

Intenzionalit E Progetto Tra Filosofia E Pedagogia

Filosofia e pedagogia Contemporary Italian Philosophy Filosofia e pedagogia dalle origini ad oggi. Per gli Ist. Magistrali Italian Neo-Kantianism Réalisation de la Personnalité Par L'éducation Rivista di filosofia e scienze affini Rosmini's Suspended Middle Pedagogia filosófica Rivista rosminiana di filosofia e di cultura National Union Catalog Annuario del Ministero dell'Educazione nazionale Rivista politica e letteraria Annuario della istruzione pubblica del Regno d'Italia per ... L'Italia che scrive The National Union Catalog, Pre-1956 Imprints Author/title Catalog of the Department Library The British Library General Catalogue of Printed Books to 1975 International Directory of Philosophy and Philosophers Education as World-building The Philosophical Review Cláudio A. Dalbosco Giovanni Reale Thomas Nemeth International Association for the Advancement of Educational Research Fernando Bellelli Cláudio Almir Dalbosco Library of Congress United States. Department of Health, Education, and Welfare. Library British Library (London) Thomas Davidson Jacob Gould Schurman

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as aproximações e os distanciamentos entre filosofia e educação hoje ganham um grau de complexidade cada vez maior o desafio da educação não é tarefa exclusiva de professores e alunos por isso impõe se mais que nunca a necessidade de que todos os envolvidos com a educação sejam desafiados a refletir sobre educação atual e a procurar entender suas tendências e perspectivas afinal a educação e o filosofar identificam se na medida em que ambos se esclarecem autojustificam pensam o próprio pensamento e a própria ação os textos que compõem esta obra

são a tentativa de responder a uma demanda crescente de reflexões sobre a relação entre filosofia e educação os diferentes artigos que a compõem são escritos em uma linguagem acessível e clara destinados a alunos professores e a todos que busquem compreender os pressupostos e as questões epistemológicas éticas e estéticas que envolvem essas duas áreas do conhecimento

nemeth provides a comprehensive overview of the tumultuous times in nineteenth century italian philosophy and presents the main proponents of neo kantianism in dedicated chapters kant s thought initially entered italy via french sources but met resistance from the dominant philosophy of sensationalism those who faulted that latter philosophy turned to kant albeit only in piecemeal fashion incorporating even elements from british philosophy with the success of italian unification came a small but vigorous hegelian wave one advocating an interpretation oriented toward recent political accomplishments another followed strictly orthodox lines and still another a pantheistic interpretation in the wake of this hegelian movement several young philosophers initiated an italian neo kantianism that centered on a realist reading of kant s epistemology with hardly a nod to either transcendental idealism or the transcendental method the italian movement grew ever closer to positivism particularly as the latter independently found support but the final blow to the movement came from a revived neo hegelianism although short lived italian neo kantianism confronted problems associated both with kantian idealism and the role of philosophy

antonio rosmini 1797 1855 was a genius who combined science and sanctity his contribution turns on the theory of the suspended middle of the original relationship between the natural and the supernatural which he experienced and elaborated the device of the relationship between the original metaphysical affective symbolic structure of the believing conscience and the affective turn in metaphysics intrinsically linked to his trinitarian ontology allowed rosmini to elaborate theories and epistemologies from a unitary perspective in various fields of knowledge this volume indicates the implications of the unbreakable bond between rosmini s philosophy and theology in disciplines such as pedagogical science political science and juridical science following the favorable resolution of the rosminian question the catholic church beatified rosmini in 2007 and in 2018 indicated his theoretical practical approach as a universal education model to be followed through essays by major experts in rosmini s thought this curatorship offers an international public a brief reasoned overview of rosmini s thinking on these disciplines finally translated into english so that this perspective can be understood and explored with particular regard to the possibility of encouraging ecumenical comparison between rosmini s suspended middle and for example that of radical orthodoxy

a obra compõe se de oito ensaios relativamente independentes mas todos vinculados aos projetos de pesquisa teorias da ação e educação e iluminismo e pedagogia o primeiro inserido na linha de pesquisa fundamentos da educação do

ppg em educação e o segundo no curso de filosofia e ambos ao núcleo de pesquisa em filosofia e educação nupefe da universidade de passo fundo upf rs começa por mostrar que dentro da problemática atual da educação é preciso restabelecer e estreitar a relação entre filosofia e pedagogia sobre novas bases uma nova epistemologia dialógica se na tradição clássica tal relação se dava com fundamento em pressupostos metafísico essencialistas na idade média sob orientação dos princípios teológicos e na modernidade na perspectiva da epistemologia científico instrumental hoje se encontra precarizada e fragilizada pelo realismo positivista que domina teórica e praticamente o cotidiano pedagógico do conhecimento dessa realidade e insatisfeito com ela o autor colhe a tarefa de resgatar a relação entre filosofia e pedagogia assentando a sobre nova base a natureza dialógica da ação humana como momento de realização do próprio sujeito humano a questão das fronteiras entre filosofia e pedagogia já vem de longe atualmente porém no contexto das renovadas críticas à racionalidade cartesiana moderna e ao positivismo o tema do estatuto epistemológico da pedagogia assume nova relevância sobretudo no referente ao campo próprio da pedagogia e aos procedimentos teórico metodológicos adequados à sua compreensão e prática sendo assim qual é o fio condutor para tornar produtiva a tensão entre filosofia e pedagogia ele consiste e esta é a hipótese geral que perfila a diversidade dos oito ensaios em tomar o conceito de ação humana como ponto de cruzamento entre ambas

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