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**THE ACTUALITY OF THE FORMATIVE - ORGANICIST
PEDAGOGY OF G.G. ANTONESCU
Specialty 531.03 – Historical pedagogy**

Summary of the doctoral thesis in science education

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List of abbreviation:

G.G. Antonescu = George G. Antonescu

s. a/ subl. aut = author emphasis

p. = pagina/ pp.= pages

s. n/ subl. ns. = our emphasis

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

The actuality and the importance of the researched topic regarding the formative-organicist pedagogy of G.G. Antonescu, *the leader of the Pedagogical School in Bucharest*, in the modern and contemporary historical epoch is argued by:

a) *The epistemological dimension* is highlighted by the synchronic diachronic historical research of his work, *General pedagogy* (1930, 1941, 1943, 1946), which clarifies the basic concepts in the three main branches: *Introductory issues / Fundamentals of pedagogy; The theory of education / General Didactics and Theory of Education*.

b) *The praxiological dimension* is proved by the author's conception regarding the expected school reform in conditions of education crisis in Romania between 1920-1940, a typical issue of education policy and school management studies, promoted especially in *"Education and culture"* (1928, 1933, 1936, 1972).

c) *The education reform model* is designed by G.G. Antonescu in conditions of crisis of education in the interwar era - identified at the level of the education system, with viable theoretical and methodological arguments, which can be reconstructed and capitalized today through fundamental pedagogical research, theoretical and historical (synchronous and diachronic).

The description of the situation in the field of research is in accordance with the specialty of Historical Pedagogy. It refers to the conceptual framework (denotative, normative and methodological) of the work of George G. Antonescu (1882 - 1953), romanian author integrated in the modern interwar era, in the direction of philosophical pedagogy, formative-organicist orientation. The object of historical research is the author's most important work, *General Pedagogy* (1941 edition). It defines and analyzes the basic concepts of the field, included in "Introductory Problems" / *Fundamentals of Pedagogy, Theory of Education / General Didactics and Theory of Education: education, pedagogy, educability, the ideal of education, research methods, principles of education, education reform* , the

content of education, teaching methods; moral education, aesthetic education, etc. In the undertaken analysis we capitalized on the methodological resources offered by the Specialty Historical Pedagogy, formalized in university education in the Republic of Moldova, according to established research models in other important cultural spaces (Germany, France, Italy, Russia). This allows the deepening of a pedagogical idea - the epistemological foundations of the field, in the work of G.G. Antonescu - in the History of pedagogy which has as object of research "the evolution of educational institutions and systems, of categories, theories and pedagogical doctrines, as an expression of the requirements of society at a certain moment of its development". [30, p. 4].

The research stage is highlighted by capitalizing on established historical studies, from a synchronic (Tabacaru, Bârsănescu, Herseni, Brandsh, Gabrea) and diachronic (Stanciu Stoian, Ion Gh. Stanciu, Ermona Zaharian, Ion Albulescu, Gabriela Cristea, Sorin Cristea, Filip Stanciu, Constantin Cucuș), related to the universally recognized theoretical models (Weber, Dewey, Kuhn, Suhodolski). On this basis, it is oriented to solve the researched problem that aims at updating and capitalizing on sustainable pedagogical ideas (theoretical, methodological, praxiological), highlighted by synchronous-diachronic historical analysis.

The purpose of the research is to analyze the work of G.G. Antonescu from the perspective of his actuality in the modern and contemporary era (postmodern).

The objectives of the research deduced from the general purpose are:

1. Highlighting the historical dimension of the personality of the pedagogue G.G. Antonescu, demonstrated synchronously diachronically at the level of the author's life and work.
2. Analysis of the epistemological dimension of G.G. Antonescu, proven at the level of the fundamental pedagogical concepts of the field, denotative, normative and methodological.

3. Highlighting the contribution of G.G. Antonescu in the construction of general pedagogy, at the level of the connections between the Fundamentals of pedagogy - Theory of education / General didactics - Theory of education, argued in conditions of pedagogical, historical and theoretical research.
4. Analysis of the praxiological dimension of G.G. Antonescu, demonstrated at the level of education policy and education reform needed in the context of the education crisis in the interwar period.
5. Highlighting the theoretical and historical foundations engaged in the construction of a normatively constructed education policy, based on the principle of the formative-organicist school, in accordance with the directions of evolution of modern pedagogy.
6. The elaboration of a model of education reform based on the historical and theoretical research of the work of G.G. Antonescu, applicable even today, in the context of the evolution of the sciences of education in the postmodern era.

The research hypothesis is approached in the specific context of a thesis specializing in Historical Pedagogy, based on synchronic-diachronic research. Aims to analyze G.G. Antonescu's conception of education, based on the principle of the formative-organicist school, broadly supported in his work at a theoretical, normative and methodological level. It involves the analysis of the author's life and work from a historical perspective, necessary to highlight the current state of research. The issue of the epistemological dimension of the work is approached, fixed at the level of the basic concepts defined and analyzed by the author in General Pedagogy within its branches - Fundamentals of Education, Theory of Education / General Didactics (related to Intellectual Education), Theory of Education (related to education moral, practical, aesthetic, religious). The praxiological dimension of G.G. Antonescu's pedagogy is highlighted. Antonescu, proven by promoting the policy of education as a pedagogical science, institutionally argued, with the design of a model of school reform, in crisis conditions, exploitable even today. The pedagogy of G.G.

Antonescu, integrated in the direction of philosophical pedagogy, offers openings to scientific pedagogy, psychological orientation (in the area of General Didactics) and sociological (by promoting new pedagogical sciences: Education Policy and School Management).

The research methodology is typical of the fundamental historical and theoretical pedagogical research, necessary in Historical Pedagogy. He capitalizes on the strategy of historical research in the epistemological analysis of the work of G.G. Antonescu, highlighting its relevance in the modern and contemporary era. In its reconstruction and validation we predominantly used the method of hermeneutic text analysis, related to the fundamental concepts that support the epistemological construction of the formative-organicist school. On this basis, we highlighted the topicality of some ideas about education policy and education reform, which can be used even today. Knowing the dimensions of G.G. Antonescu 's life is a necessary premise for approaching and understanding his pedagogical work. The biographical method can be integrated in the synchronic and diachronic historical research strategy, especially open to the hermeneutic method of text analysis, related to the fundamental pedagogical concepts that define the object of study - normativity and research methodology specific to the field. Synchronic analysis is related to the state of research in the modern interwar era. Diachronic analysis proves the value of G.G. Antonescu 's work., validated in time, in accordance with the evolutions of modern and contemporary pedagogy in the second half of the twentieth century, after the years 1960-1970.

The theoretical importance of the research is proved by the results of the historical research of the work of G.G. Antonescu, research that offers important suggestions even today, in the area of the evolution of thinking and pedagogical institutions, in the context of education reform and school management. The object of the historical research method is thus "the knowledge of the historical evolution, of our entire pedagogical activity - either theoretical or practical, whether it is about

school organization, methods or ideals." Its sphere of reference is deepened at the level of theoretical research, methodologically open to analyze the implications recorded over time not only in pedagogical doctrine, but also in the practice of education and training, ordered based on the founding principle of the formative-organic school.

Theoretical research aims at „researching the school reality in relation to the most important principles of contemporary pedagogy. "It is based on the analysis of education, at the level of its general functions that define the essential, in-depth dimension of the pedagogical reality. The historical research allows the identification of some models of prospective analysis of the pedagogical reality, related to the principle of the formative-organicist school, which offers suggestions with epistemological and praxiological value, productive even today.

The applicative value of the research is proven by the elaboration of the education reform model, necessary in conditions of crisis of the education system, a model validated at the level of fundamental pedagogical research. He offers openings to the current issue of Romanian education, in accordance with the title of the thesis – „*The topicality of the formative-organicist pedagogy of G.G. Antonescu* ”.

The implementation of the scientific results was achieved through communications and publications made in national and international conferences, seminars and specialized journals, which highlight the epistemological foundations of the pedagogy of G.G. Antonescu and the value of the model of education reform elaborated in conditions of school crisis, applicable even today.

Thesis publications. The main ideas and results of the thesis were published in 13 specialized papers [37], [38], [39], [40], [41], [42], [43], [44], [45], [46], [47], [48], [49].

The volume and structure of the thesis. The research is presented in 160 pages of basic text. The thesis is structured as follows: annotation (romanian,

english), introduction, three chapters, general conclusions and recommendations, bibliography from 219 titles, 14 annexes.

Keywords: fundamental pedagogical research: historical and theoretical; synchronous and diachronic historical research strategy, general pedagogy: the foundations of pedagogy, general theory of education, theory of education; the principle of the formative-organic school, the policy of education, the reform of education.

THESIS CONTENT

The **Introduction** describes the topicality and importance of the topic, the description of the situation in the field of research, the object of study, the purpose and objectives of research, the methodology of historical research, the theoretical and applied importance of research.

In Chapter **1. The historical dimension of the personality of the pedagogue G.G. Antonescu**, significant aspects of the life and work of the pedagogue George G. Antonescu (1882-1953) are highlighted. The historical evaluation of the work is made from a perspective: synchronic and diachronic, in accordance with the requirements of the curriculum paradigm. The current state of research is analyzed by Ion Gh. Stanciu in: a) The introductory study to the book *Education and Culture* (with reference to the third edition from 1936, partially reproduced in the fourth edition, from 1972); b) the synthesis proposed in the *Education Sciences. Encyclopedic Dictionary* vol. I, 2007.

The life and work of pedagogue G.G. Antonescu represents an example of a remarkable academic spirit through the force of scientific creation, affirmed in the interwar period, in the university environment and in society. G.G. Antonescu was considered a true leader and animator of the pedagogical ideas movement asserted under the generic „Bucharest School". The pedagogical work, extremely complex as a historical development, is approached according to two Models of fundamental pedagogical research aimed at: a) The history of pedagogy, based on cumulative

analysis, from a chronological perspective; b) Historical pedagogy, based on the analysis of significant pedagogical ideas from an epistemological perspective. In relation to these two models, we fixed the object of study of the thesis at two reference levels that record the author's works grouped a) chronologically; b) on pedagogical ideas / fields of pedagogy. The chronological approach provides the premise for the epistemological analysis of some significant pedagogical ideas, resulting from the historical interpretation of the fundamental concepts and models of education policy developed by the author.

The pedagogical work of G.G. Antonescu is presented from a **synchronic perspective**, related to the stage of research in the modern interwar era. It is an example of a historical product of fundamental pedagogical research, based on the philosophical analysis, but also psychological and social, of the issue of education in the conditions of modernization of the Romanian society and school in the years 1920-1940. The general conception of is elaborated and consolidated during several books: *From the problems of modern pedagogy*, (1923; 1924); *History of pedagogy: The fundamental doctrines of modern pedagogy* (1927, 1939); *Education and Culture*, (1928, 1933, 1936); *General pedagogy* (1930, 1936, 1941, 1943, 1946); *Contemporary Pedagogy*, (1935, 1943).

The conception of G.G. Antonescu is appreciated by several contemporary authors, with specific accents: I.C. Petrescu (1923 – „strictly scientific” style, proof that pedagogy also came out of the empirical phase”) [28]; Grigore Tabacaru (1929 - modernization of academic philosophical pedagogy) [35]; Ștefan Bârsănescu (1936 – „pays attention to new ideas, from the position of classical pedagogy - General Pedagogy, 1930, the first synthetic work after the war”) [14]; Heinz Brandsch, 1937 - the call for „german thinking that helps him walk in harmony" [17]; Iosif I. Gabrea (1940 - the conception of the history of pedagogy as „an inexhaustible source of refreshment of idealism called to enliven a pedagogical movement" [26] Nicolae Bagdasar, Traian Herseni, Ștefan Bârsănescu, 1941 – „clear and systematic

exposition in moral philosophy" , philosophical substantiation of basic pedagogical concepts). [13]

The diachronic analysis proves the value of the work, validated in time, in accordance with the evolutions registered in the modern and contemporary pedagogy, in the second half of the 20th century, after the years 1960-1970. The diachronic research allows the reconstruction of the pedagogical conception of the author following the finalization of the basic concepts and the "articulation of ideas" about the education policy, in the process of designing a school reform, in interwar Romania. The cited authors highlight the value of G.G. Antonescu from the perspective of the history of pedagogy, but also of historical pedagogy: Ștefan Bârsănescu (1976 - offers a model to follow, of epistemological order, confirmed from a historical, theoretical and practical perspective) [16]; Ermona Zaharian (1971 – „a modernizing classicist” in a period of „whirlwinds of pedagogical innovations and school reforms”) [36]; Stanciu Stoian, 1976 – „probably the most important disciple of general didactics, promoted by Herbart”) [33]; Ion Gh. Stanciu (1995 – „education conceived in the classical spirit with openings to the evolutions of modern society, with the general purpose - the integral formation of the personality - through organic means that take into account all aspects of human development, based primarily on morals and intellectuals”) [31]; Gabriela Cristea (2001 - the analysis of the work through „the prism of an important idea - the education reform that involves the articulation of innovative ideas about education) [20]; Ion Albulescu (2005 – „philosophical orientation, on the position of intellectual pedagogy open to the ideas of social pedagogy, but also of experimental pedagogy”) [1]; Sorin Cristea, Stanciu Filip (2010 - resolving the conflict between „information school” and „training school”) [21]; Anton Ilica (2015 – „pedagogy of national identity”, promoted by „the first golden generation: Spiru Haret, Constantin Dimitrescu-Iași, Simion Mehedinți, G.G. Antonescu, Onisifor Ghibu, Ștefan Bârsănescu, Stanciu Stoian, Dimitrie Todoran”) [27]; Constantin Cucuș (2017 -

pedagogy based on the principle of the formative-organicist school privileges the formative dimension of education and conceives the human soul as a living organism that does not accept any external influence "). [25]

In the subchapter **The current stage of research** with reference to the *Introductory Study of Ion Gh. Stanciu*, in the book *Education and Culture* (4th edition, 1972) it is highlighted that „through the educational system of G.G. Antonescu, the interwar romanian pedagogy took a significant step forward „in epistemological plan. „The history of pedagogy. The Fundamental Doctrines of Modern Pedagogy (1927) also offer „suggestions" for the school of our time. The theoretical construction is grounded in the normative level - the principle of the formative-organicist school, „an expression of pedagogical optimism". Organic education - object of specific study of pedagogy, harmonizes „external influences", social, with internal, psychological. The main function is to „train students and secondly to inform". The general purpose is to form the character. Intellectual education becomes the object of study of general didactics = general theory of education, approached psychologically. The theory of education has as specific object of study the moral, practical, aesthetic and religious formation. The education policy capitalizes on these concepts in solving the education crisis by reforming the education system, ordered by the general principle of the formative-organic school and by principles specific to the pedagogical and administrative management of the school. The principles of reform and school legislation stimulate „social progress through culturalization" argued in a specially organized framework „Romanian Pedagogical Institute". [29; 49]

In Chapter 2. **The epistemological dimension of G.G. Antonescu** highlights the way in which the fundamental pedagogical concepts that define the object of study, the norm and the research methodology are constructed and correlated - specific to pedagogy as a science. The analysis was made from the perspective of fundamental, theoretical and historical research.

Table 1. **General pedagogy**

GENERAL PEDAGOGY = science specialized in the study of „integral education” based on three basic pedagogical disciplines:		
1. Fundamentals of pedagogy / Introduction to pedagogy	2. The theory of intellectual education. General didactics = Theory of education (formative)	3. The theory of education: moral, aesthetic, physical; sociable

The main study of historical-diachronic research is the General Pedagogy of G.G. Antonescu [10] developed in the Herbartian spirit which includes: 1. „Introductory issues” with reference to the Fundamentals of pedagogy, argued by defining and analyzing basic concepts: education, pedagogy, educability, the ideal of education, research methods, principles of education; 2. The theory of intellectual education, with reference to the General Theory of Education (General Didactics), argued by defining and analyzing basic concepts: school curricula: synthetic (curriculum) and analytical (annual school curricula), teaching methods, lesson, teaching, learning / from a psychological perspective; the normativity of the educational process; 3. The theory of education, with reference to the concepts that define and analyze moral education, practical education, aesthetic education, religious education.

The foundations of pedagogy are conceived by G.G. Antonescu, like Herbart, in part I of the treatise on General Pedagogy, under the title „Introduction to the study of pedagogy”, a name later adopted in pedagogy textbooks throughout the interwar period, but also after 1950-1960, until the end of the century XX. General pedagogy is built as normative pedagogy in accordance with a set of "great principles that underlie education". Education in general and education in particular must be subordinated to a „fundamental principle” - the formative-organic school. The general pedagogy of G.G. Antonescu must thus be placed in the current of normative philosophical pedagogy. [30, p. 95]

The principle of the formative-organicist school is approached from a philosophical, normative perspective. At the epistemological level, two notions are

highlighted: **formative** – „which seeks to transmit to students a amount of cultural material of different categories, scientific, moral, aesthetic, religious (...) which aims to shape the student's spirit, to update the student's mental potential" [10, pp.16-17] and **organicist** - the effect of education achieved in the formative-organicist school – „to form a living substance, a living organism". The formative-organic school solves the problem of the relationship between the internal and external conditions of education, possible if the Educator: a) knows the internal conditions that give life and resistance to a living organism, adaptable to the external environment; b) adequately capitalizes on these external conditions „subordinated to internal conditions indicated by the very body to which we are addressing - the individual soul of the student" [10, p. 17].

Table 2. The model of the epistemological construction of G.G. Antonescu general pedagogy. Fundamentals of pedagogy

Philosophical: ethical, axiological, epistemological		History: chronological, history pedagogy
Engaged in the development of basic pedagogical concepts – „denotative, prescriptive, pragmatic" - which define and analyze:		
Specific object of pedagogy study	Pedagogy specific regulations	Research methodology specific to pedagogy
1. Education = defined as „intentional influence" a. Scope of action = society b. Factors: natural - social c. contents: moral, intellectual, aesthetic, physical d. Forms: intentional, unintentional e. Educability = the ratio between heredity natural - growth / development (natural – social) – education	1. General principles with axiom value: a. The principle of theoretical substantiation of the practice of education at all levels of the system and of the educational process b. The principle of designing, organizing, planning and carrying out education in the formative-organic school	1. Direct, empirical, operational research methods a. Inductive methods: observation, experiment b. Deductive methods: analysis, synthesis, comparison, classification c. Psychoanalytic methods: self-observation, self-control
2. The ideal of education /	2. Principles of education	2. Fundamental

<p>educational</p> <p>a. the moral ideal (determined philosophically / ethically)</p> <p>b. partial ideals: intellectual, economic, political, religious, aesthetic, physical; psychological - social</p> <p>c. the integrative ideal: psychological (individual) - social</p>	<p>policy</p> <p>a. The general principles regarding the application of the formative culture</p> <p>b. The principles that aim at "the pedagogical orientation of the Romanian school</p> <p>c. Teaching principles</p> <p>These three categories of principles are included in the paper on pp. 91-92</p>	<p>research methods</p> <p>a. Theoretical method, based on: analysis and synthesis, comparison, classification - conceptual</p> <p>b) The historical method, based on the analysis of the documents of the history of pedagogy / historical pedagogy, realized through synchronous-diachronic historical investigation</p>
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Theory of education / General didactics, reported by G.G. Antonescu in intellectual education, is approached from a psychological perspective. We demonstrated the author's contribution made from the perspective of psychological pedagogy, the focus of education on the student, thesis updated and now by the emphasis on training and development of skills. We highlighted the structure of general didactics, designed within the limits of the psychocentric paradigm: a) the specific object of study = intellectual education / educational process; b) the factors of the educational process, the teacher and the student (with all their psychological resources); c) curriculum = synthetic curriculum (curriculum); analytical programs (by subjects and years of education); d) teaching methods that support the transmission of "knowledge" (through teaching and learning).

In our analysis we highlighted the psychological dimension of Antonescu's general didactics, the main purpose of which is to achieve intellectual education through the three categories of educational subjects (humanities, positive / natural sciences; mathematics and logic), which support „integral formative culture". It involves optimizing the relationship between the student - the subject - the teacher who uses different methods to put the student in touch with the subject.

The Theory of Education, the third discipline identified in General Pedagogy, confirms the Herbartian model adopted by the author, with influences in the Romanian area up to the border of the XX - XXI centuries. In our analysis we followed the three epistemological criteria enshrined in the definition of any science: 1. The specific object of study (moral, practical, aesthetic education), approached from a psychological perspective (individual and social); 2. The specific norm developed around the principle, with axiomatic value, of the formative organicist school, reflected at the level of the principles of moral education, practical education, aesthetic education; 3. Research methodology specific to a fundamental pedagogical science - the combination of historical research and theoretical research (conducted by conceptual analysis), with special implications in terms of moral education, practical education, aesthetic education.

In Chapter 3. **The praxiological dimension of G.G. Antonescu demonstrated that G.G. Antonescu** is a forerunner of a new pedagogical science - Education Policy. At this level: a) we highlight the institutional framework necessary for the design and implementation of a science-based education policy; b) we analyze the role of the education policy assumed in special conditions of crisis of the education system; c) we elaborate a model of education reform, necessary in conditions of crisis of the education system, validated by fundamental pedagogical research (historical and theoretical), through which we prove the topicality of G.G. Antonescu. [48; 29]

In *Education and culture*, G.G. Antonescu analyzes a typical issue of a new pedagogical science, Education Policy. The author analyzes the relationship between the pedagogical movement (theory) and the Romanian school in order to be able to detach the principles of school reform, necessary in the reconstruction of the education system, at general level (the principle of formative - organic school) and specifically: psychological - individualization of education; sociological - the culturalization of education. The study is aimed at developing a culture policy,

necessary in education, institutionally supported in order to solve an existing management problem and today - the relationship between „pedagogical science and school administration", between „pedagogical centralization" (scientific) and „decentralization of education”(administrative).

In our analysis we demonstrated the ability of G.G. Antonescu delimiting the specific object of study of the Education Policy, argued theoretically (by reference to the principle of the formative-organic school) and historically (by reference to the currents that influence the organization of the education system in Romania). In this context, we also pointed out the specific research methodology of the Education Policy (fundamental, historical and theoretical research), but also the process of elaborating a specific norm necessary for the organization of the education system, but also for its reform in crisis conditions. G.G. Antonescu, proposes a model for classifying the currents of pedagogy, comparable to the one established, in the years 1960-1970, used by Bogdan Suchodolski, in „*Pedagogy and the great philosophical currents. The pedagogy of essence and the pedagogy of existence*”.

Table 3. A model for classifying and analyzing pedagogical currents, promoted by G.G. Antonescu at the level of Education Policy

The pedagogical current, asserted and historically characterized	Directions of evolution in modern pedagogy	Principles of organizing the education system
1. Activism a. Reflected paradigm = paradigm of psychological / psychocentric pedagogy b. The general pedagogical goal = the formation of man as man	1. Materialist activism 2. Intellectualist-materialist activism 3. Integral activism	1. The principle of manual / manual activation 2. The principle of intellectual activism 3. The principle of full activation
2. The democratic a. Reflected paradigm = paradigm of sociological /	1. Self-management 2. Division of labor 3. Culturalization of the	1. The principle of self-management of the school and the class of students

sociocentric pedagogy b. The general pedagogical goal = human training for integration in social life	masses 4. Moral education based on social discipline	2. The principle of selection 3. The principle of general and professional culture 4. The principle of moral education based on social discipline
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Such a classification model can be integrated into the new pedagogical discipline initiated by G.G. Antonescu under the name of Education Policy. Its disciplinary matrix, elaborated and consolidated in conditions of historical and theoretical pedagogical research, is focused on the relations between: the currents of pedagogy, determined paradigmatically and teleologically - the directions of evolution in the modern era - the principles of education policy, involved in organizing the education system.

**Table 4. A system of education policy principles
(G.G. Antonescu, 1928, 1933, 1936, 1972)**

GENERAL LEVEL / reference areas:	SPECIFIC LEVEL / reference areas
1. Superior, of maximum generality and abstraction - The principle of the Formative-Organicist School, a general principle with axiomatic value	1. Integrative, of the connection between pedagogical activism / individualism and democratism / pedagogical realism - The principle of active idealism, built by: a) overcoming the critical limits of pedagogical utilitarianism / realism; b) "synthesis of idealism with realism"
2. Main, of directing education / education, determined by the paradigms and currents of pedagogy: a. Activism / Paradigm of psychocentric pedagogy, with general pedagogical purpose of "formation of man as man" - The principle of pedagogical activism - The principle of pedagogical idealism	2. Analytics a. The principle of pedagogical activism, stated historically and theoretically in three variants: - the principle of materialist / manualist activation - the principle of intellectual-materialist activation - the principle of integral activation

b. Democracy / Paradigm of sociocentric pedagogy, with general pedagogical purpose of training man for social life = - The principle of pedagogical democracy - The principle of pedagogical realism or pedagogical utilitarianism	b. The principle of pedagogical democratization (education) - the principle of self-management of the school and the class of students - the principle of selecting students - the principle of general and professional culture - the principle of moral education based on social discipline
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According to this system of education policy principles, G.G. Antonescu analyzes the institutional framework for organizing and reforming the education system, argued in two important studies included in the 1936 edition of the book *Education and Culture* ", in Chapter V, „School Crisis": 1.,„From the current problems of the Romanian school. Culture and personality"; 2. „The crisis of the Romanian education" [12, pp. 189-214].

Table 5. Education policy, as a pedagogical science

1. Specific object of study	Organization / Reform education system (normal / crisis education)	
2. Specific research methodology: - historical: synchronous - diachronic - theoretical = praxiological capitalization of the basic concepts, defined in "General Pedagogy" (Fundamentals of pedagogy, Theory of education / General didactics, Theory of education)	Historical and theoretical analysis of pedagogical currents / concepts - applied in the organization / reform of the education system	
	1. Pedagogical idealism (predominantly psychological perspective)	2. Pedagogical Realism / Utilitarianism (predominantly sociological perspective)
3. The regulations governing the education policy decisions necessary for the organization or reform of the education system The general principle of governing	1. The principle of individualization (determined psychologically) a. Knowing students b. The organization	2. The principle of culturalization (sociologically determined) a. The conception of culture as a

<p>the education system "Pedagogical centralization of education"</p> <p>- This principle envisages "centralization for pedagogical guidance of education - decentralization for school administration" (Education and Culture, Part IV, Culture Policy, 1936, p. 181)</p>	<p>of education (number of students in the class, synthetic and analytical curriculum; baccalaureate, active methods)</p>	<p>determining factor of social progress b. Culturalization through school and university education; c. Mass culturalization ("Haretism", "Free universities")</p>
<p>4. The necessary institutional framework</p>	<p>1. Ministry of National Culture 2. Pedagogical science at the base of school administration 3. Scientific / pedagogical centralization - Administrative decentralization of education 4. Romanian Pedagogical Institute</p>	

The praxiological dimension of G.G. Antonescu, highlights its relevance in the modern and contemporary historical era. It is proven by the author's conception regarding the school reform expected in conditions of crisis of education and teaching, in Romania in the years 1920-1940. We considered the issue of education reform addressed by:

1. Relating the school reform - analyzed in Education and culture (1928, 1933, 1936) - to the pedagogical concept of education reform, defined in the literature in the postmodern (contemporary) historical era;
2. Designing the education reform, initiated by G.G. Antonescu in the 1930s, as a necessary solution in the conditions in which the „school crisis” is identified and analyzed, at the level of the education system and process.
3. Carrying out the education reform that involves the qualitative change of the system in accordance with the fundamental denotative, normative and methodological concepts promoted by G.G. Antonescu, in a determined historical context.

The education reform is conceived in the spirit of a model that capitalizes on the resources of fundamental pedagogical research (historical and theoretical), designed by G.G. Antonescu according to his conception of education and instruction / training developed in *General Pedagogy* (G.G. Antonescu, 1930, 1936, 1941, 1943, 1946) through the basic fundamental notions, elaborated, defined, structured and articulated on three fields, according to the classical model (herbartian), used until the postmodern / contemporary era [10]:

I. Fundamentals of pedagogy:

1. Pedagogy = „the science of education which, based on the knowledge of human nature, taking into account the ideal of education to which mankind must aim, establishes a system of principles according to which the intentional influence of the educator on the educated will be guided" [10, p 16, subl. ns];
2. Education (in general) = „intentional influence” that supports the process of renewal of the organism in connection with the evolution of the natural organism” [Ibidem, p. 7, subl. ns];
3. Educability = „the intentional influence of the educator, supported by the unintended influence of the environment, which can transform, in part, the human character, but within the limits imposed by the natural factor” [10, pp. 24-25, subl. ns];
4. The ideal of education = integral, organic formation, „of man as man”; it is the basic concept located in the area of „fundamental issues of pedagogy” [10, pp. 86-113];
5. The general aims of education = „partial ideals”, defined from the perspective of the individuality of the educated (see idealism / pedagogical activism) and of the society that promotes „utilitarian ideals” (see utilitarianism / pedagogical realism), without subordinating the individual to the community or treating his personality only as a means (of the development of society) [Ibidem, pp. 91-95];

6. The education system = a unitary whole, ordered at the „formative-organicist” level, ensured by the pedagogically institutionalized connections between the stages and cycles of education, perfected or reformed in relation to the requirements of the educated and of the social life;
7. The normativity of education = the system of principles that orders the relationship between educator and educated at all stages of the education system ”;
8. Principles of education = a set of pedagogical, psychological and social requirements elaborated historically and theoretically, which tend to become „laws of a general and necessary nature”, involved in ordering and regulating the relationship between "pedagogical theory" and "pedagogical practice" [Ibidem, pp. 390, subl. ns].

At the normative level, two categories of principles are activated: 1. A general principle, of maximum generality, with axiomatic value = The principle of the formative-organicist school; 2. General, orientative principles determined: a) theoretical / philosophical: the principle of pedagogical idealism; the principle of utilitarianism / pedagogical realism; b) historical / psychological and social: the principle of pedagogical activism, the principle of pedagogical democracy.

II. General theory of education. General didactics:

1. Instruction / Training = intellectual education which „between the educator and the educated, necessarily interposes a third factor, the object of education or the knowledge to be learned”; conditioned activity: a) psychological (intuition, attention, fatigue, logical memory; apperception); b) didactic (subject and teaching methods) [Ibidem, p. 117; 149-362, subl. ns.];
2. Curricula: a. Synthetic curriculum (curriculum) = educational disciplines distributed by years of education, throughout the school education system; "The subject or cultural goods that will form the object that the student's educator transmits through instruction or instruction" [Ibidem, p. 285, subl. ns.]; b. Analytical curricula = annual curricula "composed of specialists - of the respective educational

disciplines" - which should be developed according to a set of "pedagogical interests" determined by the school and psychological age of students and the social objectives of each grade education;

3. Teaching methods = "dynamic element of the learning process" which expresses the teacher's ability to stimulate school learning, depending on the "nature of the knowledge transmitted" (taught) and the emotional structure (psychological) of students;

4. Lesson = the main form of organizing the instruction / training within the educational process, designed and carried out on the basis of the following psychological steps: a) aperceptive training; b) exposure or treatment of important data; c) their association; d) their generalization at the level of abstract notions; e) their application [10, pp. 385-406, subl. ns];

5. Principles of instruction / training / education:

a. General principles: the principle of individualization; the principle of integral activism; the principle of applying the formative culture to all disciplines and levels of education;

b. Specific principles: Principles of designing school curricula (synthetic, analytical): the principle of concentrating curricula; the principle of simplification / essentialization of programs; the principle of optimizing the pedagogical / didactic relationship between the general formative culture and the professional formative culture; Principles of selection and capitalization of teaching methods: the principle of intuition; the principle of knowing the students (in the perspective of individualizing the training); the principle of "direct connection between real things and words".

III. Theory of education - with reference to the main aspects of education:

1. Moral education = the activity that "mainly concerns the formation of the will, that is, on the one hand the strengthening of the will, and on the other hand, its direction towards moral purposes" (ethically grounded), realized through concepts, feelings

and interests / beliefs - moral , ordered by moral principles, reflected in the character of the student [Ibidem, p. 423; see pp. 424-436]; 2. Practical education = “a special branch of pedagogical activity represented by practical, independent works”, achieved through “transition to serious work, through contact with the real world”, development of special virtues (perseverance, trust), practical works, etc. [Ibidem, pp. 437-449]; 3. Aesthetic education = formative activity based on “the intimate connection between the intuition of the work of art and the feeling born in the soul on the occasion of this intuition”, which is in special relation to the intellectual, moral and religious education [Ibidem, p.555, see pp. 563 -571]; 4. Religious education = formative activity based on "knowledge and recognition of Christian principles, and their application in social life", which is directly related to moral education, with special openings to aesthetic education; 5. The norm of education, with reference to the ordering of the main aspects:

a. Principles of moral education: the principle of morality based on the connection between moral ideas and moral acts; the principle of elaborating the purpose of moral education at the level of the connection between morality, character and energy; the principle of achieving moral education at the level of synthesis between three structural psychological components: intellectual (representations - notions - ideas), action (skills, abilities, will) and emotional (moral feelings).

b. Principles of practical education: the general principle of the connection between theoretical activity and practical activity; the principle of the connection between theory and practice, achieved specifically at school and extracurricular level.

c. Principles of aesthetic education: the principle of moral capitalization of aesthetic education; the principle of capitalizing on the relationship between aesthetic education, intellectual education and religious education.

d. The principles of religious education: the principle of special valorization of religious education at the level of moral education; the principle of special psychological and social value of religious education.

The design of the education reform from a pedagogical perspective presupposes the capitalization of the basic concepts of the field related to the „current problems of the Romanian school”, which is in a situation of crisis. Overcoming the school crisis is possible if the “current problems of education” are: a) approached globally, not in isolation (from the perspective of different specialties), „but subordinated to a unifying principle or unifying principles”; b) related primarily to „those main notions that must condition the solution of all special problems, with clarity and precision" [12, p. 191, subl. ns.].

Table 6. A model of education reform that capitalizes on the pedagogy of G.G. Antonescu, at the level of historical research

Principles of education policy	Innovative changes designed at the level education system	Pedagogical principles curriculum design of the educational process
I. The fundamental principle with axiomatic value - The principle of the formative-organic school	I. The aims of education 1. The ideal of education = the organic, integral formation of “man as man. 2. General aims of education: a) full activation of the student's personality b) the integral democratization of the school as a whole, as a "body"	I. Principles for designing training content at the level of "synthetic curriculum" / curriculum: 1. The principle of optimizing the relations between the general-professional formative culture 2. The principle of concentrating the curriculum on the basic “school subjects”, validated pedagogically, socially and psychologically, at the “formative-organicist” level. 3. The principle of simplification /

		essentialization of the curriculum according to the lasting "formative-organicist" effects anticipated by the main "school subjects"
<p>II. General principles, determined at the level of fundamental, historical and theoretical research (philosophical, pedagogical)</p> <p>1. The principle of integral pedagogical activism</p> <p>2. The principle of pedagogical democracy</p> <p>3. The principle of pedagogical idealism</p> <p>4. The principle of utilitarianism / pedagogical realism.</p>	<p>3. General objectives of education</p> <p>a) full activation of students at the level specific to each level and discipline of education</p> <p>b) full democratization of students at the level specific to each level and discipline of education</p>	<p>II. Principles of designing training content at the level of "analytical curricula" (annual)</p> <p>1. The principle of interdependence between the basic theoretical and applied knowledge required at the level of each analytical curriculum.</p> <p>2. The principle of concentrating the analytical curricula on the basic knowledge validated pedagogically, socially and psychologically, at the "formative-organicist" level.</p> <p>3. The principle of simplification / essentialization of school curricula depending on the lasting "formative-organicist" effects provided by the basic theoretical and practical knowledge, designed in relation to the specifics of the field and the psychological age of the students</p>
<p>III. Specific principles of organization of the education system</p> <p>1. The principle of social and</p>	<p>II. The institutional framework</p> <p>1. The Ministry of National Culture which approaches the global education system,</p>	<p>III. Principles of institutional planning</p> <p>1. The principle of culturalization as a resource of social progress</p>

<p>psychological substantiation of the system at the level of the correlation between the formative culture and the fully developed personality, individually and creatively</p> <p>2. The principle of leadership based on pedagogical / scientific centralization - administrative decentralization</p>	<p>“formative-organicist”, at the level of:</p> <p>a. integrative: school - extracurricular activity;</p> <p>b. open to all social agents (cultural, economic, political)</p> <p>2. The Romanian Pedagogical Institute, which projects the fundamental and operational pedagogical research of the education system, with reference to:</p> <p>a. The study of individuality - school record</p> <p>b. Training methodology</p> <p>c. Statistics and information needed to organize in normal and crisis conditions</p> <p>d. Internal and external communication</p>	<p>general and Community</p> <p>2. The principle of self-management of the school and the class of students, in conditions of activism and pedagogical democracy</p> <p>3. The principle of selecting students on psychological and social criteria, pedagogically and culturally significant</p> <p>4. The principle of integral knowledge of students at school and extracurricular level, psychological and social</p>
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At the end of chapter III we elaborated this model of education reform, which capitalizes on the ideas about the Education Policy analyzed by G.G. Antonescu in conditions of school crisis, model validated at the level of fundamental pedagogical research (historical and theoretical). Such a model offers openings to the current issue of Romanian education, in accordance with the title of the thesis approached in the spirit of the specialty „Historical Pedagogy”.

OVERALL CONCLUSIONS AND RECOMMENDATIONS

The research undertaken aimed at interpreting the work of G.G. Antonescu (1882-1953) from the perspective of its actuality in the modern and contemporary (postmodern) era.

The important scientific problem solved in research lies in the scientific substantiation of the conceptual, normative and methodological framework of the work of the Romanian pedagogue established in the modern era, in the interwar period - George G. Antonescu - capitalized in the model of education reform. Against the background of the text analysis, related to the fundamental concepts that support the epistemological construction of the „formative-organicist school", we highlighted the topicality of ideas that can be critically exploited in modern and postmodern (contemporary) education systems by combining the strategy of synchronous historical research and diachronic.

In general, the research results are summarized in the following conclusions:

1. The historical dimension of the personality of the pedagogue George G. Antonescu was highlighted through the diachronic synchronic analysis of the pedagogical life and work. Synchronous analysis of the pedagogical work of G.G. Antonescu, related to the research stage in the modern interwar era, demonstrated that this is a historical product of the fundamental pedagogical research, based on the philosophical, but also psychological and social analysis of education, developed in the Romanian area in 1920-1940. Through the diachronic historical research, the topicality of G.G. Antonescu 's pedagogy was highlighted, which can be reconstructed today at the level of several branches or pedagogical sciences (of education): the general theory of education, the theory and methodology of instruction, the policy of education and the management of the school organization.
2. The epistemological dimension of Antonescu's work was emphasized, which explains the influence exerted by the leader of the „Bucharest Pedagogical School"

in the university and community environment in the interwar society. We had in view his contribution to the clarification of the epistemological status of pedagogy, based on philosophy, psychology and sociology. We highlighted the author's significant contribution to the modernization of philosophical, normative pedagogy - built on the principle of the formative-organicist school - with epistemological orientation.

3. The theoretical and historical foundations of the work of G.G. Antonescu, in agreement with the directions of evolution of the universal and national pedagogy, analyzed by the author longitudinally and transversally. On this basis, the philosophical approach, typical of the current represented in the interwar period, allows the realization of a scientific pedagogical leap, based psychologically (in General Didactics) and sociologically (in Education Policy and in School Management). The principle of the formative-organicist school is a normative landmark that supports the construction of general pedagogy based philosophically on the theory and practice of education, argued psychologically and sociologically.

4. The contribution of G.G. Antonescu to the conceptual (philosophical) construction of general pedagogy developed normatively around the general principle of the formative-organicist school / This principle is promoted axiomatically by his reference to the fundamental notions defined in General Pedagogy: education, educability, ideal of education, general aims of education, education and training system, fundamental / historical and theoretical pedagogical research; education and instruction (related to intellectual education) the content of education, teaching methods, the lesson organized on psychological steps; moral education, practical education, aesthetic education (G.G. Antonescu, 1930, 1936, 1941, 1943, 1946; see 1941).

5. The praxiological dimension of G.G. Antonescu 's pedagogy has been proved at the level of education policy and education reform necessary in conditions of school crisis in the interwar period. G.G. Antonescu is considered a forerunner of the

Education Policy along with Ștefan Bârsănescu. In the spirit of his philosophical pedagogy of epistemological orientation, the „leader of the school in Bucharest” fixes the specific object of study and elaborates specific norms of the Education Policy based on an axiomatic principle, the principle of the formative-organic school depending on which the specific principles, determined psychologically and socially, are elaborated. At the level of specific research in Education Policy, the author analyzes the relationship between the pedagogical movement (theory), universally affirmed and the romanian school, especially in order to detach the principles of school reform, necessary in the reconstruction of the education system.

6. The research activity necessary for the design of the education reform from a pedagogical perspective was analyzed, based on the capitalization of the fundamental concepts of the field related to the „current problems of the Romanian school”, which is in crisis. Overcoming the school crisis in the conditions of the interwar period involves the promotion of two models of analysis, valid today. They consider the design of the reform at the level of: a) globally, not in isolation (from the perspective of different specialties or particular problems), but according to a unifying principle; b) conceptual, in relation to a set of main notions that allow solving all problems with clarity and rigor [12, p. 191, subl. ns.].

7. The Education Reform Model, identified in the work of G.G. Antonescu, current through pedagogical solutions promoted in historical conditions of education crisis, identified at the level of the education system and process, applicable innovative solutions.

The recommendations are presented in the form of suggestions for current and future research in the field of historical pedagogy and the history of pedagogy:

a) Researchers in the field of education sciences:

- capitalizing on the synchronous-diachronic historical research model in order to update the importance of models for analyzing the „education

crisis” or promoting school management based on the combination of „scientific centralization” (pedagogical) and „administrative decentralization”.

- highlighting the importance of knowing the history of pedagogy, which provides viable models for the analysis of education and teaching useful even today in the area of pedagogical epistemology, but also the policy of education and management of the school organization.
- popularizing the contribution of G.G. Antonescu regarding the model of fundamental pedagogical research (historical and theoretical) applied in the construction of general pedagogy, but also in education policy, in the analysis of the education crisis and the necessary reform, based on clear pedagogical and socially efficient concepts and principles.
- the epistemic analysis of the fundamental pedagogical concepts, which are the basis for the construction of all the sciences of older or newer education, already included in the university pedagogical curriculum, promoted in the last decades, including in the Romanian area.

b) students / masters / doctoral students:

- stimulating the reading of the works of pedagogues from the Romanian area
- capitalizing on historically validated ideas for the development of current theories of education and training, promoted from the perspective of the curriculum paradigm.

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ADNOTARE

BRÎNZĂ Ionela

Actualitatea pedagogiei *formativ - organiciste* a lui G.G. Antonescu

Teză de doctor în științe ale educației, Specialitatea 531.03 Pedagogie istorică,

Universitatea Pedagogică de Stat „Ion Creangă” Chișinău, 2022

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie: 219 surse, 14 anexe. În total, teza conține 160 pagini text de bază, 8 tabele.

Rezultatele obținute: sunt publicate în 13 lucrări științifice.

Concepte – cheie: cercetare pedagogică fundamentală: istorică și teoretică; strategii de cercetare istorică *sincronică* și *diacronică*, pedagogie generală: fundamentele pedagogiei, teoria generală a învățământului, teoria educației; principiul, școlii formativ-organiciste, politica educației, reforma învățământului.

Domeniul de studiu: Pedagogie istorică

Scopul lucrării: constă în analiza operei lui G.G. Antonescu din perspectiva actualității sale în epoca modernă și contemporană (postmodernă).

Obiectivele cercetării deduse din scopul general sunt: evidențierea dimensiunii istorice a personalității pedagogului G.G. Antonescu, demonstrată sincronic-diacronic la nivelul vieții și operei autorului; analiza dimensiunii epistemologice a pedagogiei lui G.G. Antonescu, probată la nivelul conceptelor pedagogice fundamentale ale domeniului, denotative, normative și metodologice; evidențierea contribuției lui G.G. Antonescu la construcția pedagogiei generale, la nivelul conexiunilor existente între Fundamentele pedagogiei – Teoria învățământului/Didactica Generală – Teoria educației, susținute în termeni de cercetare pedagogică, istorică și teoretică; analiza dimensiunii praxiologice a pedagogiei lui G.G. Antonescu, demonstrată la nivel de politică a educației și de reformă a învățământului necesară în contextul crizei educației în perioada interbelică; evidențierea fundamentelor teoretice și istorice angajate în construcția unei politici a educației construită normativ, pe baza principiului școlii formativ-organiciste, în acord cu direcțiile de evoluție a pedagogiei moderne; elaborarea unui model de reformă a învățământului bazat pe cercetarea fundamentală, istorică și teoretică a operei lui G.G. Antonescu, aplicabil și în prezent în contextul evoluției științelor educației în epoca postmodernă.

Noutatea și originalitatea științifică rezultă din: a) analiza istorică și teoretică a conceptelor pedagogice fundamentale, denotative, normative și metodologice elaborate de G.G. Antonescu în opera sa, valorificabile și în prezent în perspectiva construcției epistemologice a unui model de reformă a învățământului aplicabil în epoca modernă și contemporană; b) identificarea și valorificarea *ideilor pedagogice semnificative* din perspectiva trecutului, dar mai ales a prezentului și a viitorului educației și învățământului, realizate în condiții de cercetare proprii pentru specialitatea *Pedagogia istorică*.

Rezultatele obținute care contribuie la soluționarea problemei constau în: evidențierea fundamentelor istorice și teoretice ale domeniului; identificarea problemelor specifice școlii românești raportate la valorile clasice, dar și la metodele noi, adaptabile la practica învățământului dincolo de orice modă trecătoare; valorificarea relației necesare între istorie și teoria pedagogică, în contextul analizei unei opere semnificative în arealul românesc interbelic, cu impact epistemologic și deontologic, reflectat și în prezent, în condiții de criză a educației, în context postmodern (contemporan).

Semnificația teoretică a cercetării este probată prin rezultatele cercetării istorice a operei lui G.G. Antonescu, cercetare care oferă sugestii importante și în prezent, în zona evoluției gândirii și a instituțiilor pedagogice, în contextul reformei învățământului și al managementului școlar. Cercetarea *istorică* permite identificarea unor modele de analiză prospectivă a realității pedagogice, raportate la *principiul școlii formativ-organiciste*, care oferă sugestii cu valoare epistemologică și praxiologică.

Valoarea aplicativă este reprezentată de: elaborarea modelului de reformă a învățământului, necesar în condiții de criză a sistemului de învățământ, validat la nivel de cercetare pedagogică fundamentală. Acest model oferă deschideri spre problematica actuală a învățământului românesc, în acord cu titlul tezei, abordat din perspectiva cercetării istorice sincronice și diacronice – „Actualitatea pedagogiei formativ-organiciste a lui G.G. Antonescu”.

Implementarea rezultatelor științifice s-a realizat prin intermediul comunicărilor și publicațiilor realizate în cadrul conferințelor naționale și internaționale, a seminariilor și revistelor de specialitate, care evidențiază fundamentele epistemologice ale pedagogiei lui G.G. Antonescu și valoarea modelului de reformă a învățământului elaborat în condiții de criză a sistemului de învățământ, aplicabil și în prezent.

ANNOTATION

BRÎNZĂ Ionela

The actuality of the formative – organic pedagogy of G.G. Antonescu

Doctoral thesis in education sciences, Speciality 531.03 Historical pedagogy,

„Ion Creangă” State University, Chişinău, 2022

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography 219 sources, 14 Annexes. In total, the thesis contains 160 basic text pages, 8 tables.

The results: are published in 13 scientific papers.

Keywords: fundamental pedagogical research: historical and theoretical; synchronic and diachronic historical research strategy, general pedagogy: the foundations of pedagogy, general theory of education, theory of education; principle, formative-organic school, education policy, education reform.

The domain of the study: Historical Pedagogy

The purpose of the research: consists in the analysis of the work of G.G. Antonescu from the perspective of his actuality in the modern and contemporary era (postmodern).

The objectives of the research deduced from the general purpose are: highlighting the historical dimension of the personality of the pedagogue G.G. Antonescu, demonstrated syntonically-diachronically at the level of the author's life and work; analysis of the epistemological dimension of G.G. Antonescu, proven at the level of the fundamental pedagogical concepts of the field, denotative, normative and methodological; highlighting the contribution of G.G. Antonescu to the construction of general pedagogy, at the level of the existing connections between the Fundamentals of pedagogy - Theory of education / General Didactics - Theory of education, supported in terms of pedagogical, historical and theoretical research; analysis of the praxiological dimension of G.G. Antonescu, demonstrated at the level of education policy and education reform needed in the context of the education crisis in the interwar period; highlighting the theoretical and historical foundations engaged in the construction of a normatively constructed education policy, based on the principle of the formative-organic school, in accordance with the directions of evolution of modern pedagogy; the elaboration of a model of education reform based on the fundamental, historical and theoretical research of the work of G.G. Antonescu, applicable even today in the context of the evolution of the sciences of education in the postmodern era.

The scientific novelty and originality results from: a) the historical and theoretical analysis of the fundamental, denotative, normative and methodological pedagogical concepts elaborated by G.G. Antonescu in his work, capitalizable even today in the perspective of the epistemological construction of a model of education reform applicable in the modern and contemporary era; b) identification and capitalization of significant pedagogical ideas from the perspective of the past, but especially of the present and of the future of education, made in own research conditions for the speciality of Historical Pedagogy.

The obtained results that contribute to the solution of the problem consist in: highlighting the historical and theoretical foundations of the field; identification of the specific problems of the Romanian school related to the classical values, but also to the new methods, adaptable to the practice of education beyond any passing fashion; capitalizing the necessary relationship between history and pedagogical theory, in the context of the analysis of a significant work in the Romanian interwar area, with epistemological and deontological impact, reflected even today, in conditions of education crisis, in postmodern (contemporary) context.

The theoretical significance is proved by the results of the historical research of the work of G.G. Antonescu, research that offers important suggestions even today, in the area of the evolution of thinking and pedagogical institutions, in the context of education reform and school management. The historical research allows the identification of some models of prospective analysis of the pedagogical reality, related to the principle of the formative-organicist school, which offers suggestions with epistemological and praxiological value.

The applicative value is represented by: the elaboration of the model of the education reform, necessary in conditions of crisis of the education system, validated at the level of fundamental pedagogical research. This model offers openings to the current issue of Romanian education, in accordance with the title of the thesis, approached from the perspective of synchronous and diachronic historical research - “The actuality of G.G. Antonescu”.

The implementation of the scientific results was achieved through communications and publications made in national and international conferences, seminars and specialized journals, which highlight the epistemological foundations of the pedagogy of G.G. Antonescu and the value of the model of education reform elaborated in conditions of crisis of the education system, applicable even today.

BRÎNZĂ Ionela

**THE ACTUALITY OF THE FORMATIVE - ORGANICIST
PEDAGOGY OF G.G. ANTONESCU**

Specialty 531.03 – Historical pedagogy

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