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Factors determining the scientific status of the theory of education – Polish perspective. Introductory notes

Czynniki określające status naukowy teorii wychowania perspektywa polska. Uwagi wprowadzające

Abstract: In the article I analyse factors determining the scientific status of theory of education. An addition to the three elements recognized by methodologists of all social science disciplines namely: a separate subject of research, own terminology and developed research methodology I add new elements such as: a lexical database for other sciences, specialized journals, prestige and organizational culture of academic institutions, outstanding personalities in science, judgments and opinions issued by state control bodies and the scientific community. All these factors determine the degree of independence maturity and prestige of theory of education among other social sciences. I present the Polish perspective on researching educational issues.

Keywords: methodological status, factors determining scientific status of theory of education as a pedagogical subdiscipline, development in ideas and research methods in theory of education.

Introduction

The purpose of the article is indicate the epistemic and social factors determining the scientific status of the Theory of Education. I do this exclusively from the Polish perspective of analyzing this issue.

The Theory of Education has its local color just like some other social sciences such ethnography. But the findings made in this scientific discipline already have a global dimension. I mainly discuss issued raised by Polish researchers in order to point out of their inspiring ideas for the development of theoretical knowledge about education and increasing the cognitive status of this scientific discipline.

Disputes about the cognitive status of social sciences and the theory of education

The theory of education is one of the many subdisciplines of pedagogy. It appeared as the name for a distinctive way of reflecting on education in the academic lexicon in the 20th century. This name is absent from the scientific classification nomenclature of many Western countries, which includes such terms as the theory of education, general pedagogy, theoretical pedagogy, and educatiology, but the theory of education as being separate from other currents of pedagogical thought does not exist. This term is not used except in a few Slavic countries and is sometimes used in German-language pedagogic literature.

The term "theory of education" itself lacks any reference to its origin in classical languages. The term "pedagogy" is derived from the Greek language, and as such, it is understandable and used in the native languages of Western culture. The term "education" is derived from Latin and is also widely used in countries in the Western part of the world. However, the theory of education is clearly local. It is present in the Polish scientific literature in library catalogues and is the title of university classes in pedagogy as a study major. Scientific research has also been conducted in the area. There is a highly prestigious specialist periodical entitled "Studies in Theory of Education" with a high impact factor. However, this subject matter dealt with in this science has a universal dimension. It concerns all educational situations and interpersonal relations. It has been present in the global culture since the beginning of humanity.

Like other social sciences, the theory of education is not an area of certain knowledge enclosed in multiple epistemological approaches. It is still in the transitional state of constant creation and emergence (Łobocki, 2006; Górniewicz, 1993, 2008; Śliwerski, 2014). Those who are part of this school of thought aim to integrate their ideas into complex theories with a wide range of opinions. Sometimes, the plural form is used to refer to several education theories, and disciplines/academic subjects are called theories of education. However, this is only a linguistic trick. There are various scientific

sub-disciplines, each with its own theory that represents a specific area of knowledge. For instance, a theory of small social groups may include multiple partial and sometimes alternative research theories.

The theory of education is part of a larger system of generating knowledge about interpersonal relations. It is one of many sciences that examine complex two-entity relationships, focusing on the content of these relationships, their sources, and the effects they have on those involved. This scientific discipline is based on both humanist research and social sciences.

Each scientific discipline strives to achieve a high cognitive status and a proper place in the ranking of sciences. A discussion on the model approach to the factors that affect the position of a scientific discipline has been going on for over 200 years, and even two and a half thousand years, if one assumes that the disciples of Aristotle classified his works into several levels of knowledge. Those sciences that dealt with the world of nature, such as physics and all natural sciences, were *a priori* ranked higher than the others, which did not have a distinctive method of data analysis – not empirical and not inductive. Therefore, this hierarchy ranked all humanities lower (cf. Tatarkiewicz, 1978).

Later, during the Enlightenment period, but especially at the turn of the 19th and 20th centuries, considerations about science as a form of existence of symbolic culture included disputes about the scientific status of individual disciplines. These considerations concerned the methods of constructing knowledge and its operativeness in explaining the world. Immanuel Kant started the debate by pointing to mathematics and mathematics-based natural sciences as the only pure and true science fields close to the ideal of cognitive rationality (cf. Kant, 1986; Potępa and Zwoliński, 2006). The more statements there were based on rules arising out of mathematics, the more scientific they were and the higher their cognitive and methodological status. The new scientific disciplines, such as pedagogy, psychology or sociology, became sciences as much as the claims generated in them stemmed from statistical analyses and mathematical theorems (cf. Carnap, 2011; Koterski, 2010). Wilhelm Dilthey (2023) polemicised with this post-Kantian position. He, in turn, pointed to the simultaneous existence of two methods of practicing science. One was in line with the spirit of Kantianism, while the other, an alternative one, generated the knowledge that interpreted the world. Scientific knowledge is not based only on mathematical theorems and symbols, but it certainly requires understanding a phenomenon or a process which is the object of scientific research (cf. Jankowski, 2017). Along with the numbers that brought order to the empirical material, issues in

hermeneutics, symbols, and mandalas also appeared, explaining the reality analysed by scientific teams.

Moreover, this dualism in the perception of the product of scientists' work remains in the minds of those who reflect on the very essence of scientific work and its products. Logologists, psychologists and sociologists of science, classifiers of scientific information sections, criticism experts, and admirers of various disciplines of knowledge are in constant debate about the place of various disciplines of knowledge as well as their cognitive and ontological status. Nowadays, the debate is not about the superiority of one discipline over another, but rather about the specific epistemology and ontology of knowledge.

Two poles of practicing and classifying sciences have always existed in the history of the development of European thought. Some strove to discover the truth about reality, while others aimed at understanding that truth. The former developed narratives explaining the existence of the world, while others showed how they see the world in their minds. The former wanted to know and describe reality, while others concluded that knowledge and the truth are constructed in a dialogic contact of people of science. The former sought the one truth, while the others doubted the possibility of reaching the essence of this value. Furthermore, they believed, like Plato, that it is only a theoretical construct, something highly desired but unattainable in the short perspective of the life of one generation of scholars (cf. Hanuszkiewicz, 2015).

These questions concern how knowledge exists, how it is constructed, consolidated, kept, experienced by users, and used in modernising social life and technological development in modern civilisations. A debate on the identity of the theory of education and its methodological foundations has been constantly present in the academic world (cf. Śliwerski, 1998, 2019: Łobocki, 2003; Wróbel, 2021).

The factors determining the scientific status of a scientific discipline

Each scientific discipline develops according to a certain pattern. This results from the tradition of a significant element of this scientific field or discipline-specific culture. Such a pattern has a metaphoric dimension. It opens doors before scientists who try to discover laws of nature or seek mechanisms to shape cultural reality. Scientific development consists of accumulating the scientific achievements of individual teams (cf. Rubacha, 2008; Kubinowski, 2010). Researchers often conduct workshops to generate knowledge, which is later developed into concepts and theories. This helps to advance the discipline by improving methods of knowledge acquisition,

developing more precise theories, and gaining a better understanding of a particular area of study. However, according to Thomas Kuhn (2020), researchers are reaching the limits of their cognitive ability to expand knowledge within their discipline. The current methods of presenting knowledge are becoming exhausted, resulting in statements that lack originality, novelty, and freshness when examining an issue. Kuhn referred to this process as the "research paradigm," where the traditional way of practicing science is reaching its cognitive limits and becoming inefficient. A new paradigm is emerging, which involves new methods and rules for developing scientific theories to replace the old paradigm that is no longer effective.

Each scientific discipline has several elements that determine its distinctiveness and specific status. Scientific status refers to the state and position of examining social processes and phenomena to generate knowledge about a specific aspect of reality.

The first element of ontological and epistemic distinctiveness is the discipline-specific object of empirical and theoretical studies. The study area is defined by the issues that used to occupy scholars' minds and areas of interest that permeate the fields that require theoretical reasoning. Every scientific field expands its scope by exploring new elements discovered in the process of acquiring knowledge or through discussions with experts on various cultural issues. In doing so, it often encroaches on the territory of other disciplines. For instance, Pedagogy, which involves the study of education theory, explores subjectivity, personality, and development (including psychology). It analyses social structures (sociology) and even touches upon fundamental ontological, epistemological, and axiological issues (thus venturing into the realm of philosophy).

The discipline-specific terminology, a system of concepts, and scientific language are important factors in scientific research. When a scientific discipline becomes independent, its representatives develop the language used to describe the reality they are analysing by using increasingly sophisticated concepts that reveal the essence of empirical studies and research. This leads to the creation of analytical categories and opens up a wide area of semantic studies, including lexicon analysis, classification of terms, and approaches related to the essence of the education process. A scientific study requires a proper empirical methodology. As science progresses, research methods, techniques, and tools are constantly being developed to improve the accuracy of measurements and data collection. This includes improving apparatus, calibrating measurement devices, developing new inventories to research various properties of human personality, and creating technologies

to read data from documents. All of these elements are important links in the paradigm of science. New standards appear for conducting research and strategies for obtaining empirical material. Nearly every decade, fierce debates break out about the quality of new methods of accumulating and processing data and also about the prognostic value of such materials for science.

These three abovementioned factors that determine the scientific status of a scientific discipline have been accompanying divagations of participants of methodological discourses for at least two centuries (cf. Hejnicka-Bezwińska, 2003; Potulski, 2016). Every two decades, disputes emerge in academic circles about redefining what defines the prestige of a science, its general aim, and how to conduct scientific research to achieve the maximum goals in the cognitive sphere. However, each methodological discourse is accompanied by new challenges, terms, hues of debate and new issues associated with determining a discipline of knowledge cognitive status. The inclusion of these extra arguments significantly enhances ideological debates and establishes a new environment for discussions in the public sphere. This, in turn, defines new roles for science and highlights its importance in the advancement of the modern world, which is increasingly complex, conflicted, and better understood by academic circles.

This new stage of the academic dispute contains additional arguments in proving their point presented by proponents of various research and methodological orientations. It has been claimed that each discipline and subdiscipline has a separate scientific periodical, a specialist publishing house, in which researchers present the findings of their inquiries into the reality described in the language of this science. The publishing market is part of a state's science-related policy. Those who see science as an opportunity to increase their GDP create the right environment for the development of scientific journals. Publishing houses and Science Information Institutes receive the status of profitable organisations by charging fees for placing a scientific journal on a prestigious list of periodicals. Publishers compete in an open market for propagating scientific knowledge. For example, they gain an economic and symbolic advantage by publishing the work of the most creative scholars from various countries in a given discipline (cf. Piotrowski, 2017).

The prestige of a scientific discipline also manifests itself in the procedure of conferring scientific degrees. A list of disciplines in which one can obtain a scientific degree is published in the official journals of each state. The guidelines published by the OECD are usually followed. This international economic organisation drew up a list of 50 scientific disciplines with a high cognitive status and academic prestige. Some countries use separate

classifications of particular sciences. Most countries in the Western culture have pedagogy or equivalents of this name, like the science of education or "educology" as a discipline of science in which scientific degrees are conferred.

The lexical base generated within a science and its impact on other academic disciplines is an important factor in building scientific prestige. A high-status science is a source of terms and partial theories that explain a fragment of reality. Other sciences use those resources, thereby enriching the descriptions of the reality under study. The more terms explicated on the grounds of science that are added to the lexicon of other disciplines of knowledge, the higher the prestige of basal science in constructing the language of the world description.

Each highly theoretical discipline of knowledge requires fulfilling the high standards of scientific criticism. It has a specific approach to the subject matter, systems of theorems and peculiar rules for justifying those language structures. The science of criticism appears to be a new area of analysis of scientific texts (Pieter, 1978; Śliwerski, 2021). It is not only a cognitive act of a critical nature, with an evaluative approach to the contents and form of the work under analysis or a range of pieces of work which make up the achievements of an author or a scientific institution. Nowadays, the science of criticism also constructs knowledge about how scientific criticism is practiced and what ethical rules and those related to the subject matter should be applied by critics. Sources of propagation of scientific criticism are identified with possibilities of replying to a critical text of the first author and conducting scientific disputes about the essence of a problem and the boundaries of scientific criticism.

The self-awareness of scholars and their public declarations on belonging to a scientific discipline are an important factor in defining a discipline and confirmation of its existence among other sciences. Considerable differences exist in those declarations. Physics and physicists are perceived by the public as representatives of a mature and noble science with a high social status (cf. Reńda, 2014). Other disciplines, especially new ones, which try to become independent in various areas of science, are treated like rather strange creations, not properly developed, which require special attention and sometimes oversight from the media and state authorities. It will take many decades before this field of knowledge gains widespread recognition, and science receives the prestige it deserves in society. Computer scientists have tried to win such a status for at least three decades. However, there are new currents developing within this discipline of knowledge that try to

gain methodological and cognitive independence. They are also subjected to common social evaluation (cf. Bondecka-Krzykowska, 2014).

The status of a science is also decided by scholars in similar, related scientific disciplines. Their opinions about the cognitive status of a science, about its representatives, and about the sources of professional advancement in the academic hierarchy affect the perception of the discipline in society. Public media debates enable each viewer or listener to have their own opinion about the quality of research which is being conducted, about its impact on the modernisation of the economic, social and artistic life, about the terminology used and about the degree of complication of the objects of analyses. Matters of science and education are discussed not only by school teachers and academic pedagogues but also by psychologists, sociologists, and political scientists, and their voice is particularly heard by consumers of mass media content.

A discipline of knowledge is evaluated by members of various accreditation committees, scientific evaluation committees, and reviewers of doctoral, habilitation and professorship proceedings. Their position on important matters dealt with in a scientific community or by a specific researcher is included in control reports and in expert evaluation of the operation of an institution.

When assessing the prestige and impact of a scientific discipline on society, important factors to consider include the achievements of its representatives, the number of honorary doctorates awarded, prestigious awards received, recognition by the international community for accomplishments in that particular field of science, as well as the discipline's stance on fundamental issues such as world peace, tolerance of diversity, and concern for the well-being of people in different natural, technical, and social circumstances. There is also a subjective factor, which can be called the climate generated around a scientific discipline or the organisational culture of a scientific institution. These factors also have an impact on how a specific scientific discipline is perceived in society.

Theory of education as a scientific discipline

What is the Polish version of the theory of education as a scientific discipline, and how does it compare to other factors that determine its scientific status? The theory of education deals with education as a social practice regarded both as a phenomenon and as a social process. However, this subject matter not only belongs to the theory of education but also to other scientific disciplines, such as the sociology of education, educational

psychology, and philosophy of education. The theory of education's approach to it is broader, deeper and more thorough than that of other sciences. It shares its research findings with these sciences. However, this flow of knowledge is asymmetrical. The field of education draws upon knowledge from philosophy, psychology, and sociology. Meanwhile, scientists selectively use the findings of education theorists.

Nowadays, the study of education extends to areas previously reserved for other sciences. Likewise, those sciences also conduct intensive research on the essence and sense of the education process, on the theory of education doctrines or on an analysis of practical solutions in the system of education. The same object becomes complicated structurally and gnostically. Each of the sciences has its own piece of the world to examine.

The scientific terms used in the theory of education are not unique to this field of study. The term "education" and its associated concepts can refer to various social phenomena and processes and require constant analysis, definition, and refinement. This makes it seem as though the term is being defined anew every time it is used and attributed to a specific author or text. This is how the concept of education, the education process, its structure, effects and areas are understood in a given author's work. The main considerations of a researcher are preceded by a long divagation on the essence of education, its definition and theoretical complications. This is followed by its definition and use in the text rather without ambiguity. Czesław Kupisiewicz (2015) saw researchers striving for clear operationalisation of scientific terms as one of the most difficult issues in pedagogic thought. In this author's opinion, there is too much interpretative latitude, inaccuracies in definitions and freedom in practical application in individual scientific texts. To establish the meaning of terms is the fundamental challenge faced by the modern theory of education. This science is developed by refining its cognitive structure through semantic sublimation.

Scientific terms present in the science of education, such as the theory of education, have their sources in classical languages, Greek and Latin, but also in English, from which scientists take many words describing new social phenomena as well as those from the world of technology. However, the largest number of terms come straight from everyday language and require constant explication, additional explanation and language correction. Contemporary humanities also use natural sciences to describe new cultural phenomena. Postmodernist researchers use physics, chemistry, biology and geography terms in their considerations to describe new trends in explanations and narratives about modern reality. There is a discussion about the

fluid nature of our world, the way ideas spread and theories come together, and how people move between different forms of communication that may be difficult to navigate. These terms are often used in discussions about humanism, as well as in the fields of education and pedagogy.

Research methodology in social sciences is constantly being developed and is undergoing consolidation in terms of its content and explication. As one of many scientific disciplines, the theory of education uses the same research methods, techniques and tools as other pedagogic subdisciplines, but also other particular sciences, such as psychology, sociology, philosophy and history of educational ideas and practices. Stefan Nowak, a sociologist, wrote a monograph in 2007 that outlines the principles of research methodology for social sciences. His work is not limited to sociology, psychology or pedagogy, but offers insights for all social sciences. According to Nowak, there is a common research paradigm that applies to a group of sciences that share the same broad object of research, which is the human world, interpersonal relations, and the culture it has produced.

The theory of education has its own scientific journal and a clear scientific classification in individual publishing houses and library catalogues. It is a separate element in the science field system in individual subject catalogues, both in the didactic and research-related aspects. Texts on scientific information and the bibliographic system contain a special section called the theory of education or theoretical foundations of education.

Scientific degrees in the theory of education are not conferred in Poland. The closest scientific discipline authorised to do so is pedagogy, and in English-speaking countries, it is the theory of education and the science of education.

Scientific criticism is a necessary element of the improvement of scientific papers in a discipline of knowledge. It has been accompanying science since it emerged as a social fact. The selection of works and their authors is one of the main obligations of scientists over the course of their academic careers. During research, education, and outreach, generating new knowledge is the top priority. For the effects to be satisfactory, there must be criticism regarding the contents and methodology of acquiring the knowledge. Criticism applies to products of education theoreticians' intellectual work. Each text published in journals and by publishing houses is evaluated by an expert in the specific field of knowledge, and each research project sent to an institution which finances scientific research is subject to evaluation by experts. Each application for advancement in the academic hierarchy, both with respect to obtaining consecutive scientific degrees and titles, as well as

positions in universities and scientific institutes, is evaluated with respect to its essence and the formal side by other scholars appointed by the authorised academic bodies.

Scientific criticism is slowly becoming a separate subject of studies in social sciences. The theory of education also has some achievements in this regard. In academic circles, there are publications with scientific criticism in the title. However, they refer to a broader group of sciences in humanities and social sciences. But these works have also been created by education theoreticians and others who identify with this scientific discipline (cf. Śliwerski, 2021; Mizerek, 2021).

The lexical base of the theory of education is the broadest among all the pedagogic subdisciplines except didactics. Scientific concepts, approaches to them, interpretations, and partial theories referring to various fragments of the analysis of the reality of education have their place in the structure of other sciences. Analytical categories, like the concept of education, goals of education, forms, methods, measures, principles of education, limits of influence, self-education, the process of education, socialisation and renewal at consecutive stages of an individual's development, are common in other pedagogic subdisciplines.

Identification with a specific scientific discipline is an indicator of the feeling of being among individuals who pursue a cognitive goal arising from the research plans of an institution which exists in the academic environment. There are specialist conferences attended by scholars dealing with the same or similar scientific issues. Identification with a subdiscipline manifests itself in joint participation in activities of working groups at such meetings or in relations with political authorities of the state when social issues require intervention in improving the law and its enforcement in social practice.

All of the social issues related to education, debates concerning them, and crises of educational institutions within the sphere of interpersonal influence are discussed by theoreticians of education. Their voice is heard in political authority bodies, in social media, in mass media and in theoretical analyses. There are also institutions which support scholars in such analyses. The Committee for Pedagogic Sciences of the Polish Academy of Sciences also has specialists in the theory of education as their members. Likewise, scholars in this pedagogic subdiscipline are also members of academic associations.

Scholars who study the theory of education need to be self-aware of their methodology and the content they produce in their workshops. This is an indicator of their acceptance of this field of knowledge. Through their work, these scholars shape their identity and vision for the future of

their discipline. The vertical perspective is concerned with both academic advancement and personal ideas about the future of the field. However, it's important to consider whether this vision includes the scholars themselves as representatives of this scientific subdiscipline (Czerepaniak-Walczak, 2006). Important elements that elevate the status of a specific scientific discipline include accomplishments of representatives of a given science, especially high-prestige ones, such as honorary doctorates, awards for outstanding individual achievements, publications, publication series, advancement in the scientific environment, honorary mentions at competitions for the career achievements in research and didactic activity, for popularising science in social media and other information carriers. Celebratory speeches at the anniversaries of distinguished scientists, journalistic articles, and high ranking positions in citation indexes all have an impact on other researchers who are tackling similar issues that have already been studied by these recognized scientists. The Polish theory of education meets all conditions in this regard. Its representatives have been granted honorary doctorates and professorships in various universities around the world. They have also received state awards and those granted by scientific circles for outstanding cognitive achievements (cf. Leppert, 2016). The list of Polish theoreticians of education is quite long, and it contains the names of people from many academic centres in various parts of the country.

The high or low cognitive or methodological status of a scientific discipline is determined by the opinions of independent experts. They evaluate the scientific achievements of an institution, review publications, and visit committees to accredit the syllabus, research plans, and results of scientific projects that are funded by central institutions. These opinions are either published in official documents or shared during unofficial talks, and they sometimes carry more weight than those presented in an official procedure. This is because they provide insight into the discipline practiced in a specific centre and have an impact on the entire academic community. Ultimately, these opinions can either improve or undermine an institution's reputation and the scientists working within it.

Each scientific discipline, particularly researchers working in a specific institution such as the Department of Education Theory, creates a unique atmosphere around their institution and the field they practice. It has a distinctive emotional hue – satisfaction with working in such a team or bitterness caused by frustration with an inability to achieve success, lack of recognition, accomplishments or tangible effects in the scientific work. Each person who

joins a research team senses the climate, the tension, and the emotions that accompany people working in such an environment.

The climate of a scientific institution is made up of several elements, i.e. the quality of interpersonal relations, the research-related and didactic characteristics of the environment, a sense of physical and mental security of the scientific community members, as well as material elements regarded from an aesthetic perspective, a nice building, cleanliness, the quality of technical equipment, availability of rooms, the size of rooms and work offices, the attractiveness of the library and the number of scientific books it possesses.

The education theoreticians in Poland scored considerable success in creating the material base for practicing their science. The science departments are situated in new or renovated buildings. The scholars have access to well-equipped academic libraries, and they can take part in online conferences and meetings over the Internet. Accessibility to various scientific circles has improved considerably. Owing to the presence of the scientific work of education theoreticians on the Internet, their thoughts are accessible to increasingly wide circles of recipients, and they are gaining recognition among specialists in this science. Being "visible" on the Internet is an indicator of the scientific prestige of education theoreticians.

The climate of an institution is made up of such elements as the physical and social order in the unit, clear positions on important, sometimes debatable, issues taken by the management of the unit, social norms and values binding the people working there, the roles played by members of the scientific community, and the functions they perform in the academic world (cf. Kowalewski, 2019).

The climate within an institution is a part of what is called the organizational culture. According to scientific literature, it is a specific bond between people who work within a facility. The organizational culture is defined by the desired behaviour, internal identity, and external image of the institution. Essentially, it is created by those who have worked there in the past as well as the current employees and it influences the attitudes of new hires. New employees learn the proper way of perceiving, thinking, and feeling about external adaptation and internal integration within the institution. Organisational culture is determined by several elements. These include the attitudes of employees to the social and cultural environment of the entity, understanding the values present in the axiological canon of the institution, relations between members of the staff and between the authorities and the subordinates, as well as the level of activity of individuals. Patterns of

behaviour, and thinking, as well as symbols of belonging to a group of people, develop that are specific to a facility (cf. Augustyniak, 2012).

Referring to the factors that determine the scientific status of the theory of education in Poland, one can say that most conditions are fulfilled. All higher education facilities that offer pedagogic studies have departments and units which refer to the research concerning the theory of education – in their names or in the issues dealt with in their studies or in teaching. All study majors include subjects of academic teaching with direct reference to the findings of scientists in the theory of education. Scientific publications exhibit the properties of the issues dealt with in this discipline of knowledge. Although scientific degrees in the theory of education are not conferred, reviewers in this subject matter are chosen if the scientific accomplishments of a candidate for a higher scientific degree or title lie within the field of the theory of education. The theory of education has a well-established, high position on the map of Polish pedagogy and its cognitive status is not endangered.

Pedagogy as a scientific discipline is developing constantly in terms of the researchers dealing with it. Several dozen people receive their titles of doctor, doctor habilitated, or professor of social sciences in pedagogy every year. The number of active researchers in this scientific discipline with the title of a doctor habilitated or professor exceeds 800. At least 10% of them deal with issues related to the theory of education.

Within this specific subfield, there is a high level of scientific criticism. Researchers participate in scientific projects and review works related to advancements in the theory of education. There are texts being published that announce the emergence of a new area of expertise within pedagogy known as the science of criticism. The process of evaluation of specific works, research plans, and personal and institutional achievements takes place with the considerable participation of theoreticians of education.

The lexical resources of a subdiscipline of knowledge are crucial in influencing other fields of science. These resources provide theoretical terms and approaches used by representatives of those particular sciences, making the theory of education particularly important in this regard.

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