



Apuntes para la diferenciación de la pedagogía como ciencia en Herbart, Dilthey y Natorp [

2016

text (article)

Analítica

The German tradition of pedagogy, which includes, among others, the works of J.F. Herbart, W. Dilthey and P. Natorp, having as its antecedent Kants work *Über Pädagogik* of 1803, in contrast to the French and Anglo-Saxon, is known as the one that establishes a strong relation between philosophy and the study of education. In addition, it is the one that is recognized for giving the scientific basis for the study carried out by pedagogy, defining it as the science of education. However, there is rarely works of the particularities that each of these authors print to their way of understanding pedagogy. Especially in this work I will highlight the way in which for Herbart and Natorp the pedagogy has to be deductive, whereas for Dilthey, has to be an inductive science, which is not far from the philosophical projects of each of these authors. This specification is important because it places with greater clarity that the autors in this tradition are far from assuming the same position in the itineraries that are marked for the pedagogical work. Mainly, the discussion between deduction and induction allows us to discern the type of relationship with philosophy which, in the mentioned authors, supports the idea of a scientific pedagogy

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Título: Apuntes para la diferenciación de la pedagogía como ciencia en Herbart, Dilthey y Natorp electronic resource]

Editorial: 2016

Tipo Audiovisual: ciencia pedagogía filosofía deducción inducción ciencia pedagogia filosofia dedução indução science pedagogy philosophy deduction induction

Documento fuente: IXTLI: Revista Latinoamericana de Filosofía de la Educación, ISSN 2408-4751, Vol. 3, Nº. 6, 2016, pags. 299-313

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Lengua: Spanish

Enlace a fuente de información: IXTLI: Revista Latinoamericana de Filosofía de la Educación, ISSN 2408-4751, Vol. 3, Nº. 6, 2016, pags. 299-313

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