

Conceptualizing Reality through Pedagogical Language: An Educational Perspective

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ABSTRACT

Every scientific discipline focuses on the evolution of a distinct set of terminology. Pedagogical notions frequently face criticism for their lack of consistency or their tendency to have various interpretations. Various authors, like Roberta Caldin and Ricardo Massa, make a clear differentiation between educational language and pedagogical language. The first type of language employed by educators can be categorized as informational, imperative, and influenced by external factors. On the other hand, the pedagogical language, being the language of science, necessitates a high level of rigor. Thus, the objective of this paper is to provide a comprehensive understanding of this kind of differentiation.

KEYWORDS: pedagogy, science, pedagogical language, educational language

1. Introduction

Gaining a comprehensive understanding of the intricacy and diversity of language instruction is a crucial feature for individuals with an interest in teaching. Each advanced scientific discipline possesses a distinct lexicon that mirrors its capacity to conceptualize the phenomena it investigates. From this perspective, pedagogy is in a state of growth and progress. The concepts that are promoted are mostly derived from the vernacular. Some authors use the terminology of pedagogy in a way that they define, although this often leads to misunderstandings. Anglo-Saxon authors were particularly interested in the study of pedagogical language, and they utilized logical methods from analytical philosophy in this field.

Educational Perspective:

A prominent characteristic of this study was the frequent use of metaphorical and analogical terminology in pedagogy. The same dual etymology of the word "education" can be attributed to two possible origins. One possibility is that it is derived from the Latin word "edere," which means "to feed," "to care for," or "to raise" in the context of plants or animals. Another possibility is that it is derived from the Latin word "educere," which means "to lead," "to drive," or "to remove." One other characteristic of the educational language is its frequent use of non-neutral phrases, typically with a desired positive or negative connotation (Laeng, 1987: 234). The distinction does not lay in the contrast between "educated" and "uneducated", which inherently suggests a favorable connotation for the former. Instead, it pertains to the extensive endorsement associated with adjectives such as "cultured" and "trained".

Another notable trait is the utilization of polysemic terminology, which refers to words or phrases that have several meanings. There is partial overlap among some of these phrases, while others do not overlap at all. Mauro

Laeng demonstrates this attribute of the language by highlighting the particular context of German pedagogy, where the term *Bildung* encompasses the concepts of "shaping or forming" and "intellectual and moral education."

The author also explores two analogous notions: education and training. Identifying the initial two connotations: one is denoting of "lacking wealth" and the other denoting "possessing great power or force". Education encompasses all the efforts made by adults to promote the growth and maturation of young individuals. However, education is exclusively focused on the moral dimension, namely on developing leadership skills. The second definition of education contradicts the concept of training, which is seen as a neutral process aimed at transmitting cognitive information without considering value judgments. Nevertheless, it is a fact that when we discuss the process of instilling scientific thinking in young individuals, we are not solely providing training, but also cultivating a scientific mindset through education. It is not coincidental that at various points in history, several government ministries were referred to as "public education" rather than "national education" (Laeng, 1987: 240).

Pedagogical Language:

Pedagogy has a lack of clarity in its concepts. The author occasionally approaches the same concept in various manners, addressing distinct realities, without delving into the fundamental nature of the topic under investigation. It lacks the crucial elements of coherence and consistency. Thus, teaching necessitates a structured rearrangement of linguistic articulation.

In Italy, the educational knowledge lacks a distinct separation in terms of logical-linguistic principles. The terms "educational sciences" and "pedagogical sciences" are frequently used interchangeably. Similarly, the concepts of education and training sometimes lack distinct bounds. Cambi (2000: 5) argues that pedagogy cannot consider education and training as synonymous terms, as they represent distinct notions with distinct semantic connotations. Education has a predominantly social character. The notion emphasizes the disposition of conformity and administration. Training is the systematic process by which a subject develops the ability to acquire knowledge or skills that are inherent to its nature, in connection to the roles and goals of education and its fundamental framework.

Roberta Caldin (2000: 191-200) emphasizes the differentiation between the language used in education and the language used in teaching.

a) The language used in education is established and explained through the specific educational activities and goals. Language serves as the means for direct educational intervention, enabling conversation and expression.

Education is attained through effective communication. Alternatively, it can be described as a linguistic occurrence. Education is derived from the language employed or conveyed by educators, such as parents, teachers, priests, etc., in the context of particular educational subjects. It has multiple applications in schooling. Psychologically, it might prioritize thinking, will, and feelings, utilizing mostly informative language (focused on cognitive processes like thinking), imperative language (focused on will), or affective language (focused on emotions and feelings).

Informative language is particularly used in the scientific field, where the accurate and objective depiction of the analyzed reality necessitates utmost clarity.

In the field of education, *the imperative language* is commonly employed to elicit a particular desired behavior and promote specific recommendations. In the educational context, this form of language was widely utilized throughout eras that heavily relied on the magistro-centred paradigm, which aimed to enforce the perspective of the educator.

Affective language has a dual purpose: it allows individuals to express their emotions and feelings, as well as evoke specific emotional states in others. In the realm of education, as well as in politics, advertising, and literature, language serves the function of garnering agreement, preventing rejection, and convincing people to adopt certain desirable behaviors for specific objectives. The terminology used in communication is influenced by the historical time and the socio-cultural setting in which it occurs.

The language used in education should be tailored to the distinct characteristics of the two individuals involved: the teacher and the student. Utilizing a uniform lexicon. Being overly specialized can impede the comprehension of the message. In an interpersonal report, language has characteristics that beyond individual valence and complexity. The term "language of education" encompasses the means by which individuals communicate, interact, and establish connections with one another in order to facilitate understanding and collaboration. (Ducci, 1992: 39)

b) Pedagogical language serves as a means of introspection, employed to articulate, evaluate, and establish essential concepts in education. The field of pedagogy encounters similar challenges, socio-cultural influences, and transformations as other disciplines within the humanities.

Over time, pedagogy has expanded its vocabulary by acquiring new concepts that are relevant to its development. This text provides a concise summary of the stages involved in conducting research that focuses on a particular language.

- The initial stage, known as the pre-logical phase of pedagogy, aligns with the natural process of contemplation that has been present from the inception of humanity, and has been integral to the transfer of information throughout generations. The language primarily relies on intuitive reasoning and frequently incorporates anecdotal components.
- The second phase is characterized as philosophical. Education is examined and characterized through philosophical tools. The lexicon of the text is enhanced by broad, timeless, and conceptual statements that are derived from philosophy.
- The third phase of teaching is characterized by the scientific aspect. Since the twentieth century, teaching has diverged from its philosophical origins and now emphasizes language formulations that are tailored to specific contexts and can be observed and measured. The competence of claims in descriptive sciences is highly valued, and there is ongoing scrutiny of both science and teaching.

- The fourth phase of pedagogy, which is the current phase, signifies the linguistic moment. The subject at hand pertains to the identification and distinction of certain languages, which in turn relates to various fields of study and language instruction.

Carmela Metelli Di Lallo conducted a thorough examination of the language used in teaching in her work titled "Analysis of Pedagogical Discourse" (1966). Metelli Di Lallo analyzes pedagogical texts and explores the process of constructing theoretical frameworks in teaching. Within this framework, there arises the need to critically examine the matter of "the organization and expression of ideas on human learning, as well as the analytical methods used to revisit this matter" (Di Lallo Metelli 1966: IX). The author documents a refined representation of the educational discussion. This speech establishes the empirical-theoretical-utopic mechanism and conducts an analysis aimed at examining the impact of education using logical-linguistic instruments that may differentiate between metaphysical ideas and scientific investigation on the world (Laporta, 1996: XIII).

The book *Analytical Philosophy and Educational Problems* (1968) by Alberto Granese is noteworthy for its critical-epistemological dimension. Granese (1968:114) argues that teaching should reclaim its "scientific value". The author emphasizes the potential harm of pedagogic dogmatism, as discussed by Granese (1968:103), with regard to particular abilities and notions related to education and development. The Granese book examines the internal structure of educational knowledge.

The author examines the pedagogical language and discourse by applying the principles of analytic philosophy. He emphasized the shared language and its semantic domains. Alberto Granese emphasizes the crucial importance of education in modern culture, stating that its ultimate goal should be to align with a philosophy or science. The core issue of the "epistemological status, autonomy, and specificity of educational thinking is being reevaluated through practical reflections on the main categories" (Granese in Sola, 2002: 160).

Pedagogy is anticipated to elucidate the definition of education, its core principles, fundamental aspects, and the frameworks it constructs. When carrying out its role, pedagogy employs a specialized vocabulary that centers around key terms such as "intentionality" in the educational process, the outlook on the "future" of individuals and society, the notion of "possibility," and emphasizes concepts like "human nature," "creativity," and "interpersonal relationships" (Caldin & Zago, 2000: 200). The pedagogical language always includes obligatory formulas, which might take the shape of pedagogical objectives or methodological choices in the teaching process. These keywords, along with several additional concepts like growth, development, maturity, cultivation, and leadership, are commonly used in pedagogical discourse. However, the language used in this context is often ambiguous, confused, and characterized by ideological subjectivity.

Conclusion:

To conclude, there have been efforts to systematize the educational discussion by creating a precise language that adheres to the principles of logic and linguistics. Nevertheless, a language is an artificially produced system that may not fully encompass all the intricacies of human experience that elude any form of quantitative or qualitative regulation, owing to the unpredictable and unique nature of each individual (Orlando Cian, 1990: 87-102).

Riccardo Massa observes that reading a book on pedagogy is often comparable to reading a newspaper or fashion books, highlighting the lack of a specialized pedagogical vocabulary in educational sciences. Teachers communicate in a manner similar to that of priests and politicians, resembling poets or moralists. They engage in prayer and persuasion, make predictions and accusations, instill fears and hopes, express sorrow and offer signs of good fortune. These elements frequently contribute to a more vibrant and genuine aspect, as well as a more pragmatic and fundamental one. (Massa, 1975: 52)

R. Massa observes that pedagogical language is frequently equated with educational language. The author of the text suggests that the educational language, often referred to as "the language of life," encompasses several communication styles, including emotive, persuasive, pleading, regulatory, evaluative, appreciative, and sentimental. Instead, the language used for teaching should be the language of science.

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