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**TRANSDISCIPLINARITY AND
COMMUNICATIVE ACTION IN
MULTIDIMENSIONAL EDUCATION.
EDITORIAL**

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Transdisciplinarity and Communicative Action in Multidimensional Education. Editorial

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Abstract

The main objective of this editorial is the underlying of the transdisciplinary approach and the specific ways of putting into practice the interdisciplinary and communicative action in education. In order to do this we tried to do radiography of the theoretic characteristics as they are showed in the documents and the researches from the studied literature. The benchmarks which underlie the investigative intercession prove that the transdisciplinary and interdisciplinary are not only theoretical concepts, but also domains to which the practitioners from the educational area found viable applications.

Keywords:

Transdisciplinary, interdisciplinary, communicative action, multidimensional education

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The matter of interdisciplinary approaches in education is not a new one, but it always causes depth analysis regarding the ways in which it could be applied in the teaching process. The reform of educational contents is a very important point of any innovation and the most dynamic part of the training curriculum. The traditions of the interdisciplinary and trans-disciplinary have deep roots over time. Thus, the trend toward unity in knowledge is not new but it can be found in the depths of time within the possibilities of knowledge through myths or ancient philosophers' writings. Greek Sophists and Roman rhetoricians emphasized the beauty and necessity of synthetic and global approaches on knowledge. As scientific progress is achieved through training, concern for unity awakens a desire to improve the regrouping on very small subunits of knowledge fields. Education's interdisciplinary is understood as an education which should be the image of reality unity, to form a unified research methodology of this reality and develop an integrative thinking, unified, systemic. Cognitive accumulations of various knowledge fields, as well as modern education sources multiplying, require modern strategies for contents sizing and structuring. Data acquired in a holistic manner this easily connected with previous knowledge and can also recall much faster (Caine and Caine, 1997).

There is compelled a new way of information selection, the depletion as well as other structuring, hierarchy, creation and practice criteria, as suitable as possible to the educational reality and objectives regarding the achievement of an integrative, holistic vision to the students. School should exceed the level at which teaching is focused on individual subjects and their isolated data as „the boundaries among disciplines and subject area are artificial and limit students access to broader meaning in life (Russell and Zembylas, 2007, p. 288). An education divided strictly on subjects that have specific objectives and methods, is in contradiction with the pupil's natural actions that tends to explore reality as a whole. Correlation principle appears as a necessity in the educational process. This supports curricula drawing and activities planning; thus ensuring a certain order, a link between knowledge that highlights world in its diversity.

Education's philosophy highlights the heuristic force of inter and trans-disciplinarity. It also suggests the difficulties faced. The terms differences of the correlated subjects must be surpassed. It is necessary

for the different conceptions specific to various subjects, their logic, systems and even types of sentences to be brought together. Interdisciplinary connections represent an integrated didactical approach, where knowledge, contents and learning skills are being connected horizontally and vertically (Sicherl-Kafol, B. & Denac, O, 2010, p. 4696). L. D'Hainaut asserts that the subjects could be approached by general concepts and principles and that there are "continuum areas" between them (L. D'Hainaut, coord. 1981, p. 212). The famous pedagogue distinguishes the following perspectives in approaching the contents:

- the interdisciplinary perspective – starting from subjects as a juncture for curricula drawing (it has the advantage that gives to the student and the teacher a structure that takes into account the hierarchy of prior enhanced knowledge),
- the multidisciplinary perspective or thematic – many autonomous subjects approach a theme or a situation, an issue (used for many educational levels and has the advantage that it structures the subject based on the specific matter/interest),
- the interdisciplinary perspective – educational system management so as to give to students the opportunity to familiarize to general principles or the ones oriented in as various contexts as possible,
- trans-disciplinary perspective – has as an entry point the student's intellectual, affective, psychomotor steps and not the subjects' ones. In this case the trainer will be interested in the education of student's personality in its entirety and not just storage of information.

The author notes the existence of several types of horizontal transdisciplinary (the student is put through similar issues passing through specific disciplines), vertical transdisciplinary (practicing different attitudes or approaches within the subjects considered independent) and transdisciplinary themes (to search for occasions, themes with which the student could have its own experiences). Regarding this issue Professor G. Văideanu asserted that trans-disciplinary perspective involves interplay of several subjects and the coordination of the susceptible research is likely to lead to the formation of some subjects or a new field.

Subjects' learning and the interdisciplinary learning will coexist, each with its functions. Moreover, even important representatives of

contemporary pedagogy (J. Bruner, L. D'Hainaut) believe that school subjects have their own importance in the organization of knowledge and their application. "Interdisciplinarity does not cancel subjects" (G. Văideanu), it just matches them. Integrated content models are widely recognized as the most representative teaching innovations. Susan Drake believes that transdisciplinarity is more complex than fusion information, multidisciplinary treatment, deepening from the perspective of several subjects of a topic or even the interdisciplinarity (Drake, 2012, p. 15). Susan Drake asserts that transdisciplinarity is more complex than information fusion, multidisciplinary treatment, deepening the perspective of several disciplines of a subject or even interdisciplinarity (Drake, 2012, p. 15).

This integration supports the idea of approaching in order to create in addition to information and training, meaningful formation of the child's personality. The authors: M. Corrigan, D. Groupe and P. Vincent (2011) noted that multi-dimensional education tends to form the 4 C's: climate, curriculum, character and school community. This training contributes greatly to achieving the academical goals and to engage in a holistic approach to education and helps in understanding of knowledge and to their integration in real life. These inter and multidisciplinary approaches could increase the education quality and the learning and understanding level of the trainees throughout their entire lives.

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