The Subject of Philosophy, the Subject of Pedagogy, 
the Pedagogues’ Subject

Abstract

Whoever reflects upon the development and reasoning of pedagogical thoughts and actions faces the problematic subject. ‘The’ subject seems to figure as the basis of it all. Whilst all other key terms and categories are constantly open to negotiation, the ‘subject’ presents itself as self-evident rather than as an entity to be argued at length. Yet, some questions remain unanswered. Why is this the case? Furthermore, what kind of subject do we refer to?

In this article the central issues concerning “The Subject and Pedagogy” as well as first findings of this ongoing research by the author are being discussed. The main focus is not on the results. What is of crucial importance with regard to the following text are the allusions to the apories which accompany any paradigm of the subject. This holds true of every single stage: the subject of philosophy, the subject of pedagogy and the pedagogues’ subject.

Key words: Subject, Philosophy, Pedagogy, Maturity, Autonomy, Pedagogical Paradox

1) The working-title is: The Subject of Pedagogy – The Pedagogy of the Subject. In this chiasm lies already the main thesis of my exploratory study, namely the one, according to which a certain understanding of the subject of pedagogy (the subject of pedagogy) exists, and according to which pedagogy is centered around the subject: understands and justifies itself via the paradigm of the subject (the pedagogy of the subject). A few short remarks about my research methods: for my Post-Doc-thesis I intend to ‘spell out’ the views on the subject as understood by the German-speaking pedagogy over a period of the last 35 years. First of all, I want to trace back the references regarding the different theorists’ understanding of the subject and analyse