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**THE ACTUALITY OF ȘTEFAN BÂRSĂNESCU’S  
PEDAGOGY**

**Speciality 531.03. – Historical Pedagogy**

**The summary of the doctorate thesis in educational sciences**

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### **Abbreviation list:**

s. a./ subl. aut. = author's underline

p. = page/ pp. = pages

n.n. = our note

s. n./ subl. ns. = our underline

## CONCEPTUAL BENCHMARKS OF THE THESIS

**The actuality and importance of the theme:** results from the indisputable value and the need for scientific knowledge of the work of the great Romanian pedagogue Ștefan Bârsănescu from the perspective of his contribution to the evolution of pedagogy as a science of education. The analysis of Ștefan Bârsănescu's pedagogy (1895-1984) from a historical, synchronic and diachronic perspective is important, theoretically, methodologically and praxiologically, to the extent that it allows highlighting the actuality of the author's work, his exemplary and significant contribution, and, currently through the models built in the field of epistemology and education policy, but also of didactics, promoted as technology or as practical pedagogy. This analysis is carried out in the context of the initiation of a fundamental research, as required by the specialization Historical Pedagogy. It is based on the hermeneutic strategy oriented at the level of three directions of investigation, outlined and supported in the area of the three chapters of the thesis, which are the object of study:

1. The **historical** dimension of Ștefan Bârsănescu's pedagogy developed in the era: a) modern (interwar) – philosophical pedagogy, the direction of culture pedagogy that initiates a new science of education, the education policy; b) contemporary (post-war) – philosophical pedagogy, the direction of epistemological pedagogy (*Dictionary of contemporary pedagogy*, 1969; *The unity of contemporary pedagogy as a science*, 1936, 1976); the history of pedagogy/ historical pedagogy (*The History of Pedagogy*, 1970, 1982; *Chronological dictionary – Education and pedagogical thinking in Romania*, 1978, *The history of sciences in Romania. Pedagogy*, 1984)
2. The **epistemological** dimension of Ștefan Bârsănescu's pedagogy argued on the basis of criteria that confirm: a) *the unity of contemporary pedagogy as a science* (1936, 1986); b) the possibility of classifying pedagogical sciences in historical evolution (modern pedagogy: classical, new or scientific, experimental (psychological); neoclassical (philosophical, normative descriptive (sociological); contemporary, post-war pedagogy: systematic: general, differential, historical); c) the status of contemporary pedagogy, validated by specific object of study, normativity (scientific style) research methodology.
3. The **praxiological** dimension of Ștefan Bârsănescu's pedagogy, demonstrated by: a) optimizing the relationships between the two components involved in fundamental pedagogical research: historical and theoretical; b) the practical orientation of

culture pedagogy towards an education policy, based on the values of culture supported institutionally and propagated through all forms of education and training, school and extra-school; c) the plenary affirmation of practical pedagogy, at system level (by designing a professional, agricultural pedagogy) and of the educational process, by activating an effective didactic technology, in direct connection with all the resources of the students and of the teachers and professors, in the context of each cultural community, school and extra- school, in general, of each lessons, as the main form of organization of training, in particular.

*The importance of studying the topic* is determined by the lack of extensive studies dedicated to the great pedagogue, in the Romanian area, and the need to know the new paradigm of philosophical and practical pedagogy, current even today. The practical pedagogy, promoted by Ștefan Bârsănescu, in the spirit of the philosophical pedagogy of culture, was analyzed, within the thesis, by highlighting the importance of the author's contribution to: a) the launch of a new pedagogical concept - Didactic Technology (1939) - which supports the "Science of didactic art (with lesson plans) (1946); b) the presentation of some lesson models, which can be exploited even now through the historical, synchronic-diachronic research of their functioning structure, validated from a current, *curricular* perspective.

**Description of the background of the research and of the research topic.** Throughout our research we took into account the life and work of Ștefan Bârsănescu as it was presented by esteemed authors, within published studies on history of pedagogy, which we grouped according to their denotative, normative and methodological dimension of the concept of history of pedagogy. In Ștefan Bârsănescu's opinion this concept includes "historical pedagogy itself, the history of pedagogy, the history of education and the history of the science of education". At this level, we would like to emphasize the research done from a horizontal, chronological (the history of the pedagogical thinking, in its historical evolution) perspective and from a deep vertical perspective; at the level of "historical pedagogy", seen as the history of one or more pedagogical ideas (the unity of pedagogy as a science, cultural education policy, practical pedagogy/ didactic technology), developed and improved with time. *In Romania*, research conducted from a horizontal perspective of the chronological history of pedagogy, which we have identified within the specialized literature, within the studies concerned with the work of Ștefan Bârsănescu in various dimensions: (a) from the horizontal perspective of the chronological history of pedagogy in the studies whose object is the analysis of Ștefan Bârsănescu's work, they highlighted: the

interwar "aspiration towards a system in pedagogical thinking", proven by the philosophical pedagogy of Ștefan Bârsănescu (Ion Gh. Stanciu, 1995) [28]; (b) the cultural orientation of Bârsănescu's pedagogy goes beyond the "unilaterality of two directions, intellectual, Herbartian pedagogy - voluntarist pedagogy" with an exclusive focus on the student's activity (Ion Gh. Stanciu, 1995) [28]; (c) Ștefan Bârsănescu's culture pedagogy "has links with the philosophy of life elaborated by Eduard Spranger" (Ion Gh. Stanciu, 1995) [28]; (d) the view in the plan of substantiating the educational changes that require "specific generalizations and valorizations in the field of pedagogical principles and purposes" (George Văideanu, 2003) [30]; (e) appreciation for the contribution to the "rigorous definition of the basic concepts of pedagogy" (education, the general function of education, the basic structure of education, the general purpose and the educational process) (Sorin Cristea, 2004) [21]; (f) "cultivating the subjective spirit of the educated, by assimilating the values of culture" transposed pedagogically, by Ștefan Bârsănescu (E. Păun, D. Potolea, 2002) [26]; (g) "the cultural personality characterized not only by mastery of a wide circle of knowledge, but also by the ability to devote oneself to the good, the truth, the beautiful and to create cultural values" (Ion Gh. Stanciu, 1995) [28]; (h) Csorba D. (2022) (the axiological interpretation of the learner as part of a modern system of values, within the active, modern school etc.) [23].

*In the Republic of Moldova*, the concept of pedagogy that interprets culture as a founding principle of the epistemological approach to pedagogy, but also in the initiation of new fields with impact in the design and implementation of school reform, was described by representative authors of the field: Callo T. (the pedagogical foundations of the completeness of the professional development of teaching staff); Cojocaru V. Gh. (competence, performance and quality - tripartite structure necessary for the evolution of the learner); Siliștraru N. (the formation of ethno-pedagogical culture among teaching staff) [24]; Guțu Vl. (the professionalization model of the teaching career) [27]; Cojocaru-Borozan M. (pedagogy of the emotional culture of teachers); Dandara O. (career's pedagogy) [24]; Papuc L. (the epistemology of pedagogical curriculum); Țvircun V. (capitalizing on the criterion of historicity in pedagogy) [29]. This paradigm of the philosophy of pedagogy at the epistemological and praxeological level has also been addressed by other researchers.

In this historical context, it is mentioned that the research's opportunity underlines:

a) the continuity of the work, sustained within two historical eras (modern, interwar, and contemporary, postwar), including more stages of evolution (1920-1945; 1945-1960; 1960-

1984) with additional profoundly epistemological contributions in the years 1970-1980, referring to philosophical (cultural) pedagogy intertwined with significant applications from the sociological pedagogy (at the level of political pedagogy/ cultural policies/ the policy of education) from esteemed academics (including the contemporary age, such as Iosif Gabrea or Stanciu Stoian);

b) the aspiration towards a system of the philosophical (cultural) pedagogy, historically confirmed (within the modern, interwar era) as a neoclassical, normative pedagogy, together with the sociological (descriptive) pedagogy and the psychological pedagogy (theoretical and experimental) (Ion Gh Stanciu).

The examination of the theoretical benchmarks of the research through hermeneutic, synchronic and diachronic analysis led to the identification of the following *contradictions*: **(a)** between the importance of integrating the work of Ștefan Bârsănescu in the context of the evolution of Romanian pedagogy and the insufficient capitalization of the system of scientific ideas promoted by the great pedagogue in the reconstruction of the system and of the educational process in the open context of the transformations in contemporary society; **(b)** the contradiction between the need for scientific knowledge of the current stage of the research of Ștefan Bârsănescu's work in the context of the historical evolution of pedagogy in the modern (interwar) and contemporary (postwar) eras necessary to clarify the epistemological status of pedagogy and the sporadic exploration of the syntheses proposed in the history of pedagogy by established authors in the Romanian area.

The historical context evoked from the perspective of scientific interest in demonstrating the relevance of Ștefan Bârsănescu's pedagogical work generates the *research problem*:

- *What is the current state of scientific knowledge of Ștefan Bârsănescu's pedagogical work?*
- *What is the scientific contribution of the Romanian pedagogue Ștefan Bârsănescu to the evolution of Romanian pedagogy?*
- *What are the scientific arguments regarding the topicality of Ștefan Bârsănescu's work from a historical, synchronic and diachronic perspective?*

**The purpose of the research:** it consists of the hermeneutic, synchronic and diachronic historical analysis of the work of the great pedagogue Ștefan Bârsănescu, carried out during two historical eras (modern/ interwar; contemporary/post-war), epistemologically and praxiologically oriented analysis in the direction of identifying the durable elements that confirm its actuality, its theoretical and methodological value, useful in the context of the reconstruction of the system and

the educational process, in accordance with the transformations that take place in an open context in the postmodern, contemporary society.

**The research hypothesis:** The theoretical value of the work and the contribution of the great Romanian pedagogue can be confirmed and it aims to analyse the life and work of Ștefan Bârsănescu from a historical, synchronic and diachronic perspective, necessary to demonstrate its relevance at the level of: a) existential model; b) theoretical construction of the philosophical pedagogy of culture (by object of study, normativity, research methodology, specifics), with triple methodological openness (culture/education policy; professional/agricultural pedagogy; practical pedagogy/ didactic technology); c) epistemology of pedagogy (epistemological pedagogy), historically involved (1936-1976), demonstrating the unity of contemporary pedagogy as a science.

**The research objectives:** are elaborated, in a valuable and prospective sense, by specifying the general purpose, at the level of the three chapters of the thesis:

1. The definition of the scientific problem subject to research from a historical perspective

- the actuality of the life and work of Ștefan Bârsănescu argued through the method of synchronic- diachronic interpretation of primary (the author's work) and secondary sources (syntheses proposed in the history of pedagogy by established Romanian authors), which highlights the current state of research on the work of Ștefan Bârsănescu.

2. The delimitation of the object of historical research, approached on epistemological criteria at the level of the relationship between history (pedagogy in the modern and contemporary era) and theory (the pedagogical concepts elaborated and employed by the author, in the theoretical and practical construction of his work).

3. The integration of Ștefan Bârsănescu's work in the specific framework of the evolution of Romanian pedagogy, affirmed during two historical eras: modern (philosophical pedagogy of culture, promoted by Ștefan Bârsănescu, related to other models affirmed in the current of philosophical pedagogy, but also to the other two currents: sociological pedagogy and psychological pedagogy) and contemporary (philosophical pedagogy of consolidated culture at the level of pedagogical epistemology, education policy, practical pedagogy: professional; school; didactic technology).

4. The reconstitution of the epistemological criteria necessary in the *analysis of the unity of pedagogy as a science*, in the modern (inter-war) and contemporary (post-war) era, with special reference to the specific object of study, the specific normativity ("scientific style") and the



specific research methodology of education, made on the basis of specific concepts and laws (and principles), validated on the basis of historically validated epistemological and social criteria (*object of study, normativity, research methodology – specific*);

5. The analysis of the historical evolution of pedagogy in the modern (inter-war) and contemporary (post-war) era, necessary for clarifying the epistemological status of pedagogy and for the classification and definition of pedagogical sciences, which are in continuous evolution;

6. Building a theoretical framework through new specific scientific knowledge resulting from the analysis of Ștefan Bârsănescu's contribution to clarifying the meaning of the concept of fundamental, historical and theoretical pedagogical research, capitalized during the period of epistemological maturation by elaborating some "qualitative syntheses" (manuals, dictionaries, histories - of field) and highlighting the contribution made by the author in the area of praxiology, argued at the level of: *pedagogy of culture* involved in education policy; *pedagogy of models* (historically identified and validated), pedagogy applied in the field of professions (agricultural pedagogy); practical pedagogy/ didactic technology.

**The synthesis of the research methodology:** it is developed and applied in the context of conducting a fundamental research, necessary within the historical pedagogy specialization, based on the hermeneutic strategy of synchronic-diachronic interpretation of two categories of *historical documents*:

a) *primary* – the original works of Ștefan Bârsănescu, significant from an epistemological

and social perspective, chronologically grouped by ideas and predominant pedagogical fields;

b) *secondary*, the syntheses provided by the historians of pedagogy that fix the author's contribution to the affirmation and development of pedagogy in the Romanian area in the modern and contemporary historical era, approached horizontally, from the perspective of the chronological history of pedagogical thinking and vertically, in depth, from the perspective of historical pedagogy, of the interpretation it according to a set of significant pedagogical ideas (culture as a founding landmark, the philosophical construction of the research methodology, openness to education policy, education reform, the formative model proven at the level of *bibliography*).

**The research allowed the following research methods to be capitalized:** scientific documentation based on historical sources; the method of historical analysis of pedagogical

phenomena in the conceptual, argumentative and interpretative levels; monographic method; the comparative method; modeling; pedagogical reasoning; generalization of conclusion

**The novelty and originality of the research** results from: the analysis of the history of pedagogy reconstructed from the system of ideas of the Romanian pedagogue Ștefan Bârsănescu in a praxiological perspective, constructed and argued: a) epistemologically through specific object of study, specific normativity, specific research methodology; b) didactic (general objectives – basic contents distributed over historical periods – training methods) and from the selection of fundamental pedagogical concepts, epistemologically stable, based on which operational notions, applicable in pedagogical contexts (of education, training) were dynamically developed , pedagogical research, etc.), defined by Ștefan Bârsănescu in the *Dictionary*. The published studies of the examined authors, devoted to the history of pedagogy, were grouped according to the denotative, normative and methodological dimension of the concept of historical pedagogy, a concept which in the vision of Ștefan Bârsănescu includes "historical pedagogy proper, the history of pedagogy, the history of education and the history of science education". At this level, significant research was highlighted, carried out from a horizontal, chronological perspective (the history of pedagogical thinking, in its historical evolution) and from an in-depth vertical perspective, at the level of "historical pedagogy", approached as the history of a pedagogical idea ( the unity of pedagogy as a science, the policy of education culture, practical pedagogy/ didactic technology), developed and consolidated over time.

**The results obtained that contribute to the solution of an important scientific problem in research refer to:** the research undertaken from the horizontal perspective of the *chronological history of pedagogy*, which we have identified in the specialized literature, in the studies whose object is the analysis of the work of Ștefan Bârsănescu, highlighted: a) the continuity of creation, supported during two historical eras (modern, interwar and contemporary, postwar), which include several stages of evolution (1920-1945; 1945-1960; 1960-1984) with solid epistemologically consolidated contributions in the years 1970-1980 in the area of *philosophical pedagogy* (of culture), with significant openings and applications in terms of *sociological pedagogy* (at the level of political pedagogy / culture policy or education policy) alongside academically established personalities (including in the contemporary era, such as Iosif Gabrea or Stanciu Stoian (Stanciu Stoian); b) the aspiration towards a system of *philosophical pedagogy* (of culture), historically affirmed (in the interwar, modern era) as neoclassical, "normative" pedagogy,

sociological pedagogy (descriptive) and psychological pedagogy (theoretical and experimental) (Ion Gh. Stanciu).

**The theoretical significance of the research** results explicitly and implicitly from the scope of the theme and the assumed general purpose - demonstrating the actuality of the life and work of Ștefan Bârsănescu under conditions of synchronic-diachronic historical interpretation, based on the analysis of primary and secondary historical documents; is argued at the level of the relationship between history (of pedagogy in the modern and contemporary era) and theory (pedagogy, applied in the analysis of the actuality of Ștefan Bârsănescu's work) which ensured the knowledge and scientific argumentation of the contribution of the great pedagogue Ștefan Bârsănescu to the development of pedagogy as a science of education .

**The praxiological value of the investigation** results from the methodological and praxiological openness of the philosophical pedagogy of culture, consolidated theoretically (epistemologically) by Ștefan Bârsănescu at the level of some "qualitative syntheses" with special didactic and social impact (manuals, dictionaries, histories, treatise on pedagogical epistemology - Unit contemporary pedagogy as a science). It is tested especially in the analysis of practical pedagogy, oriented at system level (culture/education policy; professional pedagogy) and process (didactic technology / application of general didactics in the field of lesson design, within a model that proves current, in relation to the requirements of the curricular paradigm.

**The implementation of scientific results** was carried out through communications and publications made in the context of national and international conferences that addressed essential problems of education in the current era, problems that require fundamental, historical and theoretical research models, relevant in didactic and social terms. In this context, I highlighted the historical, epistemological and praxeological value of Ștefan Bârsănescu's work, open including to the issue of curriculum design of the lesson and educational policies in the postmodern era, also argued in the articles published as the impact of the implementation of the results at the level of the system and the process of education.

**The confirmation of the results** was done by publishing the research values in: **a) scientific magazines**: “Epistemological status of pedagogy validated at the level of specific subject of study – specific normativity- specific research methodology”. In: Acta et Commentationes, Sciences of Education. B+ category. 2022, nr. 3 (29) “Ștefan Barsănescu and cultural pedagogy”. In: The magazine of theoretical and practical education belonging to the Educational Center PRO DIDACTICA. B category. 2022, nr. 6 (136) “Practical pedagogy from

Stefan Barsanescu's perspective". In: Pedagogical Universe. The scientific magazine of pedagogy and psychology. B category. 2022, nr. 4 (76) „(Re)Reading ”Cratylos” ”. About Language Uncertainty". In: Journal of Romanian Literary Studies. The issues of Journal of Romanian Literary Studies are included in the International Databases: CEEOL, Global Impact Factor and Google Scholar, nr. 17/ 2019; „The Pedagogical View of Ștefan Bârsănescu". In: Journal of Romanian Literary Studies. The issues of Journal of Romanian Literary Studies are included in the International Databases: CEEOL, Global Impact Factor and Google Scholar, nr. 20/2020. Arhipelag XXI Press, Tîrgu-Mureș, România; „The Praxiological Dimension of Ștefan Bârsănescu's Pedagogy". In: Journal of Romanian Literary Studies. The issues of Journal of Romanian Literary Studies are included in the International Databases: CEEOL, Global Impact Factor and Google Scholar, nr. 26/ 2021. **b) through lectures within conferences and other national and international scientific events:** „Alexandru I. Philippide and Bogdan Petriceicu Hasdeu. Thoughts on scientific debates". In the works of the International Scientific Conference “Perspectives and Issues of the Integration in the European area of research and education” the 7th edition, June 6th, 2019. „Bogdan Petriceicu Hasdeu” University Cahul; “Ștefan Barsanescu-promotor of a universal culture: from pedagogy to the collective subconscious". In: Scientific Chronicles of doctorate students and competitors the current issues of humanist sciences. Volume XVIII. Second part. Scientific coordinator Ludmila Armașu-Canțir president of the scientific council of UPSC „I. Creangă”. Public University of Pedagogy “Ion Creangă” Chișinău; „Ștefan Bârsănescu: Epistemological Criteria Necessary To Write The Pedagogical Contemporary Unity As Science". In: the documents of the international conference Literature, Discourses and the Power of Multicultural Dialogue. Section: History, Political Sciences, International Relations. Edited by The Alpha Institute for Multicultural Studies. Published by Arhipelag XXI Press. The XIIIth edition Tîrgu Mureș, Romania. 7-8 January 2020; “epistemological unity of pedagogy. Ștefan Barsanescu's contributions (1895-1984). In: the documents of the international scientific conference “Issues of the humanist sciences and the modernization of education”. The Anniversary International Scientific Conference. The 80th anniversary of the Public University of Pedagogy “Ion Creangă” Chișinău. XXII series. Volume II. October 8th-9th 2020. “The necessary epistemological criteria for the unity of the contemporary pedagogy as a science by Ștefan Barsanescu.” In: The Documents of the International Conference “Perspectives and Issues of the Integration in the European area of research and education”, volume 7, part 2, Cahul, Moldova, June 5th, 2020 “The notion of culture in Ștefan Barsanescu's philosophical pedagogy”.

In: the documents of the international conference “The culture of pedagogical research: contemporary challenges and tendencies”. First edition, Volume 2, Chişinău, Moldova, June 5th 2021, “Lesson Projection In The Practical Pedagogy Of Ştefan Bârsănescu”. In: the documents of the International Conference ”Literature, Discourses and the Power of Multicultural Dialogue”. The 9th edition, Comm. Tîrgu Mureş, Romania. 7-8 January 2021; „Ştefan Bârsănescu. The Politics Of Education Through Culture”. In: The documents of the International Conference ”The Shades Of Globalisation. Identity And Dialogue In An Intercultural World”. Section: Communication, Journalism, Education Sciences, Psychology and Sociology. The 8th edition Comm. Edited by: The Alpha Institute for Multicultural Studies. Published by: Arhipelag XXI Press. Tîrgu Mureş, Romania. 22-23 May 2021; “The philosophical pedagogy of Stefan Barsanescu”. In: The documents of the International Conference “The Institute of Educational Sciences: advancement, performance, personalities” Chişinău, Moldova. 10 December 2021. ‘Stefan Barsanescu and his pedagogical contribution to the educational system”. In: The documents of the International Conference ”Education confronting new challenges” Vol. 2. Chişinău, Moldova, 5-6 November 2021; “The Pedagogy of Stefan Barsanescu. Three epistemological arguments”. In: The documents of the International Conference “The republican conference of teachers” Volume 3. Chişinău, Moldova, 26-27 February 2022; “Stefan Barsanescu - a personality of cultural pedagogy”. ”. In: The documents of the International Conference ”Literature, Discourses and the Power of Multicultural Dialogue” Communication, Journalism, Education Sciences, Psychology and Sociology. International scientific event. Organised by the „Petru Maior” University, Târgu Mureş, Romania, 2019.

**Publications on the thesis:** 15 scientific papers [31], [32], [33], [34], [35], [36], [37], [38], [39], [40], [41], [42], [43], [44], [45].

**Volume and structure of the thesis:** introduction, 3 chapters, general conclusions and recommendations, bibliographic sources and appendices.

**Key concepts:** practical pedagogy, cultural value, praxiology, taxonomy, pedagogical research, culture pedagogy, *paideia*, normativity, epistemology.

## THE CONTENT OF THE THESIS

In the **Introduction** it was highlighted the topicality and importance of the researched theme; I described the situation and the research stage of the studied issue; I emphasized the general purpose of the research and the derived specific objectives, addressed in the three chapters of the thesis that analyse the historical, epistemological and praxeological dimension of Ștefan Bârsănescu's pedagogy; I presented the methodology specific to historical research, capitalised throughout the thesis: I pointed out the theoretical and applied importance of the research, also argued through the articles published during the doctoral studies, in the perspective of implementing the results at the level of the system and the educational process.

In **Chapter 1, *The Historical Dimension of Ștefan Bârsănescu's Pedagogy***, the strategy of synchronic and diachronic historical research is particularly valued.

1. The scientific problem is identified and concentrated in the title of the thesis that addresses *the actuality of Ștefan Bârsănescu's pedagogy* in conditions of historical, synchronic and diachronic research. At this level, it is: a) evaluated the life and work of Ștefan Bârsănescu, carried out in the Romanian area, in the modern (interwar) and contemporary (post-war) era; b) prioritized the text analysis method, with reference to the primary historical documents (the significant works of the author, developed over several decades, between 1926-1984) and secondary (the syntheses included in the works on the *history of pedagogy* that place the author in the area of the *philosophical pedagogy of culture*).

The analysis undertaken, on the basis of a fundamental pedagogical research (historical and theoretical), ensures the validation of the scientific problem on a normative level, in accordance with the principle of objectification which involves adapting the research strategy and methods to the specifics of the "researched object". The scientific problem is placed within the model defined by the author through the formula "proper historical pedagogy" which: a) allows the analysis "on a vertical plane"; b) does not exclude, but assumes the reference to the "history of pedagogy", elaborated chronologically, horizontally and epistemologically argued (Ștefan Bârsănescu, *The unity of contemporary pedagogy as science*, 1936, 1976).

In this perspective, the classical studies carried out at the level of: a) *chronological history of pedagogy* (Stanciu Stoian, Ion Gh. Stanciu) which position Bârsănescu's work in the area of philosophical pedagogy of culture are valued; b) *historical pedagogy* (I. Albulescu, C. Crețu, G. Cristea, G. Văideanu, Ion Gh. Stanciu) who interpret **culture** as a founding principle

involved in the epistemological approach to pedagogy, but also in the initiation of new fields (education policy, with impact in the design and implementation of school reform).

2. The object of historical research is approached epistemologically, against the background of clarifying the relationship between “history and theory” (P. Burke), fundamental in any research in the socio-human sciences. In this perspective, the relationship between the philosophical pedagogy (modern and contemporary) promoted by the author and the existential model, with major formative impact, offered by him, in continuous evolution during two historical eras: modern (1920-1960) and contemporary (postmodern) is identified (after the 1960s-1970s).

The analysis of Ștefan Bârsănescu’s work is carried out according to the research undertaken at the level of:

A. History of interwar Romanian pedagogy, relevant through: a) the aspiration towards the system (*pedagogy: philosophical, sociological, psychological*); b) the philosophical dimension of pedagogy based on the *normative valorisation of culture* that ensures the theoretical (epistemological) and practical (political, professional, didactic) unity of the field (I. Gh. Stanciu, 1991, 1995, 2006);

B. Historical pedagogy, significant by updating the unit of contemporary pedagogy as a science, demonstrated according to: a) a founding principle (culture) that orders and explains education in a theoretical (epistemological) and practical (didactic/instructional technology) plan (I. Albulescu, 2005); b) a new field of research, education policy, initiated in 1937 (C. Crețu, 2003); c) a model of cultural foundation of education reform (G. Cristea, 2001); d) a bibliographic synthesis (George Văideanu, 2003).

3. The historical integration of Ștefan Bârsănescu's work in the pedagogy of the modern and contemporary era is argued according to the contribution made to:

A. The development of the interwar *philosophical pedagogy of culture*, related to established models (formative-organicist/ G.G. Antonescu; of *the vocation personality*/ C. Narly; of *the creative school*/I. Gabrea), open to sociological (monographic, integrative, community) and psychological (theoretical and experimental) pedagogy;

B. The epistemological consolidation of pedagogy through the products of theoretical pedagogical research (*Dictionary of contemporary pedagogy*, 1969; *The unity of contemporary*

*pedagogy as a science*, 1976) and historical (*Chronological dictionary. Education, pedagogical thinking in Romania*, 1978; *History of sciences in Romania. Pedagogy*, 1984).

The research undertaken highlighted the dimension of the author's life and work: a) historical (bibliographic synthesis/ G. Văideanu) b) epistemological (basic notions promoted by pedagogy: classical, experimental, autonomous/ educational science, neoclassical); c) praxiological, culture/education policy, applied/agricultural pedagogy; practical pedagogy/instructional technology.

In this framework, there is especially emphasised the contribution made by Ștefan Bârsănescu to: a) the initiation of a new pedagogical science – education policy, based on the values of culture (*The policy of culture in contemporary Romania – study of pedagogy*, 1937); b) the development of practical pedagogy at the level of continuity between general teaching and didactic technology open to practical pedagogy, exemplified at the lesson level; c) the elaboration of a professional (agricultural) pedagogy argued psychologically, anthropologically and didactically (*Agricultural Pedagogy - with special regard to the agricultural education of the Romanian people*, 1946).

In **Chapter 2, *The epistemological dimension of Ștefan Bârsănescu's pedagogy***: a) the epistemological criteria stated in the philosophy of knowledge, proposed as main objectives, are highlighted; b) the historical evolution of pedagogy is analysed on a conceptual basis also necessary for the classification of pedagogical sciences; the epistemological status of pedagogy is fixed.

1. The epistemological criteria for the analysis **of the unit of pedagogy as a science** are historically proven at the level of specific object of study, specific normativity, specific research methodology, with special reference to the book of Ștefan Bârsănescu “The unit of contemporary pedagogy as a science” (1936, 1976). The historical evolution of pedagogy is considered, which, in Ștefan Bârsănescu's view, faces several critical problems: an object of study taken over by other sciences or even diverted (the child, in psychological pedagogy; socialization, in sociological pedagogy); an insufficiently substantiated research methodology; a reduced normativity of didactic principles; an imprecise language, close to the ideological one. Against this background, it is highlighted how Ștefan Bârsănescu critically analysed, according to the three epistemological criteria, the stage reached by pedagogy in the year:



A) 1936 (*The unity of pedagogy as a science*, Iași, 1936): indignity in theoretical terms, which cannot be overcome if we do not reach a unitary object of study approached from our own perspective (education, not the child, in psychological pedagogy; training not socialization, in sociological pedagogy), to objective research methods, capitalizing on the historical method involved in understanding the evolution of the conceptions that led to the progress of the science of education;

B) 1976 (*The unity of pedagogy as a science*, 2nd edition, added, 1976): the evolution of pedagogy, oriented towards the sciences of education, which reflects the system unit (theoretical – practical pedagogy), supported interdisciplinary, confirmed on the basis of the same three epistemological criteria (specific object of study, normativity, research methodology).

Finally, the general conclusions elaborated by Ștefan Bârsănescu are deepened - following the analysis of the evolution of pedagogy between 1936-1976 which confirms the importance of epistemological criteria, historically consecrated:

a) the end of the 19th century – the transition from classical, philosophical pedagogy to the science of education – descriptive, experimental, dialectical;

b) the end of the 19th century - the first decades of the 20th century: scientific pedagogy: experimental (psychological), descriptive (sociological, anthropological); historical and comparative, neoclassical (philosophical);

c) the interwar era - the second half of the 20th century: pedagogy - the descriptive, exploratory, dialectical science – of education (which can be reconstructed philosophically / ethically, epistemologically, axiologically; psychologically, sociologically), developed at the level of: theoretical pedagogy – practical pedagogy, general pedagogy – differential pedagogy; the science of education – the art of education; pedagogical research (intensive – productive – creative), oriented towards “pedagogizing life”.

2. The historical evolution of pedagogy is analysed, especially to highlight the process of epistemological maturation, recorded by pedagogy as a science specialised in the study of education. On this basis, the classification of pedagogical sciences is made. In a specific historical context, the evolution of pedagogy in the modern (1900-1945) and contemporary (1945-1976) eras is analysed.

In the modern era, the two stages of evolution are highlighted, analysed by Ștefan Bârsănescu (1936, 1976): a) 1900-1918; b) 1919-1945. The continuity of classical pedagogy (19th century) at the level of theoretical (philosophical) and practical (didactic) pedagogy (1900-

1918) is noted. In the interwar period, 1919-1945, it is: a) presented the double orientation: neoclassical and scientific (“the new pedagogy”); b) revealed the importance of general or fundamental pedagogy that confirms the specific object of study, education, deepened at the level of two branches: the theory of education and the theory of learning (general didactics); c) emphasised the function fulfilled by the new, scientific pedagogy, by using the methods taken from psychology and sociology, but also through the resources provided by historical and theoretical research at the base of neoclassical pedagogy (philosophical, ethical, personal, cultural, aesthetic, formative-organicist, vocational).

From an epistemological perspective, the basic pedagogical concepts were fixed, identified, defined and analysed by Ștefan Bârsănescu especially to highlight the unity of contemporary pedagogy as a science, from the deontological and methodological point of view: a) the ideal of education; b) forms of education (related to the contents of education); c) education technology (related to education and training methods); d) branches of pedagogy: general and differential; e) experimental (psychological) pedagogy; f) descriptive (sociological) pedagogy; g) classical and neoclassical (philosophical) pedagogy.

In the classification of pedagogical sciences, the three trends of evolution, analysed by Ștefan Bârsănescu in the interwar era, from an epistemological perspective, were highlighted: 1. *General pedagogy* (as school pedagogy/ theory of education and training); 2. *New pedagogies*, determined by the psychological and social issues of education, approached interdisciplinary; 3. *Special, applied pedagogies*. In this perspective, the *main branches* developed following the application of certain specific interdisciplinary and intradisciplinary methodologies were fixed: a. *Psychological pedagogy* (experimental); b. *Sociological pedagogy* (descriptive); c. *Pedagogy as an autonomous science of education* (normative, concerned with establishing the laws of education through hermeneutic, phenomenological, dialectical research methods); d. *Neoclassical, philosophical pedagogy* (of culture, essentialist, existentialist, experiential – in Romania, the pedagogy of own experience, promoted by Nicolae Iorga and Simion Mehedinți).

In the post-war period, the divisions of pedagogy indicated by Ștefan Bârsănescu were highlighted in order to support the unity of contemporary pedagogy as a science, at the ontological (specific object of study) and style (normative, methodological) level, demonstrated by the link between general pedagogy (which integrates systemic pedagogy, historical, social, comparative, international, prospective) – differential pedagogy (by age, professional, curative, etc.) open including to private didactics. The argumentation of this division was carried out in the

terms promoted by Bârsănescu, oriented towards specific research methodologies, taken from sociology (descriptive method) and psychology (experimental method), constantly deepened from a philosophical perspective (theoretical and historical, hermeneutic, etc.).

In a general epistemological context, the two classification models of pedagogical sciences in the post-war era, elaborated by Ștefan Bârsănescu from a synthetic and analytical perspective, were highlighted. The triangle of pedagogy built by Ștefan Bârsănescu was fixed and analysed: at the top, the Science of education – the general theory of human education as a whole, functionally linked with the two sides that include: A. *General pedagogy*: a) Systematic pedagogy (Theory of education / Fundamentals of pedagogy, General didactics, Special didactics); b) Historical pedagogy (history of pedagogical ideas; history of pedagogical culture; history of education and learning; history of educational science); c) comparative pedagogy (social pedagogy, international pedagogy, prospective pedagogy); B. *Differential pedagogy*: a) professional pedagogy (general, age-specific, curative, labour, agricultural, industrial, etc., school, university, special, etc.): b) developed interdisciplinary pedagogy (psychological pedagogy, sociological pedagogy, anthropological pedagogy, philosophical pedagogy). From an analytical perspective, the classification argued by Ștefan Bârsănescu was valued at the level of some models that I built:

I). The model of systematic pedagogy, especially related to the general theory of education:

1. Introduction. Research methodology: research logic and pedagogical research technique);
2. General pedagogy: foundations of pedagogy, etiology of pedagogy (causes, communities, objective factors), education methods (styles, ways involved in the educational process), pedagogical praxeology (educator's actions, pedagogical influences of the environment, laws of practical application);
- 3) Differential pedagogy, which considers the “general task” (basic training areas) and the main tasks (of global, social, individual education);

II). The model of general didactics, specifically related to Systematic Pedagogy: 1. The foundations of general didactics and the determination of concepts (“notional” explanations and interpretations; the fundamental concepts); 2. Education and society (curriculum design, curriculum models, curriculum in didactic design); 3. The structural elements of training in the educational process (aspects: teleological and axiological; psychological of learning; general and specific methodological).

III). The model of differential pedagogy: in relation to the applied dimension of general pedagogy: 1. Pedagogy by age (preschool, school, university, adult, family); 2. Professional pedagogy (agricultural, industrial, military, etc.); 3. Special pedagogy (curative, defectological).

3. The epistemological status of pedagogy, a subject extensively developed by Ștefan Bârsănescu throughout his work, is approached under conditions of fundamental, historical and theoretical research. In this context: a) the thesis of scientific pedagogy was highlighted, based on theories, laws, principles that start from facts, like all sciences, without avoiding philosophical foundations; b) the connection between the philosophical dimension of neoclassical pedagogy and the pedagogy of social experience was emphasised, reflected especially at the level of cultural pedagogy; c) the historical process of epistemological consolidation of pedagogy was marked (pedagogy: reconstructionist, non-directivist/ USA, dialectical pedagogy/ Germany; psychological didactic/ Piaget, Switzerland; the science and art of education/ Belgium; treatise on pedagogical sciences/ France, general pedagogy: fundamentals of pedagogy, didactics, theory of education/ Romania).

In conclusion, the thesis advanced by Ștefan Bârsănescu was fixed and consolidated under fundamental research conditions, regarding the scientific pedagogy developed in inter-war and post-war Romania, ontologically validated (through theories, concepts, definitions, judgments and reasonings that confirm the specific object of study), normative, stylistic (through axiomatic laws, dynamic laws, quasi-laws/statistical laws) and methodological (through philosophically, psychologically, sociologically grounded research methods).

In **Chapter 3, *The praxeological dimension of Ștefan Bârsănescu's pedagogy***, the proposed objectives structured the analysed problem specifically to: clarify the fundamental, historical and theoretical pedagogical research model; to fix the pragmatic value of culture pedagogy, approached as a direction of modern (inter-war) and contemporary (post-war) philosophical pedagogy; to highlight the importance of practical pedagogy directed by Ștefan Bârsănescu at the level of professional pedagogy (agricultural) and general didactics (teaching technology).

**1.** The fundamental, historical and theoretical pedagogical research was analysed at the level of the model promoted by Ștefan Bârsănescu, during the period of epistemological maturation (1960-1980), through the elaboration of some qualitative syntheses. In this perspective, the praxiological dimension of Ștefan Bârsănescu's work was argued at a higher epistemological, theoretical and practical level. The contribution of Ștefan Bârsănescu to

fundamental historical research was especially highlighted, proven by the elaboration of a *Manual for pedagogical education* (high school and post-high school), (Bârsănescu, Ș. coordinator, *History of pedagogy. Manual for pedagogical high schools and pedagogical institutes*. Bucharest: The Didactic and Pedagogical Publishing House, 1970), with significant social impact from an epistemological and didactic point of view. At this level, an analysis-synthesis model of pedagogical history from a praxeological and didactic perspective was proposed, based on the valorisation of established epistemological criteria, with reference to: the specific object of study (history of pedagogical theory and practice), specific normativity (hermeneutic principles which orders the historical interpretation), specific research methodology, carried out by specific methods: documentary, historical, monographic, sociological, comparative analysis.

In relation to the data provided by Ștefan Bârsănescu in the “Chronological Dictionary” (Bârsănescu, Ș. *Education, learning, pedagogical thinking in Romania*, Bucharest: Scientific Publishing House and Encyclopaedia, 1978) through the method of documentation, a model of analysis of the history of education, learning and pedagogical thinking in Romania, from the ancient, feudal, modern and contemporary era, revisited and deepened especially from a pre-modern, modern and contemporary perspective. In this context:

a) the general contribution made by Ștefan Bârsănescu to the creation of a superior product of fundamental research, coordinated and finalized under the title of *Dictionary of Contemporary Pedagogy* (1969) was highlighted (Bârsănescu, Ș. sub. general editor, 1969);

b) the concepts developed by Ștefan Bârsănescu were ordered at the level of two typologies that integrate: 1) The fundamental concepts: School Activity, Culture, General Culture, Education, Educational Ideal; Pedagogy, Pedagogy of culture, Historical pedagogy, Methodology, Didactic principles, Didactic technology, University; 2) Operational concepts: Lesson, Class of students, School discipline, Epistemological analysis, Branches of pedagogy, Paideia, Authority and freedom, Historiography of Romanian pedagogy, Pedagogical induction, Practical pedagogy, Lecture, Pedagogical seminar.

In relation to the fundamental and operational pedagogical concepts promoted within the pedagogy of culture, the praxeological (applied theoretical) foundations of the field were stabilized, proven by Ștefan Bârsănescu through the analysis of mature pedagogical theories “framed in the demands of modern epistemology”: a) the theory of scientific pedagogy (“pedagogy = technological science”/ Brezinka); b) the theory of education (as an activity or action aimed at achieving pedagogical goals); c) the theory of intereducation (the correlation

between the educator and the educated); d) the theory of personality (centred on the “educational ideal”. In an open context, it was analysed, in an open praxiological spirit:

A) The study object specific to pedagogy defined by Ștefan Bârsănescu from the perspective of the historical and theoretical (re)constitution of the “unity of pedagogy as a science” specialised in the study of education “as a whole” under conditions of normative and didactic optimisation (related to culture as a founding principle), developed from a philosophical/normative, classical and neoclassical perspective; anthropological, psychological, sociological;

B) The normativity specific to pedagogy, argued by Ștefan Bârsănescu through: laws-axioms (constructed according to values); actual laws (statistical, probabilistic), stated as laws; general principles, historically investigated (Comenius, Herbart, Hubert, etc.), which reflect the imperative of “compliance of education” with nature, with culture (Bârsănescu), with the student, with training methods, with the contents and goals of education, with the resources of individuality, with the means specific to education and learning;

C) The research methodology specific to pedagogy, historically and theoretically grounded, open to empirical, experimental (psychological), descriptive (sociological, etc.) investigations that give pedagogy the quality of analytical-technological, teleological science, validated or on the way to epistemological validation through the construction a scientific language specific to pedagogy.

2. The pedagogy of culture was analysed as a direction of the inter-war and post-war philosophical pedagogy, promoted by Ștefan Bârsănescu at the normative level, by capitalizing on culture as a founding principle. The investigation undertaken considered the praxiological dimension developed by the author at the macrostructural (culture/education policy, professional pedagogy) and microstructural (general didactics, didactic technology) level. At the intersection between the two levels, the contribution made by the author, at the beginning of the post-war era, in the field of professional (agricultural) pedagogy can be identified. The research took into account Ștefan Bârsănescu’s conception of “Culture policy”, carried out in 1937 in a pedagogy study, pioneering in “education policy” or “politics of education”, launched in the modern (interwar) era as a new pedagogical science or science of education (Bârsănescu, Ș. The policy of culture. Study of pedagogy, 1937, 2nd edition, 2003). In this context, the author's conception of culture policy (defined economically, psychologically, sociologically, legally, anthropologically/community), which favours education at the functional-structural level, as a

necessary basis for the development of an education policy with major impact, was analysed at the level of the national system of culture, education and training. As a result, the developed approach highlighted the directions of action identified in the work of Ștefan Bârsănescu, significant to the extent that they promote: A) a pedagogy of culture; B) a pedagogy of models; C) an applied pedagogy.

A) In the proposed approach to identify and reconstruct a pedagogy of culture: a) the concepts, which ensure the “object of the work” (politics, culture, education, culture-education, the aims and means of culture and education and of culture-education; the sources of the culture-education policy) were updated and analysed; b) the general goal of the culture-education policy was highlighted = education based on the superior values of culture, on receiving, experiencing and creating and propagating them; c) the spirit of culture policy affirmed by great personalities of Romanian culture was reactivated, grouped in: the descendants of Titu Maiorescu (I. Petrovici, P.P. Negulescu, C. Rădulescu-Motru); the followers of Nicolae Iorga (Nae Ionescu, N. Crainic, P. Șeicaru); defenders of Europeanization on the line launched by C. Stere, G. Ibrăileanu, M. Ralea); the representatives of the Romanian Social Institute - with the special contribution of D. Gusti; d) the institutional organization in a “centralized and decentralized system” was signaled, perfected by the institutionalization of the National Ministry of Culture with two large departments: the administration of culture and education, with ample openings to “adult education”; the creation of higher culture which constitutes the basis of social education and school and university education: e) there was analysed the great policy of culture, *intensive* through laws, institutions and school programs and *extensive* through its ability to “encompass all social categories” and to exploits the superior resources of a “cultural nationalism”: ontological (N. Iorga), romantic (S. Mehedinți), ethical (C. Rădulescu- Motru), critical (I. Petrovici) (Ștefan Bârsănescu, *Medallions. For a pedagogy of models*, Junimea Publishing House, Iasi, 1983).

B) In the proposed approach to identify and reconstruct a **pedagogy of models**, the vision promoted by Ștefan Bârsănescu was updated under conditions of historical research, oriented on the spirit of culture politics (affirmed by great personalities of Romanian culture, evoked in the book *Policy of Culture. Study of pedagogy* (1937). The analysis carried out took into account this theme deepened by the author towards the end of his life in the framework of some “medallions” with reference to the history of Romanian and universal science (Bârsănescu, Ș. *Medallions. For a pedagogy of models*. Iași: Publishing House Junimea, 1983), with reference to the special contributions made in culture and education policy by:

- a. Spiru Haret (1851-1912) – a cultural model applied in education policy as "minister of schools" (1897-1899, 1901-1904, 1907-1910) and as the author of an original sociological theory (*Social Mechanics*, 1910); founded the national education system, based on the necessary articulation between primary - secondary - higher education, open to the pedagogical training of teachers (“University Pedagogical Seminar”) and to permanent education (extracurricular education for students and parents, entered in history under the name of “haretism”).
- b. Alexandru D. Xenopol (1847-1920) – a cultural model, applied in historical research, based on documentation, analysis-synthesis, argumentation of specific causality (historical series/repeating phenomena) different from the existing causal determinism in the natural sciences.
- c. Nicolae Iorga (1871-1940) – a cultural model based on extensive and in-depth historical, linguistic, philosophical, sociological, but also didactic documentation - through “substantial lessons that present the ideas in the system”.
- d. Dimitrie Gusti (1880-1955) – a sociologically constructed cultural model, theoretically argued, related to two categories of functions of society: constitutive – economic, cultural; normative  
- legal, political.
- e. Onisifor Ghibu (1883-1972) – a socio-pedagogically argued cultural model, who militates for a militant Romanian pedagogy, theoretical (“*Cardinal points for a Romanian conception in education*”, 1941) and institutional (University of Cluj, 1919).
- f. Petre Andrei (1891-1940) – an existential cultural model sociologically grounded, pedagogically valued by elaborating the concept of the University defined by its general functions, the development of science and professional and civic training at a higher level.

C) In the proposed approach to identify and reconstruct an applied pedagogy, the pedagogy of culture - elaborated and consolidated by Ștefan Bârsănescu in the modern (inter-war) and contemporary (post-war) era - was capitalized on a macrostructural level, in the area of professional (agricultural) pedagogy - an agricultural pedagogy that supports an anthropology of agricultural education of the Romanian peasant, with explicit references to the science of agricultural education of the Romanian peasant and to the science of agricultural education of schoolchildren (Bârsănescu, Ș. *Agricultural pedagogy. With a special*



*look at the agricultural education of the Romanian people.* Iași: “Lupta Moldovei” Typography, 1946).

**3. Practical pedagogy, applied in the training activity, in a microstructural context,** was analysed according to the special research carried out by Ștefan Bârsănescu in *Teaching Technology* (1939) and in *Practical Pedagogy. The Science of the Teaching Art* (with Lesson Plans) (1946). At this level, Ștefan Bârsănescu’s major contribution to the development of general didactics was highlighted by: a) launching - for the first time in the Romanian area - the concept of didactic technology (1939); b) emphasising the practical dimension of pedagogy, supported by the science of didactic art, exemplified by significant lesson plans.

In the presentation of the concept of didactic technology, the general conception of Ștefan Bârsănescu was highlighted, elaborated in conditions of historical and theoretical research, typical for the pedagogy of culture: a) training = an essential form of human activity that aims to raise to higher heights the noble life of man, the ethnic community and humanity by cultivating the values of the spirit; b) general didactics = the science of didactic art deepened in the blessed water of culture; c) the ideal lesson = the work of a superior spirit capable of representing a living bundle of ideas, according to the great values of culture.

In the in-depth analysis of the concept of didactic technology: a) the quality of the didactic technology was fixed as a methodological benchmark through which general didactics applies the philosophical pedagogy of culture in the education process, in the training activity carried out through three psychological actions: receiving, experiencing and creating cultural values, reflected in school programs; b) the goals of the education process aimed at developing students’ capacities to receive, live and create values were emphasised; c) the connection between these goals and the types of lessons was explained - to transmit culture, to experience ideas, to train students’ creativity. In the historical research of Bârsănescu’s book “Practical Pedagogy. The Science of Didactic Art, Vol. I (with Lesson Plans)” (1946):

a) the importance of the author’s teaching experience was emphasised (10 years teacher of pedagogy at “Vasile Lupu” Normal School, Iași; for more than a decade professor at the Faculty of Philosophy and Letters and also director of the University Pedagogical Seminar – Iași);

b) the issue promoted by “practical pedagogy”, developed as the “science of didactic art” was presented: the fundamental issues (historical, philosophical, cultural, didactic); the component parts (listening, transition between listening and new lesson, new lesson, to be taught); types (transmission/reception, experience, creation - cultural); structural aspects (with

reference to subjects and degrees of education); a lesson model (validated at the level of philosophical pedagogy of culture); normativity (principle: proper meaning, method, ineffable/empathy);

c) a classification and analysis model of lesson types was developed, depending on the values of the philosophical pedagogy of culture (model built at the level of the link between the lesson type – the general purpose – the specific objectives).

At the end of the chapter and the thesis, “a praxeological lesson model” was finalized, related to Practical Pedagogy/ Science of Didactic Art and Applied Pedagogy/ Didactic Technology, a model that longitudinally integrates:

- a. Leading principles (the proper meaning of the theme and the subject; methodical

development; cultivated confidence in one’s own forces);

- b. Stages of the lesson: *organisation* (administrative, pedagogical); *listening* (controlling tasks, checking and fixing results; marking); *transition* to the new lesson (preparation, “marking the moment”, psycho-physical refreshing, ensuring didactic order); *teaching* the new lesson (30-35 minutes, used depending on the type of lesson); *closing* the lesson (fixing the topic learned, setting tasks for the next lesson).

Through historical, synchronic - diachronic interpretation: a) the actuality of the concept of the lesson promoted at the level of normative premises and methodical development model, close to the requirements of the curriculum construction, based on the connection between the actions of teaching, learning, evaluation - preceded by an effective organisational sequence (administrative and pedagogical); b) the inopportune, pedagogically wrong presence of students’ marking, in the second part of the lesson (the “listening lesson”), marking which from a curricular perspective must be done at the end of the lesson in order to evaluate summatively ( or cumulatively) the activity carried out by the student throughout the lesson.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

During the three chapters of the thesis, it was analysed the actuality of the philosophical pedagogy of culture elaborated by Ștefan Bârsănescu in the modern (inter-war) and contemporary (post-war) eras, which constitutes the scientific problem identified and solved through the demonstration made at the level of its historical, epistemological and praxiological dimensions. In this perspective, we valued the strategy of synchronic and diachronic historical

research, primarily valuing the method of analysis of primary (the author's work) and secondary (historical references to the author's work).

***1. It was highlighted and emphasized, in Chapter I, the historical dimension of Ștefan Bârsănescu's pedagogy under the conditions of the analysis of the author's life and work, of his fundamental works and of the significant references identified in specialised literature, made from the longitudinal, horizontal perspective of chronological history and vertical, in-depth, of historical pedagogy.*** The object of the research - the author's work - was approached at the level of the relationship between "history and theory", between the formative model promoted in the modern (interwar) and contemporary (post-war) era and the philosophical pedagogy, of culture, developed by the author between 1920 and 1984. I valorised, thus, the research undertaken by: a) the history of interwar Romanian pedagogy, which highlights the philosophical pedagogy based on the normative, theoretical (epistemological) and practical (political, professional, didactic) valorisation of culture (Ion Gh. Stanciu, 1995, 2006); b) historical pedagogy, which supports the "unity of contemporary pedagogy as a science", demonstrated at the level of the founding principle (culture), of the construction of a new pedagogical science (policy of education), of a model for substantiation of the education reform, of bibliographic synthesis.

On this background, I argued the contribution of Ștefan Bârsănescu to: a) the development of interwar pedagogy within the philosophical direction, affirmed by the *model of culture*, open to the formative-organicist model, of the vocation personality, of the creative school, but also to sociological and psychological pedagogy ; b) the initiation of a new pedagogical science – *education policy (The culture policy in contemporary Romania – pedagogy study, 1937)*; c) the launch of the concept of *instructional technology*, with those involved at the level of general didactics (*Didactic Technology* – university lectures, 1939), practical pedagogy (*Practical pedagogy. The science of didactic art* – with lesson plans, 1946) and professional pedagogy (*Agricultural pedagogy - with special regard to the agricultural education of the Romanian people, 1946*); d) the epistemological consolidation of pedagogy through the products of fundamental, theoretical research (*Dictionary of contemporary pedagogy, 1969; Unity of contemporary pedagogy as a science, 1976*) and historical (*Dictionary chronological. Education, learning, pedagogical thinking in Romania, 1978; History of sciences in Romania. Pedagogy, 1984*).

**2. It was researched, in Chapter II, the epistemological dimension of Ștefan Bârsănescu's pedagogy, analysing the criteria that support the "unity of pedagogy as a science" in conditions of historical evolution, in the perspective of acquiring an autonomous epistemological status, in the modern and contemporary era.** According to the historically reconstituted epistemological criteria (specific object of study, normativity and methodology), used in the analysis of the book "Unity of contemporary pedagogy as a science" (1936, 1976), it was highlighted:

- a) the critical problems of pedagogy, registered on an ontological and normative level (interference with experimental psychology and descriptive sociology; imprecise language), which generate a certain "theoretical indignity", persistent in the modern (interwar) era;
- b) the orientation towards the "sciences of education", which tend to support the "system unity" (theoretical - practical pedagogy; pedagogy: sociological, psychological, philosophical/ neoclassical), identified through the synchronic-diachronic research of the developments recorded in the modern (interwar) era and contemporary (post-war).

In the analysis of the *evolution of pedagogy*, in the modern era (1900-1945), I highlighted: a) the continuity between the *classical, theoretical (philosophical) and practical (didactic) pedagogy* (1900-1918) and the *new, scientific (psychological and sociological) pedagogy* (1919 -1945); b) the basic concepts that support the "unity of contemporary pedagogy as a science" (the ideal of education; the forms and contents of education, the technology of education and training, didactic methods); c) the classification model of pedagogical sciences, used by Bârsănescu, epistemologically justified: *General Pedagogy; New pedagogies; Special, applied pedagogies; Psychological pedagogy (experimental); Sociological pedagogy (descriptive); Pedagogy, autonomous science of education (normative, hermeneutic, phenomenological, dialectical); Philosophical, neoclassical pedagogy, "Own experience" pedagogy* (promoted by Nicolae Iorga and Simion Mehedinți).

In the analysis of the contemporary, post-war era, we highlighted: a) "The divisions of pedagogy" epistemologically fixed by Bârsănescu at the level of the links between *General Pedagogy* (systemic, historical, social, comparative, international, prospective) and *Differential Pedagogy* (by age, professional, curative, etc.), between general didactics and special didactics (by educational subjects); b) The "pedagogy triangle" built by the author as an epistemological model, which has at its peak the general science of education related to general pedagogy and differential pedagogy; c) *Fundamental pedagogy sciences – Systematic Pedagogy and General*

*Didactics* – presented by Ștefan Bărsănescu at the analytical level (of analytical programs). According to the historical analysis undertaken by Bărsănescu, horizontally (chronologically) and vertically (epistemologically), I highlighted the status of “scientific pedagogy” based on theories, laws, principles that “start from facts”, normatively (philosophically) ordered, epistemologically consolidated within an open historical process, confirmed by comparative pedagogy studies, with significant examples (USA, Germany; Switzerland; Belgium; Romania).

**3. It was analysed the praxeological dimension of Ștefan Bărsănescu’s pedagogy, highlighting his contribution to the realization of products at the level of fundamental research (historical and theoretical), to the epistemological affirmation of the pedagogy of culture, to the promotion of a practical pedagogy, supported in terms of didactic technology.**

Through fundamental pedagogical research, the qualitative products, written at the level of a textbook on the history of pedagogy (1970) and a chronological dictionary (1978), a “dictionary of contemporary pedagogy” (1969) and a treatise on pedagogical epistemology (1936, 1976), completed synthetically in 1984 (*History of Sciences in Romania – Pedagogy*), were valued in the thesis through: a) the analysis-synthesis model of the history of pedagogy, epistemologically argued: specific object of study = history of the theory and practice of education; specific normativity = synchronic- diachronic interpretation; specific methodology = documentation method based on primary and secondary sources; b) highlighted fundamental pedagogical concepts (culture, education, pedagogy, didactic technology...) and operational (lesson, practical pedagogy,...); c) the pedagogy of culture, treated as “analytical-technological, teleological science” validated by specific object of study, normativity, research methodology, scientific language .

**4. The pedagogy of culture, promoted by the author as a direction of the interwar (and post-war) philosophical pedagogy, was analysed at the level of its praxeological dimension, highlighting the special contributions made by Bărsănescu, to: a) the initiation of a new pedagogical science - Education policy, epistemologically argued (in *Policy of culture. Study of pedagogy*, 1937), by specific object of study (policy, culture, education, institutions / ministry of culture...), specific normativity (constitution and laws) and specific research methodology (open to solving the problems of all “social categories”, through culture and education, with examples in the Romanian area (Nicolae Iorga, Simion Mehedinți...); b) the reconstitution of a “pedagogy of models”, through the presentation of cultural “medallions”, historically validated:**

Spiru Haret; Alexandru D. Xenopol Nicolae Iorga; Onisifor Ghibu; Peter Andrew; c) promoting an *applied pedagogy*, at a professional level (*Agricultural Pedagogy*, 1946). The *practical pedagogy*, promoted by Ștefan Bârsănescu, in the spirit of the philosophical pedagogy of culture, was analysed, within the thesis, by highlighting the author's contribution to: a) the launch of a new pedagogical concept - *Didactic Technology* (1939) - which supports the "Science of didactic art" (with lesson plans) (1946); b) the presentation of some lesson models, which can be exploited even now through the historical, synchronic-diachronic research of their functioning structure, validated from a current, *curricular* perspective.

## RECOMMENDATIONS

The recommendations we advance are addressed to teachers in pre-university and university education, researchers in the field of educational sciences and students preparing for a teaching career (and for fundamental and operational pedagogical research), within relevant institutions: pedagogical universities, faculties of pedagogy, departments for teacher training for preschool and primary education, departments for teacher training for secondary and university education, etc.

At this level, we consider the importance of the results of fundamental, historical and theoretical research, especially valued in doctoral theses in the field of Educational Sciences, specializing in Historical Pedagogy. The recommendations that we present in the form of methodological and operational suggestions, grounded in conceptual and instrumental terms, are addressed to:

### **1. Teachers in school and university education:**

- valuing the historical research model useful in approaching the epistemological dimension of any educational discipline, in the perspective of identifying and emphasising its basic structure, with a positive, sustainable, permanent formative impact;
- knowledge of the concept of historiography and historical research methods, necessary in the design of education, in general, and of non-formal education activities (moral-civic, moral-political, moral-religious, etc.) in particular;
- the training of the curricular design capacities of the lesson, by referring to the pedagogical concepts promoted by Ștefan Bârsănescu, updated in conditions of synchronic-diachronic historical research during the thesis, synthesised in Annex no. 3 (*Dictionary of modern and contemporary pedagogy*): school activity, culture, general culture, didactics, education, moral education, didactic principles;

**2. To teachers of pedagogy/educational sciences from high school and university education**, involved in the training of teaching staff from all levels and educational disciplines:

- the valorisation of the historical research model, based on the synchronic-diachronic investigation strategy and the method of hermeneutic analysis of some fundamental texts, necessary in the construction of the epistemological foundations of any university course and seminar and lesson - in the field of educational sciences (fundamental, applied, developed interdisciplinarily);

- the historical analysis of the process of epistemological consolidation of pedagogy / educational sciences in the context of highlighting the unit of contemporary pedagogy as a proven science at the level of specific study object, style or methodology of scientific research, of specific normativity and of the validation of the academic and social status of the University as “school of higher education”;

- permanent reference to the concepts promoted by Ștefan Bârsănescu, important and in the current context, at the level of university and non-university pedagogical education (high school): history of pedagogy, historical pedagogy, historiography of national and universal pedagogy, pedagogical experience, pedagogy of university education, university,

- application of the normative model of teacher training built by Ștefan Bârsănescu at the

level of pedagogical anthropology and cultural pedagogy;

- openness to all epistemological and deontological dimensions of the concepts of culture, general culture, intelligence, educational ideal, the unity of contemporary pedagogy as a science (1936, 1976) - approached as sources of permanent improvement / self-improvement;

- training the pedagogy teacher’s capacities for involvement at the level of education policy, achieved by deepening the issue of a new science of education (education policy, grounded at the level of culture policy) and a new concept (didactic technology, practical pedagogy) in the era modern (interwar), socially perfected and epistemologically consolidated in the contemporary (post-war) era.

**3. To researchers in the field of pedagogy/educational sciences**, involved in the elaboration of important education policy decisions at the level of the educational system and process:

- valuing the relationship between the historical - epistemological - praxeological dimension of the sciences of education, in the context of a reforming, innovative educational

policy, necessary at the level of the educational system and process, in a national and European, regional and local community context;

- the analysis of the relationships between fundamental education sciences and applied education sciences, between general pedagogy and professional pedagogy, between general didactics and special didactics, between didactic technology and the lesson, identifiable relationships in the work of Ștefan Bârsănescu, researched from the perspective of its historical relevance, epistemologically and praxeologically argued;

- establishing research models of education, training, curriculum design of the lesson, etc. which values the historical stage reached in the studied problem, grounded theoretically, methodologically and praxiologically;

- the development of research models of education, training, curriculum design based on the valorisation of the fundamental and operational concepts defined by Ștefan Bârsănescu at the level of cultural pedagogy, pedagogical epistemology, didactic technology, culture/education policy, practical pedagogy, professional pedagogy, identified concepts and analysed throughout the thesis, summarized in Appendix no. 3.

#### **4. To students/master students/doctorates in the field of pedagogy/educational sciences:**

- the stimulation of the fundamental research capacity (historical and theoretical) necessary in the elaboration of any bachelor's/master's (dissertation)/doctorate scientific work, in the analysis of the historical stage reached in the topic/problem studied and in the fixation of the conceptual apparatus (addressed and historically confirmed), but also in the construction of models that will be validated under pedagogical experiment conditions

- offering models of existence, dedicated to science, in general, to the sciences of education in particular, significant through the example of the life and work of Ștefan Bârsănescu, but also through the personalities included by him in a *pedagogy of models* and through the synthesis published in 1984 (the last year of life) under the generic "History of Sciences in Romania – Pedagogy".



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# ANNOTATION

ȘOVA Simona-Andreea

”The actuality of Ștefan Bărsănescu’s pedagogy”, PhD thesis  
Chișinău, 2023

**Thesis structure:** the PhD thesis contains the Introduction, 3 chapters, conclusions, recommendations, bibliography from 180 sources, annotation (Romanian and English), key concepts, abbreviation list, 144 pages of basic text, 12 annexes.

**Publications on the research topic:** 15 scientific papers.

**Key-words:** practical pedagogy, cultural value, praxeology, taxonomy, pedagogical research, cultural pedagogy, paideia, normativity, epistemology.

**Domain of study:** general theory of education, historical pedagogy

**The purpose of the research:** it consists of the hermeneutic, synchronic and diachronic historical analysis of the work of the great pedagogue Ștefan Bărsănescu, carried out during two historical eras (modern/ interwar; contemporary/post-war), epistemologically and praxiologically oriented analysis in the direction of identifying the durable elements that confirm its actuality, its theoretical and methodological value, useful in the context of the reconstruction of the system and the educational process, in accordance with the transformations that take place in an open context in the postmodern, contemporary society.

**The objectives of the research:** the definition of the scientific problem subject to research from a historical perspective - the actuality of the life and work of Ștefan Bărsănescu argued through the method of synchronic-diachronic interpretation of the primary (the author's work) and secondary sources (the syntheses proposed in the history of pedagogy by established authors in the Romanian area), which highlights the stage current research of the work of Ștefan Bărsănescu; the delimitation of the object of historical research, approached on epistemological criteria at the level of the relationship between history (pedagogy in the modern and contemporary era) and theory (the pedagogical concepts elaborated and employed by the author, in the theoretical and practical construction of his work); the integration of Ștefan Bărsănescu's work in the specific framework of evolution of Romanian pedagogy, affirmed during two historical eras: modern (philosophical pedagogy of culture, promoted by Ștefan Bărsănescu, related to other models affirmed in the current of philosophical pedagogy, but also to the other two currents : sociological pedagogy and psychological pedagogy) and contemporary (philosophical pedagogy of consolidated culture at the level of pedagogical epistemology, education policy, practical pedagogy: professional; school; didactic technology); the reconstitution of the epistemological criteria necessary in the analysis of the unit of pedagogy as a science, in the modern (interwar) and contemporary (postwar) era, with special reference to the specific object of study, the specific normativity ("the scientific style") and the research methodology (of education and training) specific for the description of the status of specialized science pedagogy in the study of education, made on the basis of specific concepts and laws (and principles), validated on the basis of historically validated epistemological and social criteria (object of study, normativity, research methodology - specific); the analysis of the historical evolution of pedagogy in the modern (inter-war) and contemporary (post-war) era, necessary for the description of the epistemological status of pedagogy and for the classification and definition of pedagogical sciences, which are in continuous evolution; building a theoretical framework through new specific scientific knowledge resulting from the analysis of Ștefan Bărsănescu's contribution to clarifying the meaning of the concept of fundamental, historical and theoretical pedagogical research, capitalized during the period of epistemological maturation by elaborating some "qualitative syntheses" (manuals, dictionaries, histories - of field) and highlighting the contribution made by the author in the area of praxiology, argued at the level of: pedagogy of culture involved in education policy; pedagogy of models (historically identified and validated), pedagogy applied in the field of professions (agricultural pedagogy); practical pedagogy/ didactic technology.

**Scientific novelty and originality:** the analysis of the history of pedagogy reconstituted from the system of ideas of the Romanian pedagogue Ștefan Bărsănescu in a praxiological perspective, constructed and argued: a) epistemological through specific object of study, specific normativity, specific research methodology; b) didactic (general objectives – basic contents distributed over historical periods – training methods) and from the selection of fundamental pedagogical concepts, epistemologically stable, based on which operational notions, applicable in pedagogical contexts (of education, training) were dynamically developed , pedagogical research, etc.), defined by Ștefan Bărsănescu in the Dictionary. The published studies of the examined authors, devoted to the history of pedagogy, were grouped according to the denotative, normative and methodological dimension of the concept of historical pedagogy, a concept which in the vision of Ștefan Bărsănescu includes "historical pedagogy proper, the history of pedagogy, the history of education and the history of science education". At this level, significant research was highlighted, carried out from a horizontal, chronological perspective (the history of pedagogical thinking, in its historical evolution) and from an in-depth vertical perspective, at the level of "historical pedagogy", approached as the history of a pedagogical idea ( the unity of pedagogy as a science, the policy of education culture, practical pedagogy/ didactic technology), developed and consolidated over time

**The end results which help with solving the important scientific topic:** The research conducted from a horizontal perspective of the *chronological history of pedagogy*, which we have identified in the specialized literature, in the studies of the works of Ștefan Bărsănescu, have emphasized: a) the continuity of these works, maintained within two historical eras (modern/interwar and contemporary/ postwar), which include more stages of evolution (1920-1945; 1945-1960; 1960-1984) with solid contribution epistemologically strengthened through the years 1970s-1980s to *philosophical pedagogy* (cultural), with important applications in *sociological pedagogy* (at the level of political pedagogy/ cultural policy or education policy) next to well-known academic personalities (even from contemporary times, such as Iosif Găbrea or Stanciu Stoian); b) the tendency towards a system of the *philosophical pedagogy* (cultural), historically proclaimed (within the interwar/ modern times) as neoclassical pedagogy, „normative”, next to the sociological (descriptive) pedagogy and psychological pedagogy (both theoretical and experimental) (Ion Gh. Stanciu).

**Theoretical significance:** the theoretical importance of the research comes implicitly and explicitly from the proportions of the topic and its aim – proving the contemporaneity of the life and work of Ștefan Bărsănescu through a synchronic-diachronic historical interpretation, based on the analysis of main and secondary historical documents. It is sustained at the level of the relationship between *history* (of modern and contemporary pedagogy) and *theory* (pedagogical, applied in the analysis of the contemporaneity of the work of Bărsănescu)

**The applied value:** results from methodological and praxeological open-mindedness of the philosophical pedagogy of culture, sustained theoretically (epistemologically) by Ștefan Bărsănescu at the level of some „qualitative synthesis” with special didactic and social impact (textbooks, dictionaries, histories, epistemological pedagogy treatises – *The unity of contemporary pedagogy as a science*). It is especially proven within the analysis of practical pedagogy, viewed as a system (the policy of culture/ education; professional education) and as a process (didactic technology/ applied general didactics in the domain of lesson script, through an example that proves to be contemporary, according to curricular paradigm.

**The implementation of the scientific results:** was conducted through conference and publications during doctorate studies, within national and international conference, which have dealt with essential issues of contemporary education, issues that require samples of fundamental, historical and theoretical research, relevant to social and didactic realities. Through this we have emphasized the historical, epistemological and praxeological value of the work of Ștefan Bărsănescu, which is open also to postmodern educational policies and to curricular lesson planning.

**ȘOVA Simona-Andreea**

**”The Actuality of Ștefan Bârsănescu’s Pedagogy”**

**531.03. Historical Pedagogy**

**The summary of the doctorate thesis in educational sciences**

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