

PHILOSOPHY

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Philosophical view on the problem of authority in pedagogy – Immanuel Kant and Erich Fromm

It is considered a topical issue about the possibility and necessity of legitimate authority in relation to education in the so-called postmodern societies. Based on the analysis of the current state of the problem the authors of the article have established and shown in the introduction that in this connection we are talking about an antinomy between the impracticability of education and training without authority and the main goal of education – the achievement of personal freedom, which is reflected in the Convention on the Rights of the Child. This article reveals the content of this antinomy in the treatise of I. Kant “On Pedagogy” and in the works of Erich Fromm. The authors of the article are trying to demonstrate the dialectic of the development of these concepts by both thinkers. In the first part of the article, the authors emphasize the significance of Immanuel Kant’s pedagogical system based on his transcendental critical philosophy with the appeal “Sapere aude!” as a criterion for reaching adulthood. Kant sees the main problem of education in the question of how to connect the incompatible: submission to the necessary, restraint and achievement of personal freedom, self-determination.

Key words: erosion of authority, right to care, freedom right, restraint, rational and irrational authority, open and anonymous authority, recognition.

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