

**„AL. I. CUZA” UNIVERSITY OF IASI
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HABILITATION THESIS

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Title: Ethical and Pedagogical Fundamentals in Conceiving and Achieving Education. Contextualisation for Early Education

Abstract

The habilitation thesis entitles *Ethical and Pedagogical Fundamentals in Conceiving and Achieving Education. Contextualisations for Early Education* integrates a series of issues and ideas having undergone decantation and having been presented throughout scientific and academic activities of my post-doctoral manifestation, which is from 2000 onwards. While invoking authorship, coordinated editions, some chapters in collective works, different articles /studies published in specialised magazines and having in view relevant sequences in teaching experience, as well as attendance (within some team groups) to some research projects, this habilitation thesis transmits and argues the message that, in order to effective and optimal concretisation of education, it should always configure itself in compliance with certain significant ethical fundamentals and it should report itself to some scientific and pedagogical fundamentals being situational and rigorously requested by it.

Educational intentionalities represent a privileged research object within the whole of personal professional concerns while it is being approached by two cognitive directions: the ethical and the scientific theory on education. The philosophical perspective of study has allowed identification of ethical fundamentals and achievement of educational act, while the scientific perspective of pedagogy has favoured a structuring of pedagogical fundamentals of the same act. The habilitation thesis comprises four complementary idea-related sequences in relation to human ideal, educational ideal, success within the structure of the training action and early education.

Being dedicated to the comprehension of the ideal, the first sequence emphasises the message that, within the boundaries of normality, human existence requires a search for one's

own meaning. Formulation of an ideal of life is only possible in correlation with the achievement of these values, and the prevailed value which is given preference to by subjective deliberation confers our existence a meaning. This issue, as the issue of the ideal, should be assimilated to priority challenges by the reflection and action of the pedagogue since the option for a value determining one hypostasis is laborious and risky. When the ideal a person finds itself placed to has no intrinsic moral dimension, then it states for non-values and therefore it turn itself into a pseudo-ideal or anti-ideal. The specific feature of the educational ideal requires awareness (as indicated in section 2) since this hypostasis of ideality is very frequently (though incorrectly and unacceptably) assimilated to human ideal; furthermore the educational ideal direct the whole approach on modelling of human personality.

No matter what the ideal projection on education should be, it (as I would claim in section 3 of my habilitation thesis) aims at invariable success of the educated and not on his failure. The approaches of identification and correction of failures themselves express the interest in success. Under these circumstances, we have found it necessary to provide for decantation of some explanations in the definition of success and failure, to the staff having determined emergence of the two variables and to the ways of obtaining success. The moral character of ways of succeeding generates authenticity, lastingness and durability of any success. Achievement of educational success and choice of an ideal requires (I claim in section 4) early education of quality. Approach of training in early childhood of a person demands rethinking of educational finalities, proper pedagogical instrumentality for young children and, at the same time, axiological resizing of their life framework. This thesis argumentatively pledges for the need of establishing an early ethic centred on the value of ethical concern. Early education imperatively requires valuable staff and ethic standards, but it should also be a challenge both for improvement of specific interrogation register (either general or applicative ethic) and indication of new meanings to ethical issues while assimilating childhood and adult perspective on it.

The habilitation thesis also comprises two segments in its structure: one is dedicated to description of developmental directions of the scientific, professional and academic career for the years to come and another part renders bibliographical references having been used by the idea-related content of the thesis.

From all these abridged aspects derive my longitudinal option for essential themes of ethic and pedagogy in relation to ideal, success and early education.