

Educational Philosophy in Transition: Herbart's Pedagogical Impact on a Century of Change

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Abstract: Educational Philosophy in Transition investigates the dynamic history of educational theories, documenting their adaptation and influence on contemporary pedagogy and promoting an understanding of how these changes form modern learning environments. In this study, we explore Friedrich Herbart's educational philosophy's enormous impact on Romanian education in the late nineteenth and early twentieth century. Herbart's theories revolutionized Romanian education and provided the theoretical underpinnings for important reforms, especially at the turn of the 20th century. We reveal how these ideas were welcomed and applied inside the Romanian educational system by carefully examining Herbart's pedagogical principles and how they were incorporated into Romanian pedagogical philosophy. As a result, it highlights the long-lasting influence of Herbart's theories on Romanian pedagogy, which continues to influence educational policy and teaching strategies in contemporary Romania. Our study's findings demonstrate the ongoing influence of Herbart's pedagogical theory in the development of Romanian pedagogical philosophy serving as a model for current educational practices and policies.

Keywords: Pedagogy; Philosophy; Friedrich Herbart; Romanian education

1. INTRODUCTION

The theories of Johann Friedrich Herbart serve as a fundamental pillar in the expansive field of educational philosophy and an impact on how teachers approach teaching and learning. Herbart, a German philosopher and educator, developed a framework for educational philosophy that continues to influence pedagogical thought today (Moro, 2019). In the late 18th and early 19th centuries, Herbart lived. His beliefs, which emphasize the importance of both, what is taught and how it is taught that continue to have an influence on contemporary teaching techniques (Maigné, 2021).

1.1 Historical Background

Knowing Herbart's history and his views is necessary to completely understand his educational theory. In both society and education, the late 18th and early 19th centuries saw significant transformation (Textor, 2021). The focus placed on rational enquiry by the Enlightenment replaced the dogmatic and memory-based teaching techniques of the past. At this time, the Romantic Movement was also beginning to take shape, emphasising the value of human potential and individual freedom. In order to bring together many schools thinking in the realm of education, Herbart's ideas emerged at a conceptual crossroads (Oelkers, 2021).

1.2 The Foundation Of Philosophy

Herbart's educational theory heavily incorporates philosophy into its design. The writings of Johann Gottlieb Fichte and Immanuel Kant had an impact on him. The concepts of the mind and human cognition advanced by Kant had a significant impact on Herbart. Herbart's emphasis on the learner's mind in education was made possible by Kant's view of the mind as an active processor of knowledge and experience (Stepkowski, 2018).

1.3 Important Herbartian Education Principles

The foundation of Herbart's philosophy is the idea of apperception, which describes how new knowledge is incorporated into pre-existing mental models. Herbart thought that the best teaching strategies made use of students' prior knowledge. This idea emphasizes how critical it is to provide students' education in focus and direction (Adams & Lasseigne, 2018; Landerer & Huemer, 2018).

Herbart argued that it was essential to get kids interested about learning. He believed that teachers ought to spark pupils' curiosity and foster a friendly environment in the classroom. This viewpoint is supported by recent studies on the value of intrinsic motivation in the classroom (Moro, 2018).

Memorization, memorization, memorization, and memorization make up the first four steps of Herbart's organized learning process. This arrangement is intended to encourage the steady and systematic acquisition of information, improving the relevance and integration of education. Herbart felt that in addition to intellectual development, education should foster moral and creative growth. He asserted that character development and appreciation of the arts are crucial components of a well-rounded education (Balokhonov et al., 2021; Kanbir et al., 2018).

1.4 Influence And Legacies

The educational theory of Herbart has a significant influence. Modern pedagogy has included his theories on the value of student motivation and the methodical nature of instruction. Herbart's ideas continue to serve as the foundation for educational practices. Herbart's theory of sequential learning and the notion of perception are used in a variety of teaching strategies (Damböck, 2022). The design of modern curricula, teaching methods, and pedagogical techniques all reflect these concepts. The concepts of Herbart also influenced the growth of educational psychology. He opened the path for a more scientific understanding of the educational process as a whole by focusing on the student's thinking and the learning process. Herbart's desire for logical and methodical instruction served as inspiration for the creation of curricula (Beiser, 2021). We investigate the significant influence of Friedrich Herbart's educational philosophy on Romanian education in the late nineteenth and early twentieth century's. In particular around the turn of the 20th century, Herbart's views transformed Romanian education and served as the theoretical foundation for significant reforms.

1.5 Key Contribution

This study provides a comprehensive historical context, highlighting the particular period in Romania between 1864 and 1948 when educational reforms were occurring. The study highlights the integration of Herbartian notions in Romanian pedagogical literature and practices to highlight Herbart's enormous and lasting influence on the Romanian educational system. The study highlights the continued significance of Herbart's pedagogical philosophy for modern Romanian education. The approach used in this study, which combines historical document analysis, pedagogical literature assessment and critical criticism of educational reforms, can be a helpful guide for other research initiatives in the history and philosophy of education. Figure 1 displays the organization of the Paper.

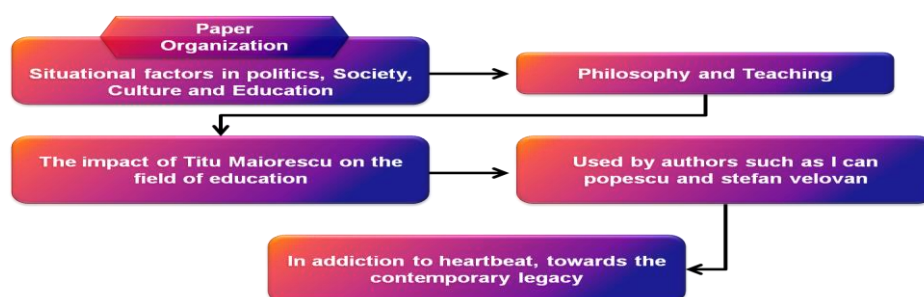


Figure 1: Organization of Paper

2. RELATED WORKS

Study (Valdemarin, 2022) required a historical lens to comprehend the dynamics of educational idea transmission and to identify movements of innovation, accommodation and reinterpretation that are typical of cultural activities. By looking at the connections between agents, educational institutions and pedagogical publications, they could trace the life cycle of Herbartian ideas from their initial emergence and subsequent renewal to their eventual decline and eventual capitulation in the face of competing pedagogical trends and theories.

To make instructional ideas and methods useful and meaningful in a variety of settings, many movements of innovation, adaptation and reinterpretation were recognized. Study (Hjulström & Rytzler, 2022) generated attention to the topic's aesthetic and pedagogical value in classroom settings.

Both Herbart and Rancière emphasized the difference between a subject matter and a school subject, their distinction was relevant to the present discussion. In the context of an academic curriculum, a subject was defined by the disciplinary knowledge required to study, as well as particular conception of the distribution of ways of knowing, doing and acting that was articulated in a course outline or set of learning goals. Article (Protner, 2022) examined the evolution of education history from its inception as a formal academic discipline in 1869 to its inclusion in teacher training academies beginning in the 1960s and faculties of education beginning in the 1980s and beyond. It analyzed this topic, it was integrated into the curriculum at the Faculty of Arts in Ljubljana before to, during, and after World War II, from the time Slovenia was a part of the interbellum to the time it gained its independence.

Also discussed were the circumstances in three different Slovenian educational science degree programs. Article (Fedchyshyn & Protner, 2020) evaluated the contributions of J.-F. Herbart and Herbartians to the study of education in Germany, pre-Revolutionary Russia, and the Ukraine; the impact of Herbartian doctrine on the growth of pedagogical science; the adoption of Herbartian concepts in K-12 classrooms, including the development and transformation of educational theory and practice and the organizational and theoretical underpinnings of Herbartian pedagogy. The research (Vykhreshch & Fedchyshyn) examined the historical context of educational reform and outlines the distinct stages in the evolution of Herbartian pedagogy as well as the subsequent shifts in pedagogical philosophy and pedagogical goals. The essay demonstrated the centrality of

Herbartian pedagogy, both in theory and practice, to contemporary educational thought and practice. It provided an objective analysis of the significance of Herbartian education for contemporary research.

Study (Nurlaila & Muassomah, 2020) demonstrated how using the Herbart approach in tandem with collaborative learning can help students improve their Arabic writing skills. According to the results of the research, combining the Herbart approach with cooperative learning helped students become more comfortable writing in Arabic by complete a series of exercises together.

The results of the research showed that, when the Herbart approach was combined with cooperative learning, students were able to develop their Arabic writing abilities through the use of various exercises in groups and become more accustomed to writing in Arabic. Author (Katz, 2018) provided a brief history, philosophy and teaching methodology of the Mentors in Violence Prevention (MVP) program, which has been essential in the field of preventing gender-based violence since its start in 1993. MVP takes a preventative strategy that prioritized social justice and considers both sexes.

Features of the method were outlined, and they were contrasted with the more popular individualized, event-based approaches seen on campuses and elsewhere. Article (Zogla, 2018) offered an introduction to pedagogy as a topic of study and a scientific discipline within the academic study of education. These days, it's not just schools of education that incorporate theoretical frameworks and shifts in pedagogy into their curricula. Since these had gotten more complicated, they need to have new conversations about the changing significance of human interactions and the shift to a science of learning to support the practice of competence-oriented education. Study (Fedosejeva et al., 2018) suggested a broad, all-encompassing, comprehensive, sustainable and integrated paradigm in Education for Sustainable Development (ESD) education and practice research.

The paper presented an accessible, holistic, strategic, sustainable, and integrated pedagogical and practical framework for ESD work. To better understand the connection between the evolution of the ecological, cultural and social components of the environment and the emergence of the human species, a more holistic view had been established. The research (Wu & Zhang, 2022) focused on the theories of Herbart and Schleiermacher, which were presented in the difficult context of the potential and constraints of educational theory and its practicality.

3. SITUATIONAL FACTORS IN POLITICS, SOCIETY, CULTURE, AND EDUCATION

To examine the educational philosophy of the period spanning from the mid-19th to the mid-20th century, it is imperative to create an understanding prevailing political, social and cultural milieu throughout that era. During the 19th century, the main geographical areas that constituted the contemporary territory were Wallachia, which had Bucharest as its central urban hub, with Iassy as its principal city, Moldavia and Transylvania. The aforementioned ancient territories served as the primary administrative divisions within the given geographical area. During the period from 1867 to 1918, the Austrian Empire followed by the Austro-Hungarian Empire, exercised political control over Transylvania, although the Ottoman Empire retained its dominion over these aforementioned territories (Kisteleki, 2023). The current configuration has product of events after World War II ended, the unification of the three provinces occurred after World War I ended (1 December 1918). Both foreign and internal factors affected the situation in the three provinces throughout the 19th century. Such a varied and shifting setting undoubtedly informed the upcoming shifts and modifications, how the education and training were delivered. The contemporary state of Romania was the outcome of an extensive historical progression initiated by the nation's growing interaction with the cultural sphere of Western European civilization. The tremendous transformation that occurred over an extended period of time, it was significantly influenced by education.

4. PHILOSOPHY AND TEACHING

The Scoala Ardeleana also known as the Transylvanian School has exerted a significant influence on the younger generation in Transylvania. This has resulted in the development of a fresh awareness and a corresponding necessity for an innovative teaching methodology aligned with this novel ideal. When educators such as Gheorghe Lazar in Bucharest and Eufrosin Poteca, the Transylvanian School embarked on their educational initiatives and Gheorghe Asachi in Moldavia, their aim was to reduce the dominance of Greek, Slavic, and French influences that had previously exerted considerable influence over educational methodologies. From a historical standpoint, there are two key points that must be grasped first. The three provinces' students went all around

Europe for further education, so we can't single out any one European country's schools. Language, geography, economics and personal networks were a few factors that influenced where I went to school and what I learned. Many of these students has studied in more than one location, giving them a wide range of perspectives and skills. Second, we can assess the extent to which the French and German cultures has influenced and predominated with this diversity. Some introductory remarks also necessary if we focus on our research on the impact of German pedagogical theory. We need to break away from the linear and chronological progression of philosophical thinking recorded in today's vast digital libraries and archives. It was common practice for students of the time to learn about an author's works in more than one language and this is also the case today. It is inappropriate to judge the historical educational programs curriculum using modern criteria, as not all authors were contemporary to the student. One notable figure within this collective was Eufrosin Poteca, whose sojourns in Italy, specifically Pisa and France, particularly Paris were crucial in his endeavour to render German philosophical ideas into the Romanian language. One of the notable works included in this collection was the publication by Johann Gotlieb Heineccius (1681-1741). In 1808, Poteca produced a work that presented the philosophy of language and behavior, alongside rudimentary logic and ethics, as foundational aspects of the history of philosophy. In 1829, the University of Hungary's printing factory in Buda undertook the consolidation and publication of three distinct volumes namely "The History of Philosophy," "Elements of Logic" and "Elements of Moral Philosophy. Following Eufrosin Poteca's Foreword come Heineccius's, in which he offers similar justifications for the book's inclusion in his collection, including the fact that he became interested in Philosophy when reading it in a Greek school. Poteca has translated other works besides this one. His primary impact on Romanian education can be seen not only in the work he did after returning from Wallachia, but also in the son of his secretary at the Motru Monastery, Constantin Radulescu-Motru, who rose to prominence as a prominent philosopher and president of the Romanian Academy (Bejan, 2019). Assessing the precise magnitude of the impact of this effort poses a considerable challenge; yet, what holds significance is the notable change towards scientific methodologies in education that is illustrated by Poteca's educational endeavors. The assertions made regarding Eufrosin Poteca has been substantiated by recent scholarly investigations, particularly in the works of Constantin Radulescu-Motru. Gheorghe Lazar (1779-1823) made a significant contribution during his time as a professor at Bucharest's "Sfantul Sava" College (1818–

1922). Gheorghe Lazar, a Habsburg subject from Avrig, Transylvania, attended universities in Sibiu and Cluj before moving on to Vienna to study philosophy. The individual's principal contributions were conducted in Bucharest, where he imparted knowledge in the fields of mathematics and philosophy, while also promoting the study of Immanuel Kant at "Sfantul Sava" College. Gheorghe Lazar also questions whether or not it is possible to find teachers who are qualified to teach philosophy to the Romanian public. Lazar's followers took his ideas and applied them to new areas with the goal of expanding the educational system, while the same time the connection between theory and practice became an essential pedagogical paradigm. Some of Gheorghe Lazar's most notable disciples include the writer and educator Ioan Heliade Radulescu (1802-1872) and the influential 19th-century educator Petrarhe Poenaru (1799-1875). Lazar is also remembered for his groundbreaking work in education, which includes creating the first models of curriculum, set books and Romanian-language Theater. Gheorghe Asachi (1788-1869) is a legendary character for Moldavia in the 19th century, as he established the foundation for the country's educational and instructional system and served as a role model for educators. In Vienna, he took classes in mathematics and art, in Rome, he studied the classics, Italian literature, archaeology, art history, and sculpture. Figure 2 shows the comprehensive pedagogical concerns of Friedrich Herbart. Besides these, he cared about crafting and enforcing appropriate educational regulations and norms to the extent that the circumstances of his day allowed. The current state of Transylvania must be discussed before moving on to the next section of this study. The historical context of the Austro-Hungarian Empire and its successor, the Habsburg Empire, explains the theological diversity among its people. As a result, individuals who affiliated themselves with the Union with the Roman Catholic See were afforded the chance to use the educational facilities available in Italy and Rome, particularly the esteemed Propaganda Fide College.

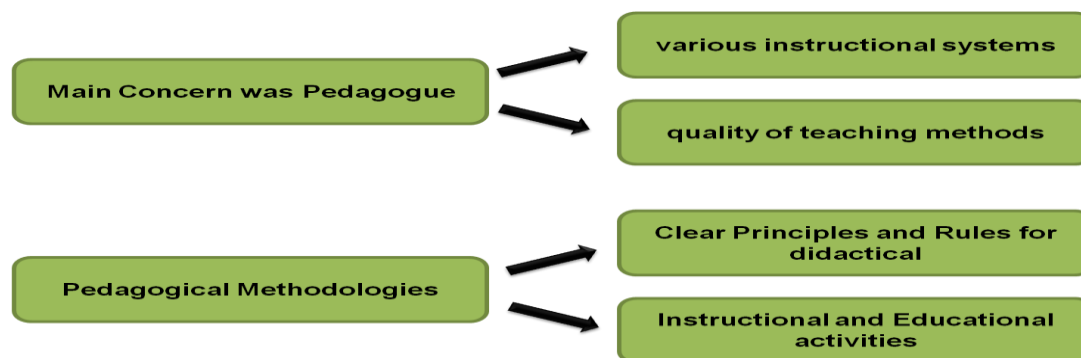


Figure 2: Comprehensive Pedagogical Concerns by Friedrich Herbart

However, the universities located in Vienna and Budapest remained highly significant for Romanian students. Likewise, the universities situated in Transylvania, including Cluj, Sibiu, Brasov, Bistrita, Timisoara and Arad have also functioned as significant educational establishments for Romanian students. Recent authors have emphasized the necessity to avoid superficial analysis and confusion while discussing the Transylvanian School's proponents, urging readers instead to look for the fundamental foundation upon their ideas lie. Simion Barnutiu (1808–1864) is one of these representations. He was a true Kantian thinker, especially in his lectures on education (which followed in Niemayer's footsteps). According to Barnutiu, education's ultimate goal is "to cultivate the humanity of each individual" and "to gradually free each student from everything that comes to stop his internal freedom and to strengthen this freedom."

5. THE IMPACT OF TITUMAIORESCU ON THE FIELD OF EDUCATION

We reach a genuine landmark in the history of educational theory with Titu Maiorescu (1840-1917). His influence in shaping modern-day Romania is difficult, if not impossible, to quantify, as the force of his personality. He might be referred to be a preceptor of the Romanians due to his multifaceted roles as a writer, philosopher, prime minister, and politician. Titu Maiorescu attended the Theresianum Academy in Vienna before moving on to pursue higher education at Berlin, Giessen, and Paris (Virtop, 2017).

The ideas of Herbart form the basis of his doctoral dissertation. His correspondence and daily journal entries from the 9th of December 1857 reveal that he was studying Herbart: "I render into Romanian language the logic of Herbart and I work a systematization of the lectures on logic by Suttner." His philosophy professor, Suttner, was an excellent example of how Herbart thought. Not, until the early 1970s did the true details of Maiorescu's doctoral dissertation become widely known. After researching his journal and other works, we know that Titus Livius Maiorescu published a philosophical treatise titled *ó* (Das Verhältnis) in Berlin in May of 1859. The variation in names doesn't reflect any substantive dissimilarity in approach to Herbart's central philosophical problem of relationship.

His groundbreaking work on logic changed the landscape of Romanian philosophy at the time. Even in his famous aphorisms, you can find a kernel of Herbart's essence: "The most important thing is how many

different ideas you have gathered in your memory, but more important is the relation among ideas."The intellectual and pedagogical legacy of Maiorescu's students has advanced to a new level. This particular intellectual tradition played a crucial role not only in shaping the educational system in terms of its structure and philosophy, but also made significant contributions to the fields of philosophy, psychology, and culture.

TituMaiorescu transcended mere symbolism, assuming the roles of both mentor and muse. Of significance in this context is the testimony provided by Ion Petrovici, who actively sought the input of TituMaiorescu on his research on Logic. Teachers were also among the first to be exposed to logical thinking thanks to Ion Petrovici and Ion Buricescu's book, *Logic*.

Petrovici's *Theory of Notions* is a significant contribution to the field during that era, as it played a crucial role in introducing Herbartian pedagogical principles inside the Romanian context. These individuals, who may be referred to as student, are greatly indebted to the philosophical tradition of German idealism. In his exploration of the psychology of the Romanian population, Constantin RadulescuMotru drew inspiration from Wilhelm Wundt, primarily due to Wundt's extensive laboratory work and his influential books, including the renowned *Völkerpsychologie*. Despite the considerable period that has elapsed before the passing of Herbart and the publishing of Petre Paul Negulescu's comprehensive five-volume work, *History of Philosophy* (1941-1945), it is noteworthy that Negulescu's study represents the initial comprehensive and critical examination of Friedrich Herbart's philosophical ideas.

It is imperative to acknowledge a lesser-researched work within Petre Paul Negulescu's body of work, as its relevance to the contemporary context remains as significant as it was its initial publication. *Destiny of Men* (1939) critically examines and compares contemporary issues like over-qualification and intellectual unemployment to those of the 1930s and 1940s, including in Nazi Germany. Scholars, including Professor Constantin Schifirnet, have conducted assessments thoroughintellectual contributions made by TituMaiorescu. The present studies address several facets of Maiorescu's intellectual heritage, including his theory of the absence of a foundation for forms and his discourses on the concept of parliamentarianism.

Professor Schifirnet acknowledged that TituMaiorescu's most effective approach encompassed, among other factors, the cultivation of a politically astute cohort capable of spearheading socially beneficial initiatives throughout the nation.

6. WORKS BY AUTHORS SUCH AS IOANPOPESCU AND STEFAN VELOVAN

It is imperative to acknowledge the involvement of a distinct cohort and demographic in the dissemination and implementation of this pedagogical concept within the field of education, approaching it primarily from a pedagogical standpoint. This approach is necessary to avoid an exclusive reliance on philosophical methodologies, which may suggest that Herbart's philosophy was transmitted through philosophical agents. IoanPopescu (1832-1892) made a substantial contribution to his field, having commenced his schooling at Sibiu and afterwards pursued further studies in Jena and Leipzig from 1859 to 1861. Through Herbart's student TuiskonZiller, he was introduced to Herbart's philosophies. Initially an eclectic thinker, IoanPopescu converted to Herbartism and "promoted the psychology of Herbart" after becoming familiar with the philosopher's work. Besides instructing and training educators, he also wrote manuals, books with pedagogical themes and methodological leanings and articles for pedagogical magazines. In addition, the individual possessed membership in the German Society for Scientific Pedagogy and was bestowed with the prestigious designation of being a correspondent member of the Romanian Academy.

His accomplishments include the development of pedagogically sound primary school textbooks during a time when such books were uncommon. For the first time, Popescu's manuals included educational techniques that were grounded in a critical stance that was well-argued rather than impromptu. IoanPopescu mapped out a system in his writings, with his book *Pedagogical Compendium* serving as the foundation. The publication titled "For Parents, Educators, Teachers, and All Men of School," initially released in 1873, explored the advancement of education beyond traditional institutional boundaries. The remaining two significant works were edited by Stefan Velovan, a student of the author. They are named IoanPopescu's empirical psychology is a field of study that reveals secrets about the most priceless aspect of our personalities.

Moreover, in order to attain a thorough comprehension of philosophical fields such as logic, aesthetics, ethics, and metaphysics, it is imperative to integrate empirical psychology, which serves as a fundamental framework for all scientific pursuits. Figure 3 shows Discussion of Ioanpopescu. The latter parts of this complex work are devoted to describing a range of emotions and wants. A brief introduction on man's evolution comes first in this book on pedagogy. When compared to Maria Montessori's

Pedagogical Anthropology, this method appears to be rather similar. We can state that learning about child development theory is the first step in any pedagogy course. From the perspective of educational goals, Popescu provides a pedagogical teleology and pedagogical technique, both grounded in the principles of pedagogy (Sorin-Avram, 2019). The subsequent section encompasses a chapter entitled "Pedagogical Dietetics," which delves into the principles of sustaining a nutritious diet and adopting a lifestyle, sometimes referred to the "hygiene of intellectual activity." The third part of the treatise discusses the adaptation of pedagogical ideas for use with students of different ages and in diverse settings of formal and informal education.

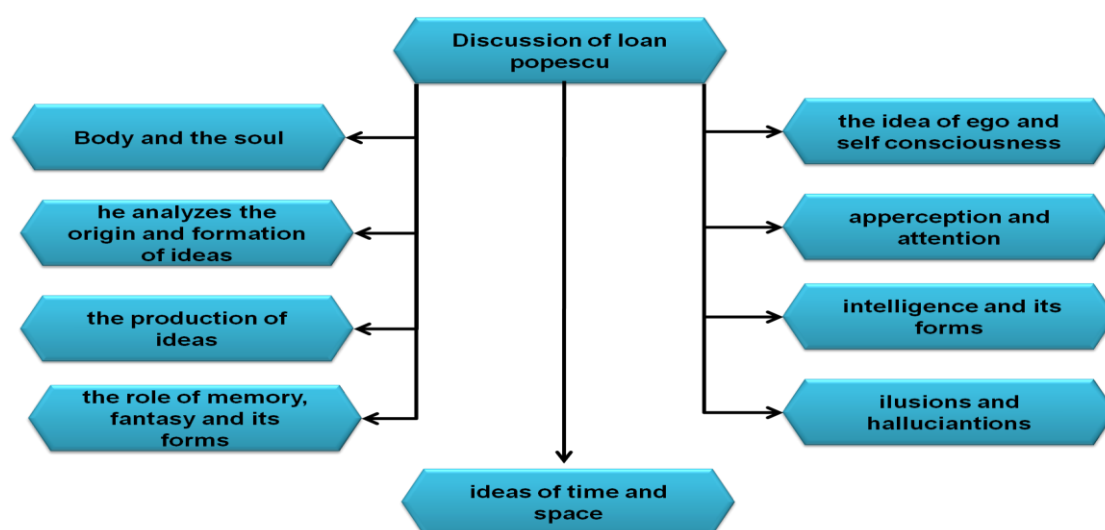


Figure 3: Discussion of Ioanpopescu

Following a discussion of progressive education based on natural development and sex, the book moves on to examine the role of the family in education before wrapping up with a look at the challenges facing educator preparation programs and other types of educational institutions. When viewed through the lens of modern science, these works are truly groundbreaking. Though largely forgotten, they laid the groundwork for modern psychologically informed pedagogical approaches; The most comparable modern counterparts can be identified within the scientifically informed scholarship of academics such as AlexandruRosca and Stefan Odobleja, as well as Paul PopescuNoveanu and MirceaMiclea. The process of educational and instructional design commences with this type of endeavor. In his scholarly examination of the Romanian rendition of Herbart's Pedagogical Lectures (1925), G. G. Antonescu delves into an analysis of the text, took the cultural stages left behind by IoanPopescu and recast them as psychological stages. The 1976 revision would use this

translation as its foundation. A realist, in "G.G. Antonescu's view, Herbart takes an attitude opposite to idealism." It is not necessary to accept that Herbart is a materialist for us to say, that he is a realist.

A realist is someone who recognizes the existence of a world independent of their own ego, whether that world is material or spiritual. Herbart is a spiritualist since he acknowledges the latter. Antonescu, who espouses the Herbartian approach in multiple facets, analyzes the geographical and conceptual dimensions of the educational ideal. The author examined the concept of interest as a necessary condition for educational pedagogy, as well as its dual function as an objective and a means. Antonescu provides a succinct examination of the translation process involved in conveying the psychological mechanism of Herbart's education. Within this analysis, Antonescu explores the intricate and complex characteristics inherent in the concept of interest. In his influential opus entitled "History of Philosophy," Petre Paul Negulescu primarily directs his attention towards the philosophical aspects inherent in Herbart's extensive corpus of work. Both forms of knowledge, namely objective, theoretical, and sympathetic information as well as subjective and practical knowledge are fundamentally rooted in individual interest. Hence, the methods via the activation of the perceiver's attentional disposition occurs hold significant importance. This phenomenon can be divided into two components: the traditional concepts, referred to the perceived element and the contemporary concepts, known as the apprehended element. This leads us to the pedagogical approach created by F. Herbart, commonly referred to the psychological phase's technique or the formal stages method.

"F. Herbart, Tuiskon Ziller (1817-1882), and Wilhelm Rein (1847-1929)" are suggested by G.G. Antonescu. Followings are authentic real-world examples from his contemporary era. It is imperative to acknowledge that the 1973 edition would be predicated upon this particular iteration. In his publications, Stefan Velovan explores the concept of apperception, which is another theme derived from the works of F. Herbart, succeeding Ioan Popescu in this area of inquiry. Stefan Velovan (1852-1932), hailing from Rusca Montana in close proximity to Caransebes, pursued his academic journey by enrolling in university programs at Timisoara, Vienna, and Gotha under the tutelage of "R. Zimmermann, a disciple of renowned scholars Herbart and A. Kehr". Titu Maiorescu perused the literary works of the individual in question and recognized their aptitude for the role of an educator, so the two of them started corresponding to persuade him to relocate to Romania. There would be ties to Stefan Velovan's work in

Craiova, where his legacy lives on. "Logical consonance between our points of view and the new experience" can be achieved through unique perceptual processes.

To examine how this pedagogy was made accessible to generations of educators, we must include the study materials that were available. Despite the unavailability of translated versions or a comprehensive compilation of Herbart's works, it is important to acknowledge the Romanian students who pursued their education in prominent European cities such as Leipzig, Vienna, Gotha, Berlin, and Jena. These individuals returned to their homeland equipped with advanced expertise in their respective fields. The creation of teachers they skilled and arranged at the many educational institutions they founded relied heavily on the pedagogical literature written in Romanian that they had compiled, edited, and made available to the public. Critical works about Herbart appeared quite late and infrequently. The Romanian translation of the eighth version of *Intro to Herbart's Pedagogy* was completed by Chr. Ufer in 1915. In 1915, a Bucharest teacher called I. Mihailescu translated and published Gabriel Compayré's seminal work "Herbart and Education through Instruction," with a total print run of five thousand. Prior to his current position, Mihailescu spent 12 years teaching at the Galati Normal University's affiliated application school.

In the year 1900, Basile Demetrescu-Oprea, an erudite individual holding a doctoral degree in literature and serving as the director of the seminary in Ramnicu Sarat, made a valuable addition to the educational repository of the Review "Didactical Conversations." This contribution took the form of a publication entitled "Rousseau and Herbart as Pedagogues and Philosophers." One of the notable works in the field of logic and the theory of concepts is "Some Methodical Guidance for Normalists and Teachers" by Ion F. Buricescu. This book, along with the contributions of Ion Petrovici and Ion F. Buricescu, falls under the realm of methodical and didactical literature. In accordance with the findings of Ion Buricescu, the esteemed author of *The Romanian Soul*, Spiru Haret (1851-1912), the individual charged with the responsibility of executing educational reform, received support from Constantin Dimitrescu Iasi (1849-1923), a dedicated adherent of the Herbartian philosophy. In the lecture titled "Reflecting on the Centenary of Herbart's Death," Ion Petrovici, a distinguished scholar affiliated with the Romanian Academy, examines the waning enthusiasm surrounding Herbart's philosophical ideas and gives an optimistic perspective on the potential resurgence of interest in his work. Petrovici contends that the revitalization of Herbart's ideas is contingent upon the

cultivation of a robust and all-encompassing intellectual culture, which he believes to be crucial for spiritual rejuvenation. G.G. Antonescu asserts that the most fitting homage to Herbart's philosophical and pedagogical perspectives lies in the meticulous analysis and interpretation of his ideas.

7. IN ADDITION TO HERBART, TOWARDS THE CONTEMPORARY LEGACY

Numerous additional concepts and systems have evolved and established themselves within the field of pedagogy and education, interacting with the pursuit of implementing and constructing a pedagogy that is rooted in the aforementioned principles. Ion Gavanescu (1859-1949) found himself in a comparable situation; he also began with a Herbart-like perspective but aimed to give greater weight to ethical considerations, expanding his focus to include sociology (Demin, 2019). Despite the fact that education faces two distinct challenges—one personal and one societal—the theoretical underpinnings of pedagogy come from the fields of psychology and ethics (sociology). In the early twentieth century, notable contributions to the discipline of psychology were made by Alfred Binet and Theodore Simon, as well as the publication of *The Annals of Psychology*, which was edited by Constantin Radulescu. Motru served as an excellent model for the forthcoming difficulties in schooling. So, it's not surprising that Herbart's educational system was scrutinized. The educational system of Romania encountered a multitude of political and ideological problems during the period following World War II. Nonetheless, pedagogical research flourished as the country reconnected with its historical faculty and embraced innovative methods based on the work of Lev Vygotsky, Jean Piaget, and American psychologists. Editor Stanciu Stoian's four-volume history of Romanian pedagogy includes reflections on each of the aforementioned educators, albeit from a historical viewpoint.

One of Stefan Velovan's former students, who has become an accomplished educator, has published a profile of his mentor. A pedagogical system implemented using this paradigm is functioning effectively. To rephrase, the model has evolved into an adaptable, open practice that can meet the difficulties that advances in science and technology pose to traditional forms of education.

Another notable work is "Sisteme de instruire alternative sicomplementare" by Ioan Cerghit. To avoid a complete deviation from the

trajectory of F. Herbart's ideology and application, it is important to highlight this particular illustration, with several different types of implications.

8. CONCLUSION

We employed an in-depth research strategy, exploring how Herbart's pedagogical ideas were incorporated into Romanian educational theory. Our research examined the incorporation of Herbartian ideas into Romanian teaching as presented in a selection of published works. The study's findings demonstrated that Friedrich Herbart's pedagogical outlook had a profound and enduring effect on Romanian education. Romania's educational changes in the early 20th century could not have happened without the theoretical groundwork supplied by Herbart.

The study's identification of pivotal examples of Herbartian notions being adopted into Romanian educational practices produced a legacy, that continued to affect pedagogical policies and instructional approaches in contemporary Romania.

The analysis of Herbart's impact on Romanian education may be clouded by subjectivity and bias due to the study's reliance on historical materials, which may be difficult to obtain and interpret effectively. Future research directions may include analysing how Herbart's ideas have been adapted in the modern day and their impact on educational reform around the world.

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