Axiological Dimensions in the Educational Process

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The online page of this publication can be found at:

www.conferinta.info

Published by:

Lumen Publishing House

On behalf of:

Lumen Research Center in Social and Humanistic Sciences
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Abstract
The contextual dimension of education involves the setting of some criteria of eligibility regarding the assumption of some competitive strategies. Such an assumption emphasizes a series of educational paradigms whose pragmatic substantiation depends many times on the attitude of the actors involved in the instructive process but also on the courses of action initiated within the social reality. Moreover the dynamics of such a process emphasizes the need of an educational psychology whose scientific foundation should legitimize the prosocial behaviours of the actors involved in the educational activities. Therefore, the expression of an educational pragmatism at a social level supposes a character peculiar to the system in which it functions and also resides in the human activity’s form of manifestation itself.

Keywords:
educational pragmatism, competitive strategy, learning process, scientific responsibility, axiological-educational dimension

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1.1 Introduction

The development and the acceptance of some educational strategies at a social level supposes some relating of the paradigm-reality relationship to a conceptual-theoretical course of action within which there are obviously the explanatory theories of an epistemological nature. The establishment of some connections characteristic to the educational reality represents nothing but an impulse in the course of action which a scientific research assumes. From this point of view both the social environment and the educational one play an important role in the process of the scientific knowledge. Thus, on the one hand, the social environment supposes a rational substantiation of the pragmatic content resulted from the theoretical interpretations and on the other hand, the educational environment supposes a scientific conventionalism many times accepted tacitly. Moreover the relationship between a scientific "reality" and a social one reminds in general of explanations which remind from a praxiological point of view of a situational context corresponding to psycho-social requirements.

1.2. The learning process and its cognitive-axiological dimensions

The epistemological perspective on education renders the learning process a special status. In these conditions the organization of the competences towards a certain system of values finds its place in an educational philosophy whose aim is to clarify the validity of some theoretical-applicative structures regarding the reevaluation of the education itself. Also, we consider that it is necessary to mention in this context the fact that within a social-scientific community the methods of research must have in mind certain functional correlations through which the informational content can "decrypt" with the help of the "didactic transposition" (Chevallard, 1991: 22). Moreover we consider that one has to have in mind a value hierarchy process of the decisional structures characteristic to the social system.

The cognoscible structures of the learning process emphasize from a scientific point of view hermeneutic forms of an educational policy whose methodological openings remind of the idea of performance. Thus, the theoretical importance of the scientific contents does nothing but
express the need of a consensual methodology through which the psychosocial experience should represent a fundamental criterion in assuming some educational strategy. In fact, the existence of some significant phenomena which remind of the idea of scientific responsibility supposes that the theoretical explanations should be related to an ethical moral dimension of education. Consequently it is considered that the contextual dimension of the educational reality can be introduced into a value system so that its pedagogical architectonics should justify the pragmatism of the cognoscible structures.

The finalities of the educational activities relate to a series of well-founded strategies. Therefore, an approach of the social reality from an educational perspective generates pragmatic aspects regarding the communication relationship between the social actors. Moreover the scientific interpretations are validated in accordance with the recognition and the acceptance at a social level of the value principles. In fact it has to do with the assumption of some ethical, moral, scientific paradigms through which the educational act should acquire validity. In fact the peculiarities of an efficient system emphasize a new type of education as long as the assimilation of information ensures an approach which will turn valuable from the part of the educational actors. In this way, the methodological consistence is given by those educational alternatives through which is emphasized the pragmatic nature of the decisional policies promoted by the actors involved in this course of action.

The educational activity is determined by respecting some pedagogical strategies through which the social norms (de)construct. This moral of affectivity reminds of the idea that the cognoscible structures must be related to levels of the morality, meaning that they belong to the defining features of the human character (Jeder, 2006: 85). Thus the justifying reasonings of such an approach emphasize conceptual-theoretical structures well defined from an epistemological point of view. In these conditions the expressiveness of the communication act sends to evaluations of an axiological value concerning the good development of the educational process. Also, the acquisition of the informational content supposes the existence of a scientific methodology according to which a certain social paradigm appears.

This perspective on the social education reflects in fact the need to assume a new scientific paradigm. The possibilities determined by the
development of some well founded strategies from a scientific point of view emphasize a valid structure whose elements (components) represent the necessary conditions (and sufficient) in assuming a new paradigm. Moreover it is considered that the assumed context depends on the norms to which the social values relate. Therefore, within a social system the cognoscible structures can be reevaluated but only by their relating to the idea of assuming a new (scientific) paradigm.

The methodological problem brought into discussion obviously surprises the pragmatic dimensions of a society based on knowledge. We have in mind especially the theoretical approaches referring to the process of reevaluation of the educational policies. In this way, such a course of action emphasizes at the level of a new social paradigm the necessity of a scientific approach of the cognitive-informational structures.

Such an assumption legitimizes the specific mechanisms of individualization of the pedagogical strategies. From this perspective the avoidance of a different modality of approach supposes the taking into consideration of the procedures and techniques used in the educational activity. We have in mind on the one hand the didactic-pedagogical communication between the socio-educational actors and on the other hand, a solid foundation of the main managerial decisions at an institutional level. In other words, the methodological innovation emphasizes from an epistemological point of view particularized forms of manifestation of the new assumed educational paradigms. Therefore the scientific nature of the education process shows an explanatory perspective where there are obvious the axiological structures of the educational reality in general.

In fact, the communication at the level of the education process supposes the taking into consideration of some performance criteria. It has to do with those theoretical-applicative connections through which a whole approach of methodological restructuring of the scientific content becomes concrete. Moreover, we consider that the motivation within an education process must represent a psychological support in obtaining performance. Also, the forming-informing act must be supported exactly with the help of the strategies developed by the socio-educational actors. In this mode, there are used the significant constructions regarding the necessity of some axiological structures in the educational process.
The educational approach must reflect social openings meant to emphasize within the scientific research universally valuable features which should justify both the competence and the autonomy of the social actors involved in the education process. That is why the existence of a value principle at the level of the human behavior is more than necessary. It has to do with the informal-axiological dimension of the educational process. In these conditions the scientific nature of this dimension gives a conceptual-theoretical meaning to the social analysis. In other words, the correlation between the social environment and the attitude which the educational community manifests supposes a comprehension which is characteristic to an axiological dimension and especially the informal one.

Such a paradigm appears as a reflection of the educational reality within which the level of the competitive evaluation is structured by relating to a hierarchy of values. In this situation we have in mind another axiological dimension of the educational process that is the formal dimension. Thus, to (de)construct an educational model also supposes taking into consideration the fundamental role which a didactic-pedagogical (educational) argumentation plays.

In these conditions the conceptual-theoretical dimension comes to fill in from a different point of view both the informal and formal dimension of the education process. The axiological nature of the conceptual-theoretical dimension results from an optimum substantiation of a global educational model. The methodological rigor is more than necessary in this context and that is why such an assumption supposes a specific social frame within which there are visible the axiological structures. Hence, the operational nature of the conceptual-theoretical dimension relates to modalities of displaying-presenting the scientific content.

1.3. The conceptual-theoretical validity and explanatory perspectives in the educational process

The perspective of the axiological dimension within the education process shows on an explanatory plan informational meanings and significances characteristic to the educational reality. Moreover, the following of some value principles generates socio-educational paradigms of a pragmatic form through which a certain paradigm can be reevaluated.
in accordance with some eligibility criteria. Also, the support and promotion of a value system reminds of the necessity of the praxiological methods. There are relevant from this standpoint a series of social methodological actions through which there are emphasized the functions specific to the didactic communication process (referential, affective, metalinguistic, strategic).

An educational logic must relate to a praxiological conventionalism. This problem especially brought into discussion expresses on the basis of some criteria of eligibility a special form of social utilitarianism. This idea suggests an approach of the social reality from the perspective of the axiological dimension of the educational process in general. In this context, the social educational actions represent the result of combining theory with experience. Therefore, the educational methodology specific to the instructive approach becomes concrete in accordance with the axiological structures assumed within the education process.

The expression of an educational pragmatism at the level of the education process can be explained by relating the value dimensions to the process of competitive reevaluation. Thus, some understanding from an epistemological point of view of such an approach reflects axiological valences of a healthy social system. In its quality of value, structured education supposes a social interaction and methodological structuring. The didactic-pedagogical influences found again at a social level emphasize the finalities assumed in the direction of the educational innovation.

The structuring of the explanatory dimensions generates an architectonics of the axiological dimensions, so that the pragmatic approaches involve the making of correspondences at the level of the educational methodology. In other words, the peculiarities of a pragmatic educational system must illustrate an approach which will be substantiated from the part of the social actors. Furthermore, this methodological foundation fully finds its utility as long as the evaluation of the educational activities supposes some relating both to performances and the social actors' competences.

The fundamental resources used for concretizing the argumentative performance express in the context of promoting a value system, possibilities of knowing the educational reality. At an axiological
level, the activities initiated emphasize explanatory-normative valences of the educational content. The interpretation of this image stresses out a special methodological problem referring to the idea of methodological innovation. We have in mind in this context especially the strategies of the learning process based on a shaping and practising protocol (Pandey, 2010: 7). Therefore, an educational paradigm relates implicitly to a social structure and the degree of comprehension rather depends on the validity of the learning process.

In this sense, as a dynamic structure the social actors' freedom of speech must play an important role in the process of the scientific knowledge. Moreover, we consider that within a social system the used methodological strategies can offer strategies regarding the educational reality. We have in mind especially the axiological perspective generated as a result of the developing educational activities in general.

The methodological practice expresses the substantiation of the educational potential. Starting from this idea one can admit that the socialization process becomes important in the educational system as long as the level of adaptability of the actors involved in the education process is a favorable one. Also, the acceptance of a flexible way of knowing can concretize at a social level by the trials of substantiating the scientific attitude of the educational actors.

The specific typologies of the educational realities structure the informational content on different levels of organization. This course of action represents at least a premise necessary in justifying the idea that a social system has an axiological character as long as the socio-cultural significances relate to the spiritual nature of that certain system. Without falling into naïve thinking we admit that not only does the degree of intelligibility generate a (conceptual-theoretical) behavioral relativism but it also sends to a discursive variety of the new assumed paradigm. In these conditions the organization of the competences within a social system emphasizes the pragmatism of the axiological dimensions whose finalities transpose scientific cognoscible structures on an axiological plan.

The educational motivation also supposes a series of alternatives and the prospective character of education in general can acquire truthfulness. Moreover, the validity of such an approach is given by the fact that the process of socialization/communication is founded on the basis of the assumed didactic-pedagogical strategies. Thus, the explaining
and the explicating of the educational paradigms illustrate a social reality within which one can find together with the cognoscible structures both axiological ones but also specific forms of reality. In fact, this is the relative nature of a healthy social system which (de)constructs on the basis of education. This situation can be explained by the fact that any conceptual-theoretical reorganization concretizes on the taking over of a new epistemic paradigm.

The axiological dimensions of the educational system emphasize in the context of a new society of knowledge a metaconceptual understanding of the main themes referring to the nature of the education. Taken as it is this perspective reminds of an entire process of operationalization of the competences assumed by the socio-educational actors. In this obvious in this situation the fact that the evaluation of the actors' behaviour involved in the process of education must be related to the modality of axiological substantiation of the cognoscible (conceptual-theoretical) structures. In fact, the reevaluation of the axiological nature of the instructive process reminds of an active learning where theory is combined with practice. Taking into consideration the pedagogical interactions the issue brought into discussion emphasizes in fact the quality of the social education.

The educational reality must also suppose methodological activities through which one should render the social actors' responsibility and training. From this perspective the epistemic modality of approach and understanding constitutes a peculiarity of the social-scientific community. Such an assumption justifies the existence of the eligibility criteria in assuming the managerial-educative policies. The correspondence between responsibility and the educational course of action as a state of fact does nothing but offer on a social plan a series of issues whose axiological reevaluations remind of purely pragmatic approaches.

The quality of the educational dimension depends on the way in which the methodological strategies are applied at a social level. The finalities of the educational activities are concretized as long as the correlations between the competences specific to the social actors and those specific to the educational actors are significant. However, this distinction (social actors-educational actors) must not be regarded at an absolute mode, but it must rather be taken as reference points regarding
the levels of comprehension of the educational activity. In other words
the instrumental value of the methodological strategy is given by the
interest of those involved in the educational activity. Also, the pedagogical
and social coherence stresses out a certain methodological consistence at
an educational level.

The necessity of integrating the personality inside the social
system represents a defining characteristic in the effort of scientifically
concretizing the methodological strategies. Thus, the efficiency of
communication in the educational environment is given by the type of
socio-affective relations at a social level. An educational culture can only
manifest itself by accepting a whole decisional course of action. Also, the
educational reform must not be void of methodological consistence. In
these conditions the assimilation of some new conceptual-theoretical
contents depends on the social criteria in accordance with which the value
principles can be supported and promoted.

Still, the value dimension of the training-developing activities of
the socio-educational actors represents the result of the competitiveness at
the level of the public education. Regarded from a social perspective the
public education supposes a comparative approach of the social fields. In
these conditions we consider that a logic of the socialization must not be
absent from an educational system. Therefore, we accept it can be
justified the idea according to which from a pragmatic point of view the
development of a process of socialization supposes a discursive variety
where the educational conventionalism plays an important role. It has to
do with forms of reasoning which are valid only within certain social
systems but which relate at the same time to the idea of human
responsibility (Moser, Mulder, Trout, 1998: 132-133). As a result, the
nature of the comprehension of the socio-educational mechanism can be
explained both in accordance with a logic of action and a logic of
discursiveness.

In this context, we support that the understanding of the new
educational reality results exactly from the manifestation of some
common interests, characteristic to the social activities. The development
of an educational model at a social level supposes first and foremost a
conceptual-theoretical classification regarding the goal of the activities
which are to take place within the education process. The acceptance of
the differentiations of any type (the positive meaning of the word) enriches the axiological dimension of the educational reality.

**1.4 Conclusions**

The application sphere of the methodological norms depends on the modalities through which the educational circuit is done. In this mode, the scientific interpretations result exactly from the theoretical applicative connections referring to the development of the educational activities. We have in mind in this context the high epistemic potential which can be found at the level of the scientific community. Also, by relating the epistemic values within the educational reality a series of functional correlations are made regarding the application of the scientific research methods. Thus, the methodological reality is explained in accordance with the attitudes and behaviour of the socio-educational actors involved in the instructive course of action. As result, the expression of an educational pragmatism at a social level emphasizes an entire process of knowledge within which the explanation of the learning mechanism is related to the comprehensive nature of the new assumed paradigm.

Also, we consider that one should also take into account the (psycho) sociologic aspect that is, a competitive strategy at an educational level includes cognitive-affective significances which can be decrypted in accordance with the correlation subject-object. Of course this situation justifies the necessity to integrate the human personality within a social system. The education becomes efficient as long as the methodological innovation is the result of well-understood social opening. In this sense, the degree of complexity characteristic to an educational policy must be analysed from an axiological perspective. Therefore, the understanding of the dynamics of a socio-educational system represents a starting point in assuming a purely educative conceptual-theoretical model.
References


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Marius-Costel EȘI works as a PhD Lecturer at "Ștefan cel Mare" University (Department of Teaching Staff Training and Faculty of History and Geography, Department of Philosophy). He has a BA in philosophy (1998) and law (2008). He also graduated Thorough Studies in "Theories of Communication and Analytical Philosophy" (1999) and a master in Criminal Sciences (2010). He was awarded the doctor title in Ontology and Science Philosophy with a thesis about *Demarcation and Identity and Demarcation in Levels of Reality – Transdisciplinarity Image* (2006) at "Al. I. Cuza" University of Iași. He has been a teacher since 1998 currently teaching courses and seminars of Philosophy of Mind, Symbolic Logic, The Specialty Didactics, The Didactics of the Field and Specialty Didactics, being at the same time the coordinator of this subject, and Pedagogical Practice within Teacher Training Department in "Ștefan cel Mare" University, Suceava. Among his fields of scientific research there can be mentioned: didactic/methodology, epistemology of didactics, educational communication, educational logics, philosophy of the mind, philosophy of science.