

## HISTORY OF PEDAGOGICAL IDEAS AND EXPORT IMPORTS: PROBLEMATIZATIONS

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## ABSTRACT

This text addresses the history of pedagogical ideas from the import-export process with a view to presenting research possibilities in the field of educational history on pedagogical ideas. The history of concepts was adopted in Koselleck's assertion (1992), which allowed the

discussion on the understanding of pedagogical ideas, pedagogy, and the circulation of knowledge by import-export. Presentation of research possibilities in the field of educational history on pedagogical ideas from the transnational history of education.

**KEYWORDS:** Pedagogical Ideas, Foundations of Education, Pedagogy, Research.HISTÓRIA DAS IDEIAS PEDAGÓGICAS E AS IMPORTAÇÕES-EXPORTAÇÕES:  
PROBLEMATIZAÇÕES

## RESUMO

O Este texto aborda a história das ideias pedagógicas a partir do processo de importação-exportação com vistas à apresentação de possibilidades de investigação no campo da história da educação sobre ideias pedagógicas. Adotou-se a história dos conceitos, na assertiva de Koselleck (1992), o que permitiu a discussão sobre a

compreensão de ideias pedagógicas, do entendimento de pedagogia, da circulação de saberes por importação-exportação. Por fim, apresenta-se possibilidades de investigação no campo da história da educação sobre ideias pedagógicas a partir da história transnacional da educação.

**Palavras chave:** Ideias pedagógicas, Fundamentos da Educação, Pedagogia, Pesquisa.

## 1 INTRODUCTION

From ancient philosophers to contemporary theories, pedagogical ideas directly influenced educational practices, shaping the ways in which education has been organized and transmitted throughout history. The history of pedagogical ideas and educational practices is therefore a vast and diverse field that allows us to understand the different ways in which educational processes have been conceived and conducted over centuries.

As a historian, with research in the area of the history of education, and as a university professor in the area of the fundamentals of education in different teacher training courses, it is necessary to have an understanding of the history of pedagogical ideas and educational practices to think about the present and future of education, as well as to connect history and education as fields of research.

As this operation, it is opportune the contribution of Nóvoa (1996, p.416-417), in saying what is required of a historian (of education) is that he be able to reflect on the history of his discipline, "to interrogate the various senses of historical work, to understand the reasons that led to the professionalization of his academic field", and, he adds: what is required of an educator is that he be able to feel the challenges of the present time, to think about his action "in the continuities and changes of pedagogical work, to participate critically in the construction of a school more attentive to the realities of the various social groups."

Given the above, we ask ourselves: What are the possibilities of research in the field of the history of education about pedagogical ideas? Rather, it is necessary to understand what constitutes pedagogical ideas and how their import and export processes occur.

Seeking a response requires us to briefly discuss the history of pedagogical ideas from the import-export process to present research possibilities in the field of the history of pedagogical ideas.

To this end, we appropriate the history of the concepts in Koselleck's assertion (1992), which specifically, in terms of the procedure that allows us to apprehend the complex process of analyzing resignifications of some concepts over time, related to a given social reality, at the service of historical understanding. This is because we start from the understanding that, in order to be able to live, the individual guided by understanding can only transform the experience of history into something with meaning, or, in other words, to soothe it hermeneutically (Koselleck, 2006).

In this way, concepts are seen as records of reality but also as factors of change in reality itself. Using these concepts, both the horizon of the possible experience and the limits of the experience are established. (Koselleck, 1992).

From Charbonnel's perspective (1988), a conceptual history of the pedagogical with an approach in a historiography of conceptual structures, of the "historical-problematic fields' and a global conceptual historiography, that is, that puts in relation its religious, political, literary, aesthetic dimensions, all intellectual aspects of a work.

From these demarcations, the text discusses the understanding of pedagogical ideas, the understanding of pedagogy, and the circulation of knowledge by import-export, and presents possibilities for research in the field of the history of education on pedagogical ideas.

## 2 PEDAGOGICAL IDEAS OR UTOPIAS TO EDUCATIONAL PRACTICE

Pedagogical ideas are often discussed as a reconstitution of the genesis of educational thought or, then, as a kind of empirical and mechanistic attempt of origins and influences of the thought of great educators or as an analysis and commentary of pedagogical works. (Araújo, 2001).

It was by these characteristics that, according to Nóvoa (1998, p.48), the History of Ideas marked the historical-educational investigation because it focused, as we have already said, either in an "endless search for the origins and pedagogical-educational influences of a given author", through his contextualized biography, or in an "effort to interpret the thought of the great educators of the past".

Saviani (2007), in turn, points out that pedagogical ideas are guiding foundations and constituents of educational practice, as educational ideas, not in themselves, but in the way they embody in the real movement of education, guiding, and, more than that, constituting the very substance of educational practice. Through educational ideas, Saviani (2007) understands the ideas related to education, whether they are derived from the analysis of the educational phenomenon in order to explain it or are derived from a certain conception of man, the world, or society whose light is interpreted as an educational phenomenon.

The first statement emphasizes ideas produced within different scientific disciplines that take education as their object. The second statement addresses what classically constitutes the field of philosophy of education.

In turn, Charbonnel (1988, p.140) expresses that the history of pedagogical ideas "can only be fruitful as long as it is guided by a philosophical critique of educational reason", because the history of ideas does not belong "never to the order of 'description'" and also no methodology, even if it is called "archeology", "can give guidance for an understanding of 'discourses in their specificity'."

To address these concerns, Charbonnel (1988, p.174-175) adds that Pedagogical Ideas should be examined in light of the following criterion: understanding how the relations between the Same (Même - le propre) and the Other (Autre) are thought of in different times and traditions.

Thus, it is necessary to understand the varieties of student-educator's thoughts in relation to the idea of nature and the subjects. All of this must be studied so that one can understand the different Pedagogical Ideas, including autonomy, originality, creativity, and differences, and how they relate to each other and over time. In short, the different varieties of thoughts of the Same and the Other relation to children and pedagogical ideas need to be articulated and considered for the construction of a history of pedagogy.

In addition to Charbonnel's (1988) proposal, we added Hameline's (1994) understanding of pedagogical ideas. It presents three characteristics that define a pedagogical idea, namely: a) the pedagogical idea as "circulating object"; b) the pedagogical idea as "object of use," and, c) the pedagogical idea as "discordant object."

The first characteristic is that the pedagogical idea is a "circulating object," that is, it is not only a theoretical construction, but something that is disseminated and transformed into pedagogical practice, being transmitted through discourses, practices, and institutions. This means that the pedagogical idea is not fixed but rather a dynamic object that adapts to different situations and contexts. (Hameline, 1994).

The second characteristic presented by this theoretician is that the pedagogical idea is an "object of use," that is, it is used by educators in their daily practices, having a direct impact on the subjects' education. Thus, the pedagogical idea is not only a theoretical reflection far from practice, but also a guide to the action of the educator in daily life.

The third characteristic pointed out by Hameline (1994) is that the pedagogical idea is a "discordant object." This means that it is the subject of debate and dispute because different perspectives and interests may confront the same idea. Thus, the pedagogical idea is an object that cannot be taken as something neutral or consensual but as a symbolic field of struggle.

Thus, it is important that pedagogical ideas are fundamental to the understanding of the educational practices of each epoch because they are derived from historical conceptions about man, the world, and society. Therefore, the history of pedagogical ideas allows us to perceive how different conceptions of education emerge and shape educational practices.

### 3 PEDAGOGY AND CIRCULATION

Discussing pedagogical ideas also implies the analysis of the term "pedagogy." This has been the subject of reflection and discussion in the field of education, and different definitions have been proposed over time. Gauthier (2014) proposes a specific definition of pedagogy, understanding it as the codification of knowledge proper to the teacher, which consists of a set of rules and methodical councils to be followed in educational practice.

The definition proposed by Gauthier (2014) suggests that pedagogy is directly linked to educational practice, offering teachers a set of strategies and methodologies for content transmission. In addition, it emphasizes the importance of methods, organizations, and controls for effective and successful educational practices.

According to Gauthier (2014), pedagogy is essentially a method characterized by the minute order and control of all elements of the class. This implies the use of pedagogical techniques and the careful organization of resources and materials available for teaching, as well as special attention to the learning environment and the behavior of students. According to the author, this knowledge should not be confused with the content to be taught, but as a set of strategies and methods for its transmission.

Thus, reflection on pedagogy can contribute to improving the quality of teaching, offering teachers tools to improve their practice, and meeting the educational demands of contemporary society.

Therefore, when we understand the circulation of pedagogical ideas, we understand that the movement of the import and export of these ideas characterizes pedagogy and enriches the history of pedagogical ideas. The central issue that motivates these reflections is to identify the affiliations, influences, receptions, and rejections of these pedagogical ideas, which are elements specific to the movement of circulation.

When thinking about these ideas, we recognize that their circulation shapes utopia because an educational model is seen as a way to educate ideally. However, when considering circulation through imports and exports, concerns and distinct forms of appropriation of these ideas are also considered.

Thus, we believe that pedagogy is a constant movement of the exchange of ideas, where influences and affiliations are crucial to understanding the construction of the history of

pedagogical ideas. Therefore, receptions and rejections of these ideas should be problematized, as they show different forms of appropriation and understanding.

It is affirmed, then, that the import and export of pedagogical ideas are gestures that promote cuts and changes, which enrich the history of pedagogy and shape the utopia of an ideal educational model. Therefore, when discussing the circulation of these ideas, one better understands their affiliations, influences, and receptions as well as their forms of appropriation and the impacts they produce.

#### 4 IMPORT-EXPORT AS A WAY TO CIRCULATE PEDAGOGICAL IDEAS

The history of pedagogical ideas is marked by the circulation of knowledge in an import-export movement that enriches the educational field. In this sense, a key question related to pedagogical ideas is to understand which affiliation, influence, and rejection are imposed on each of them.

The circulation of pedagogical ideas has been studied in the context of education. As Houssaye (2007) points out, the import-export of pedagogies involves the dissemination and popularization of pedagogical knowledge as well as the depersonalization of this knowledge. In this sense, the importance of thinking about import-export theory in pedagogies is urgent to understand the possibilities that involve this process.

As Houssaye (2007) points out, pedagogy is a work of solidarity that constantly crosses borders. However, the diffusion of pedagogy depends on transmitter-diffusers that can alter or even misrepresent the original message, and it is necessary to consider the implications of this circulation of pedagogical ideas, such as selective appropriation and the risk of decontextualization.

Given this scenario, thinking about import-export theory in pedagogies becomes essential to understanding the historical and cultural movements that led to the diffusion of certain pedagogies in different contexts. This implies understanding the affiliations, influences, and rejections that are imposed on a pedagogical idea as well as the ways in which this idea is received, interpreted, and reconfigured in another context.

Thus, thinking about the theory of import-export in pedagogies can provide important subsidies to the understanding of the history of pedagogical ideas and, in turn, of educational practices, allowing for the identification of possibilities and challenges that involve the circulation of these ideas in the contemporary world.

This is because pedagogical ideas undergo transformations in the import and export processes, which represents a great challenge for those who research the history of these ideas.

Therefore, in addition to considering the transmitters and diffusers of pedagogical ideas, it is necessary to consider the pedagogy and history of pedagogical ideas as a region or space for frontier research. These challenges are relevant in advancing the understanding of the circulation and transformations of pedagogical ideas, as well as in understanding how these ideas shape pedagogy and education.

In the process of import-exporting pedagogical ideas, pedagogical discourse has the power to generate a concrete utopia, enabling the opening of new perspectives in education. (Houssaye, 2007).

The author proposes to analyze the educational action from the model of the "pedagogical triangle," composed of the subject who teaches, the student, and the content of the teaching, in which different relationships between these elements result in different pedagogical styles, centered on teaching, training, or learning, as shown below.



Figure: Pedagogical Triangle. Source: Adapted from Houssaye (1992).

We found that Houssaye (1992) by proposing to analyze the educational action from the model called "pedagogical triangle", defends and that the three elements are in interaction: the subject who teaches, the student and the content of teaching - and that the establishment of privileged relationships between two of these vertices of the triangle results in different pedagogical styles (centered on teaching, training or learning).

Thus, understanding the circulation of pedagogical ideas and their influences is one possible way to construct a critical perspective of education, capable of extracting potentialities relocated by the existing order and building new possibilities for educational practice.

## 5 TO THE CONCLUSION OR PATHS FOR RESEARCH WITH IMPORT-EXPORT OF PEDAGOGIES

In this context, we seek to contribute to the debate on how the theory of import-export in pedagogies has been shown to be a relevant field of research to understand the circulation and dissemination of pedagogical ideas at the international level.

To deepen this field, the different main research areas for the development of the theory of import-export in pedagogies can be constituted from the following perspectives: theories and methods, theory of the world system, culture–world and society–world, post-colonial theory, and subaltern studies. Moreover, the transnational history of education allows us to reflect on the formation of international and comparative education as emerging fields of research.

The reason for this is that it can be seen as an alternative to consider the import and export of pedagogies from various areas of research, such as networks of educators, international training in educational science, the dissemination of pedagogical knowledge through printed and

pedagogical publications, as well as the transformation of theories and methods in the appropriation process.

The first possibility is the construction of a transnational history of education, which allows the analysis of the interactions between the educational systems of different countries and regions of the world. This approach aims to overcome national borders and analyze education globally. In this sense, transnational historical research can provide subsidies for the transnational history of education.

Another possibility is the study of the discourse on "international education," which has been widely used in different contexts. This discourse can be understood as a field of research that allows for the analysis of the different conceptions of international education and its political, economic, and cultural implications.

In this regard, research on the transnational history of education can be a way of analyzing international interactions and networks of educators, the histories of colonial and imperial education, the international formation of educational science, institutional histories, the dissemination of pedagogical knowledge, gender studies and research on textbooks, and investigations on pedagogical trips and educational cities.

Thus, the theory of import-export in pedagogies is a field of research with great potential for understanding international educational interactions. The possibilities presented in this article are only some of the many approaches that can be used to develop this theory. The challenge is to consider paths that allow for an in-depth analysis of the complexity of this phenomenon.

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