

The Anthropological Determination of Pedagogy

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Abstract : Pedagogy has always been open to other disciplines that reflect about the educational process (philosophy, sociology, psychology, anthropology, technology, etc.). Its interdisciplinary openness puts education, as the subject of pedagogy within a broader context of the community, enabling the knowledge of other disciplines to contribute to a better understanding of the fundamental pedagogical notion of education. The purpose of pedagogy as a science serves humans, strives towards humans, must be for humans, and this is its ultimate goal. Humans are essentially dependent on education, which is also considered as a category of humans' being, because through education an entire world develops in humans. Anthropological assumptions of humans as "deficient beings" see the solution in education, but they also indicate a wealth of shortcomings, because they provide an opportunity for enrichment and formation of culture, living and the self. In that context, this paper illustrates the determination of pedagogy through an anthropological conception of humans and the phenomenon of education. It presents a review of anthropological ideas about education, by providing an analysis of relevant literature dealing with the anthropological notion of humans, which provides fruitful conditions for a pedagogical reconsideration of education.

Keywords : pedagogy, education, humans, anthropology, culture

Conference Title : ICEP 2015 : International Conference on Education and Pedagogy

Conference Location : Venice, Italy

Conference Dates : April 13-14, 2015