

ABSTRACT

Individualism and pragmatism: two forms of narrative pedagogy in comparison. Hypothesis of a possible meeting

The main aim of theoretical research in education is twofold: on the one hand, the study of practice in order to improve the educational function on the field, on the other hand the development of a theoretical research that constructs a pedagogical thinking speculatively pure around education/ human educability. Along a continuum and in a complementary relationship ranks applied research which tends to check possible solutions to concrete problems. The close link between theory and practice is realized in the passage that implements the pedagogy of subjecting the theoretical models of hypothetical deductive to empirical verification.

In pedagogy we can talk about scientific theory when it has to do with articulated systems of ideas that form the skeleton of the discipline. The aim of such systems is to shed light on the realities of practice, investigated through hypothesis that can become practice both experimentally as well as by speculative. The systems of knowledge of pedagogy that make it a theoretical science, practice, metatheoretical and theoretical, study education as a process, route, relationship, instrument and order, system, and freedom, materiality and spirituality, nature and culture.

The development of culture theory in pedagogy has benefited, in the course of the twentieth century, the contributions of the theoretical research philosophical, ethical, psychological, sociological and anthropological: from the idealist lesion of Gentile, to the heterodox Marxism of the Frankfurt

School, to the pragmatism of Dewey and the Maritain's personalism, from the legacy of Freudian psychoanalysis to the psychology of child development by Piaget, to the theory of cognitive education of Bruner, it has come to outline the multifaceted profile of modern theories of education.

And it is precisely on the trajectories of the pedagogical pragmatism on the one hand and on the other of personalism, such as theoretical ways of access to education / human educability, which aims to articulate the present work whose structure provides for a threefold division: the first historical sequence of these pedagogical narratives, a second pedagogical sequence in reference to the lines of the theoretical and practical pedagogical thinking configured by these narratives, and a third sequence inherent the hypothesis of a possible pedagogical meeting in the complex historical and cultural horizon of postmodernism.

The research aims to articulate his thoughts by focusing on some of the leading exponents of the narratives pedagogical proposals: from Dewey to his Italian readers, such as Visalberghi, Granese and Laporta up Spadafora, to mention only some of the leading voices in the field of theoretical philosophy, in terms of pragmatism and its developments; is through authors such as Jacques Maritain, Catalfamo, Corallo, Santomauro Pagano, Acone, which occurs the analysis on the personalist thought process in its conceptual and paidetic .

While it promises high gradient of complexity, understanding the conceptual meanings of its most influential theorists such as Luhmann and Morin, of these narratives in their manifest itself in the parable diachronic until our "learning time with the thought" (Hegel), from another, however, the hypothesis of a match theoretical/methodological/empirical reveals deep

interest in educational research today's increasingly aimed at a desirable collaboration/integration of paradigms and different points of view and for this reason hypothetically complementary in their being complex and multifaceted in relation to the extreme complexity and versatility of the object/subject of investigation, and the only reason for their existence: the human person.