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(ABSTRACT IN INGLESE)

Tesi di Dottorato in

Pedagogia clinica e analisi dei processi formativi.
La Cura hominis come categoria pedagogica

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The aim of this work is to offer a contribution to the definition of the epistemological and methodological principles of clinical pedagogy, educational science assumed as paradigmatic in the broader regulatory framework of pedagogical knowledge.

In the first part of this work, starting from the reflections conducted by Werner Jaeger in the work entitled *Paideia* (1944) and Michel Foucault in *Le souci de soi* (1984), an attempt was made to highlight, with particular reference to the profitable intersections that existed between the categories of “clinic” and “cure”, the constitutive “anthropo-poietic” trait of *Paideia* in force in classical Greece. The *Cura hominis* - of which an attempt was made to define the *statutory, structural* and *functional* structure - has therefore emerged as an eminently pedagogical category, in itself animated by a specific formative-educational *intentio*. With reference to the reflections conducted by M. Foucault in *Naissance de la clinique* (1963), the analysis concerned the origins of clinical practice as a generative device of “taking care”: an attempt was made to find the original educational result, putting at the same time, the hermeneutic and historical-genetic-reconstructive nature of the pedagogical work focused on empathic listening. In line with the theoretical assumptions of the “training clinic” - research address headed by Riccardo Massa and the school of Milan -, the phases of a possible clinical path based on the definition of a *pedagogical setting*, organized to encourage the reception of the subject-person, were also outlined; on a set of *knowledge practices* aimed at promoting wider self-awareness; on the *corpus* of *help techniques* that, from a design point of view, can allow to promote existential change.

In the second part it took on importance, with a view to an “embodied” perspective – through a reinterpretation of the reflections conducted by Martin Heidegger, Maurice Merleau-Ponty and Ludwig Binswanger – the investigation into the existential and ontic conditions that characterize the ways of being in the world of the human being. In this perspective, attention was focused on the notion of “original experience” (*Erlebnis*) as an inherent event - according to Edith Stein - to the *Einfühlung*, to “feel inside” and to “identify”. In particular, the analysis of existence as a unique and unrepeatable “life form” was carried out starting from the reflections conducted by Merleau-Ponty in *Les relations avec autrui chez l'enfant* (1953). Within the theoretical framework outlined, the centrality of the body in the phenomenology of training processes and in the course of the experience generated by the various pedagogical devices was therefore emphasized. Furthermore, the notion of “formative latency” as a result of the formation history of the subject-person and its translatability, in the direction of the construction of personal resilience, in terms of potential was emphasized.

The third part focused on analyzing the concept of “neuroplasticity”. From this perspective, the two works by Norman Doidge, *The brain that changes itself* (2007) and *The Brain's Way of Healing* (2015), have proved fundamental, which, in underlining the particular importance of the research conducted in the field by

Michael Merzenich, highlighted how the nervous system is not wired from birth but shaped by experience. Starting from an *externalist* perspective, the *dynamic* potential expressed by the activity of neurons was also highlighted: it was noted that in *Out of Our Heads* (2009) Alva Noë considers *mind, thought* and *consciousness* as entities that are not localizable *in* the brain but that arise from “experiencing”. Starting from these assumptions, we have come to consider the epigenetic development of the human being, as stated also by Stanley I. Greenspan in *The Growth of the Mind* (1997), as a complex process during which genotype and environment combine to produce a unique phenotype. Based on these acquisitions, the vision, outlined by the French philosopher Edgar Morin and Mauro Ceruti, of the human being as 100 percent nature and 100 percent culture has taken on importance.

In the fourth part of the work the constitutive principles of a renewed clinical approach have been outlined. In the first instance, on the basis of the research conducted by René A. Spitz, T. Berry Brazelton, Kenneth Kaye, Stanley I. Greenspan, the value of communication in the training process and empathy as a *focus* of the educational relationship was underlined. With this in mind, the possibility of thinking about the foundation of pedagogical methods and educational techniques inspired by alternative ways of coming into contact with the other has been hypothesized: for example, through tactile and sonic solicitations, movement, reflection and meditative practice, tools capable of promoting deep learning and the emergence of generative thinking. Finally, starting from Nicholas Carr’s reflections on the effects induced by the network and new technologies, it was highlighted - on the basis of what Mauro Ceruti said in the *Prefazione* to the text *Saggio breve per le nuove sfide educative* (2016) by Emiliana Mannese - the need for *Homo sapiens* to become an active builder of one’s training process and of one’s being (*in*) “becoming”. The constitutive trait of the “generative” individual is in fact represented, in this perspective, by his “uniqueness and multiplicity”, by the dialogue “between” heterogeneous psychic “actors” which is the basis of his becoming a person.

In the fifth and final part, the implementation phases of the “*OrienteInTempo*” pilot project - conceived and coordinated by Emiliana Mannese - were described, whose activities allowed translating on a practical level the acquisitions relating to the possibility that mental activity is shaped by the experience, and that empathic processes, based on the active involvement of the body, can contribute in a plastic way to the realization of formative change. The project, implemented by the research group of the *Osservatorio sui Processi Formativi e l’Analisi Territoriale* of the University of Salerno, was carried out with the aim of preparing-supporting-accompanying the students of the secondary school of first degree, through the realization of *Personalized Orientation Projects*, in the conscious choice of the type of path to be undertaken in the future. During the first year (2018-2019) the work was carried out with groups consisting of about twenty pupils aged between 11 and

14 years. The activities, divided into the didactic modules called precisely “*Prepare*”, “*Support*”, “*Accompany*”, saw the involvement of six comprehensive schools in the province of Avellino for a total of about 200 students. The action-research was carried out in line with the objective of the *Observatory*: to promote *educational care* starting from an effective orientation and education action on self-knowledge.