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ON THE NEED FOR ANALYTICAL PEDAGOGY IN POLAND

**A Review of a Monograph by Alicja Żywczok and Bogumiła Bobik,
*Pedagogika analityczna. Od porządkowania wiedzy naukowej
do odkrywania jej nowych obszarów***

**[Analytical Pedagogy: From Organizing Scientific Knowledge to
Discovering New Domains]**

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S u m m a r y: The reviewed monograph presents the concept of analytical pedagogy as a new sub-discipline in the landscape of Polish scholarship on education. Its subject is intellectual pursuits consisting in categorizing, typologizing and systematizing concepts relevant to education professionals. The epistemic potential of philosophical logic provides the grounds for ordering our knowledge and thus a better handling of academic and educational work, but also discovering new and so far unexplored areas of cognition. Despite Poland's noteworthy heritage of analytical research, such a sub-discipline is still lacking in the science(s) of education.

K e y w o r d s: analytical pedagogy, logic, logology

The areas discussed by Alicja Żywczok and Bogumiła Bobik in their monograph are rarely addressed in contemporary Polish pedagogy, even though that they are crucial to all pedagogical sub-disciplines. What is meant here is the creation of categories

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and typologies and their systematization. The gap as seen by the authors prompted them to propose the establishment of a new pedagogical sub-discipline, the subject of which would be logico-terminological operations. Its name, as suggested in the title of the monograph, is “analytical pedagogy”.

To justify the pressing need for a separate area of study dedicated to specialist nomenclature in pedagogy, it suffices to point to the evolution of modern philosophy and sociology. In these disciplines, the analytical approach has been separated as a specific research current. If this were to happen in pedagogy, “researchers would be able to deal with redefining the essential terms of pedagogy, thus altogether refining the conceptual apparatus of the discipline” (pp. 63–64).

In the last three decades, interest in terminological issues has lost its impact, despite the fact that Polish pedagogy has a considerable body of work in this regard, which, however, is rarely cited or used. In particular, I am referring to pedagogues originating from the Lvov-Warsaw School, who laid the foundations for the development of modern pedagogy² in many academic centers in Poland in the interwar period. Their work was interrupted by the outbreak of World War II³ and in the post-war period it was impossible to pick up the broken pieces because of the externally imposed Sovietization of the Polish educational system and academic pedagogy.⁴

Tomasz Leś concludes that, due to the fact that in the Lvov-Warsaw School “the basic object of research was the language (of theories, systems, etc.), [...] it [is] part of the analytical current of practicing the field of knowledge under discussion,”⁵ i.e. pedagogy. However, analytical pedagogy did not emerge as a separate paradigm in Poland, despite the fact that at that time the Lvov-Warsaw school developed the analytical approach as dynamically as was done at Oxford University⁶. Nonetheless, we can identify the pioneers⁶ of the analytical approach to pedagogical problems in the history of Polish pedagogy; among them Leś includes Kazimierz Sosnicki and, to some extent, the work of Stefan Woloszyn.⁷ The authors of the monograph propose that this short list be expanded to include Andrzej Niesiołowski, whose figure and work was rescued from oblivion by Janina

² Teresa Hejnicka-Bezwińska, “Koncepcja pedagogiki (i pedagogiki ogólnej) w Szkole Lwowsko-Warszawskiej” [The concept of pedagogy (and general pedagogy in the Lvov-Warsaw School)]. *Forum Pedagogiczne* 1 (2018): 46.

³ Jan Hertrich-Woleński, “Szkoła Lwowsko-Warszawska z perspektywy historycznej” [The Lvov-Warsaw School from a historical perspective]. *Przegląd Pedagogiczny* 1 (2014): 9–18.

⁴ Teresa Hejnicka-Bezwińska, *Praktyka edukacyjna w warunkach zmiany kulturowej* [Educational practice under cultural change (Warszawa: Wydawnictwo Naukowe PWN, 2015), 176–281.

⁵ Tomasz Leś, “Idee Szkoły Lwowsko-Warszawskiej w pedagogice na przykładzie poglądów Kazimierza Sośnickiego” [Ideas of the Lvov-Warsaw School in pedagogy on the example of Kazimierz Sosnicki's views]. *Filozoficzne Problemy Edukacji* 1 (2018): 58.

⁶ Adam Nowaczyk, *Filozofia analityczna. Z dziejów filozofii współczesnej* [Analytical philosophy. From the history of modern philosophy] (Warszawa: Wydawnictwo Naukowe PWN, 2008), 55 *passim*.

⁷ Leś, „Idee”, 58.

Kostkiewicz.⁸ In his manuscripts, written in a prisoner-of-war camp and published for the first time in 2017, terminological issues play a prominent role.⁹ Niesiołowski's method consisted of a scrutiny of the terms used within the framework of various theoretical positions and their evaluation through the prism of his original definition of education.¹⁰ Interestingly, despite the passage of time his definition is still relevant and inspiring.

In Niesiołowski's approach the distinction between two types of auxiliary schools of pedagogy deserves a mention. The first involves disciplines such as psychology, sociology and philosophy, in which "the pedagogue must orient himself independently in the territory of these sciences."¹¹ The second includes "those that do not require an independent position from the pedagogue,"¹² such as logic, theory of cognition and hygiene. These have strictly methodological functions to perform and fall within the scope of the methodology of both the pedagogue-theorist and the pedagogue-practitioner.

Against this background, it can be concluded that the analytical pedagogy proposed by Żywczok and Bobik returns like a boomerang and represents a continuous challenge. Looking at the history of Polish pedagogical thought, it is clear that from the very beginning the postulate to clarify concepts and therefore improve the language was treated as an unquestionable imperative of pedagogy. Authors belonging to various currents and directions accepted with full approval the assertion that pedagogical knowledge must meet the requirements of scientific accuracy, including those relating to terminological correctness. This can be clearly seen in monographs, textbooks and academic scripts for general pedagogy – starting with the oldest and ending with those which are contemporary. In the curriculum of pedagogical studies, the realization of this demand is generally entrusted to logic as a discipline in cooperation with pedagogy.

In the past there was no shortage of authors who stigmatized pedagogy for its shortcomings and deficiencies in terms of terminological precision, and the situation remains the same today. As the basic and most effective remedy, they pointed to a need for more consistent adherence to logical and methodological rules. In this context, Stefan Kunowski pointed out to the difficulties emerging in the process of creating definitions in pedagogy. Having analyzed and systematized various definitions of education, he concluded that "The deepest reason for the crossover of definitional

⁸ Janina Kostkiewicz, "Wprowadzenie. Zarys pedagogiki ogólnej Andrzeja Niesiołowskiego – o koncepcji i jej rękopisie powstałym w niemieckich oflagach" [An introduction. Outline of general pedagogy by Andrzej Niesiołowski – about the concept and its manuscript created in German oflag]. In: Andrzej Niesiołowski, *Zarys pedagogiki ogólnej. Rękopisy z oflagu* [Outline of general pedagogy. Manuscripts from the oflag] (Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego, 2017), 13–67.

⁹ Niesiołowski, *Zarys pedagogiki ogólnej*.

¹⁰ *Ibid.*, 88, 96.

¹¹ *Ibid.*, 98.

¹² *Ibid.*, 100.

groups is that the complete process of educational development consists in spontaneous development, as well as that under the impact of educators, stimulation and also the products of upbringing, which become components of the further process.”¹³ Thus, wishing to reliably reflect on the essence of education in a definitional framework, we cannot overlook the specific character of pedagogical intervention or the economic and social conditions in which it takes place. In this context, the question of how to capture and relate the complexity of pedagogical thinking and interventions, and what role the rules of logic have to play in this, is irresistible.

As already mentioned, in contemporary pedagogical discourse logico-terminological considerations have become recessed to the background, giving way to linguistic inquiries of a different kind. Bogusław Bieszczad derives them from “new humanities” and characterizes them as open to interdisciplinary connotations.¹⁴ The forerunners of the changes taking place today should be sought in the 1990s. At that time a key event in Polish pedagogy was Joanna Rutkowiak’s introduction of the idea of “pulsating categories.”¹⁵ This turned out to be extremely influential and pregnant with consequences. The proposal of a creative approach to linguistic issues has spread to such an extent that contemporary pedagogues have developed a belief in the principled instability of pedagogical concepts, as reflected in the phrases referring to pulsation or flickering, which are used on a daily basis in relation to terminological matters.¹⁶

Having outlined the context in which I believe the monograph by Żywczok and Bobik should be read, I wish to move on to the book itself. The monograph consists of an introduction entitled *Zamiast wstępu* [Instead of an Introduction], followed by four chapters, conclusions, bibliography, notes about the authors, an index of persons and a list of diagrams and tables. Although it is not a big volume, the authors present a consistent argument focused on the titular analytical pedagogy.

Perhaps it is worth considering what prompted the authors to deal with logico-terminological issues. The answer is found in “Instead of an Introduction”,

¹³ Stefan Kunowski, *Podstawy współczesnej pedagogiki* [Foundations of modern pedagogy] (Łódź: Wydawnictwo Salezjańskie, 1993), 169.

¹⁴ Bogusław Bieszczad, “Nowa humanistyka i język współczesnej pedagogiki. Interdyscyplinarne przesłania” [The new humanities and the language of contemporary pedagogy. Interdisciplinary messages]. *Filozoficzne Problemy Edukacji* 2 (2019): 4–8.

¹⁵ Joanna Rutkowiak, “Pulsujące kategorie’ jako wyznaczniki mapy odmian myślenia o edukacji” [‘Pulsating categories’ as map markers of varieties of thinking about education]. In: *Odmiany myślenia o edukacji* [Varieties of thinking about education], ed. Joanna Rutkowiak (Kraków: Oficyna Wydawnicza „Impuls”, 1995), 169.

¹⁶ Astrid Męczkowska-Christiansen, “Pulsujące metafory dydaktyki w kleszczach języka. O lingwistycznych blokadach konstruktywistycznej zmiany w kształceniu” [Pulsating metaphors of didactics in the clutches of language. On the linguistic blockages of constructivist change in education]. *Problemy Wczesnej Edukacji* 4 (2020): 87; Henryk Mizerek, “Migoczące znaczenia kategorii krytyczna refleksja w dyskursach pedagogicznych” [Shimmering meanings of the category critical reflection in pedagogical discourses]. *Colloquium* 3 (2021): 99.

in the section entitled “Methodological and Organizational Bases of Research” (pp. 9–10). If we realize the multiple difficulties faced by pedagogy, both with regard to theory and practice, the usefulness of the analytical approach must seem obvious. In the case of theorists, it will contribute to “the elimination of errors in existing classifications and correct construction of typologies” (p. 16). As for practitioners, “The Word to the Reader” which concludes “Instead of an Introduction” lists the benefits which accrue from a proficiency in issues related to the proposed new pedagogical sub-discipline. First, gaining logically organized knowledge of the variety of phenomena included in a given conceptual category can provide “the basis for an accurate pedagogical diagnosis of an individual, group or system, for example, an educational system.” Second, it facilitates the implementation of “appropriate prevention of unfavourable circumstances,” and, third, “[it] provides for the therapy [...] of disorders, deficits, dysfunctions, etc.” (p. 8).

In the first chapter, the authors consider the concept of ‘order’ and the reconstruction of its meaning in moral-ethical, social, legal-political, economic, historical and intellectual contexts. These considerations converge like rays in a lens of scientific order. The question of whether this is necessary seems essentially rhetorical, even though it is clear how to introduce and establish order in pedagogy as an academic discipline. The answers to these very questions are to be provided by analytical pedagogy, which takes center stage in the next three chapters.

Notably, in the first chapter ‘order’ in pedagogy is not presented as something ready-made. One of its most important features should be the state of the specialist vocabulary, which, metaphorically speaking, serves as a tool for the work of the pedagogue-theorist and the pedagogue-practitioner. The cognitive work in pedagogy is supported by logic as a philosophical discipline, in which concepts and the relationships expressed with their help are subjected to scrutiny. However, in the monograph under discussion the responsibilities of logic are not limited to watching over conceptual and terminological correctness, which is due to the belief that in intellectual operations specialist expressions serve both to process data and to generate new knowledge.

In the second chapter, the authors prepare the ground for explaining why the seemingly passive activities of organizing knowledge and constructing classifications imply creative cognitive work. A number of selected concepts related to creating classifications in logic, psychology and logology are presented. The rules applied provide the basis for reflection on the extent of their use for knowledge classification in pedagogy (pp. 54–58).

Underlying the considerations presented in the third chapter are “the two main intellectual operations: analysis and synthesis” (p. 64). They form the foundation of two separate pedagogical sub-disciplines: analytical pedagogy and synthetic pedagogy (pedagogy of scientific synthesis), the latter being only briefly introduced

in the monograph. Hopefully, the authors will return to a discussion of this issue in due course.

The climax of the authors' argument is, in my opinion, presented in the third chapter. Apart from the theoretical advantages and practical benefits already mentioned, the authors develop two other arguments for the need for analytical pedagogy. Understanding the first is only possible after realizing the criterion for distinguishing analytical pedagogy from synthetic pedagogy, which are the anthropological sphere on the one hand and cognitive activities, of which analysis and synthesis play a special role when it comes to science, on the other. On this basis, it can be concluded that analytical pedagogy is supported by the need to ascertain the veracity and reliability of the cognitive data processed in pedagogy. Looking at things from this point of view, it would be necessary to prepare a place for it in every pedagogical sub-discipline. So, in this context, a question arises: Is it necessary to grant analytical pedagogy the status of a separate pedagogical sub-discipline?

The path leading to an answer to the above question begins with the consideration of the second argument. At its core is the belief that educators on the whole recognize and appreciate the potential hidden in the operations of classifying, typologizing and systematizing too little. The authors' desire to change this situation is indicated in the monograph's subtitle: *Od porządkowania wiedzy naukowej do odkrywania jej nowych obszarów* [From Organizing Scientific Knowledge to Discovering New Domains]. As noted above, a proper reading of analytical pedagogy implies an approach to logic not only as an instrument for bringing order to pedagogy, but also for the emergence of new knowledge by stating relations within and/or between concepts. Considering this, seven "sub-disciplines" have been distinguished within analytical pedagogy, namely: 1) connotative-denotational analytical pedagogy; 2) functional analytical pedagogy; 3) comparative analytical pedagogy; 4) typological analytical pedagogy; 5) etiological analytical pedagogy; 6) symptomatological analytical pedagogy; 7) consequential analytical pedagogy (pp. 64-65).

This list is accompanied by an extensive list of tasks to be assigned to analytical pedagogy (pp. 65, 123). In this view, the "sub-disciplines" of analytical pedagogy should be regarded as problem areas for two types of consideration: the logical-analytic and lexemo-analytic. Despite their similarities, the two perspectives – logical and lexemic – are not the same. To see the difference between the two involves recognizing the dissimilarity of concept and lexeme. As Grzegorz Pawłowski explains, a lexeme is a mental unit that makes it possible to assign specific linguistic signs to concepts, which are known in applied linguistics as communicative signals.¹⁷ The

¹⁷ Grzegorz Pawłowski, *Metafizyka poznania lingwistycznego* [The metaphysics of linguistic cognition] (Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 2021), 57.

lexeme as a kind of potentiality actualizes itself in linguistic form, which leads to the formation of a word. Thus, there is no randomness between the concept and the word, and this is endorsed by the existence of the lexeme as a relational entity that fulfils four functions: the epistemic, cognitive, communicative and discursive.¹⁸ These functions are a necessary condition for scientific thinking. In other words, it is through them that any cognition of the object, in this case education, is carried out. It seems that in the publication under review the difference between the logical and lexemic perspectives has not been sufficiently highlighted and needs further exploration.

In the fourth and concluding chapter, the benefits of a cognitive rather than merely methodological approach to classifying and typologizing pedagogical concepts are demonstrated by two examples. The first takes the concept of care and ways of systematizing it as its subject. The second is taken from symptomatology and deals with the concept of family. Through an in-depth tracing of the classification of this concept, it was possible to demonstrate not only the logical-cognitive, but also the praxeological need to distinguish prenatal pedagogy (p. 70, scheme 3). Based on the two examples, it can be concluded that analytical pedagogy indeed broadens the cognitive perspective and makes it possible to see gaps in the current body of knowledge that have not yet been identified or labelled. Looking into these gaps (pp. 7–8, 122) proves to be of invaluable advantage from the perspective of pedagogical theory and practice.

In conclusion, the proposal to establish a new pedagogical sub-discipline under the name of “analytical pedagogy” should attract the attention of scholars in all pedagogical sub-disciplines and open the arena for discussion. I hope that this review becomes a voice in inaugurating that broader discussion.

S t r e s z c z e n i e : W recenzowanej monografii zaprezentowano koncepcję pedagogiki analitycznej jako nowej subdyscypliny w polskiej pedagogice akademickiej. Jej przedmiotem są czynności intelektualne polegające na kategoryzowaniu, typologizowaniu i systematyzowaniu pojęć specjalistycznych. Epistemiczny potencjał logiki filozoficznej sprawia, że czynności te umożliwiają uporządkowanie wiedzy, a przez to lepsze posługiwanie się nią w działalności naukowej i edukacyjnej, jak również odkrywanie nieoznaczonych do tej pory obszarów poznania. Pomimo dziedzictwa przeszłości w zakresie prowadzenia badań analitycznych wciąż brakuje w polskiej pedagogice takiej subdyscypliny.

S ł o w a k l u c z o w e : pedagogika analityczna, logika, naukoznawstwo

¹⁸ Ibid., 58–59.

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