models (*ideal-types*) of education / instruction / projection of education and instruction; h) finalities of education / instruction, reform of the educational

system; i) *curriculum* as: paradigm – model of projection of education / instruction; j) general and specific basics of *curriculum*, k) *curriculum* as process and product etc.

2) *Practical pedagogic activity*. Is oriented towards the particular problems of education / instruction, projection of education and instruction, studied at the level of pedagogic sciences with applicative character (pedagogy of primary education, pedagogy of university education; particular didactics / didactics of mathematics etc.; pedagogy of family etc.) and at the level of pedagogic / education sciences constructed *intradisciplinary* (theory of civic education, theory of esthetic education, physical education theory; theory of evaluation, theory of teaching / pedagogic communication etc.) or interdisciplinary (psychology of education, philosophy of education, management of education).

In accordance with the reference area which is a priority in the general context of education and instruction, there may be identified and established the following types of *pedagogic activity*: a) *didactic* – based on actions with didactic purpose; b) *extra-didactic* – based on actions with extra-didactic purpose; c) *scholar* – based on actions with a purpose engaged at the level of school programs; d) *extra-school* – based on actions with a purpose engaged outside the school programs.

On the other hand, the thorough understanding of the concept of pedagogic activity implies its permanent report to the theoretical, methodological and practical benchmarks developed epistemologically at the level of the concepts of: *activity of education, activity of instruction, activity of pedagogic projection; activity of pedagogic research; didactic activity, activity of education, activity of training, activity of instruction, activity of curricular projection.*

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