

Forward to the (Common) Roots of Education – Pedagogical Terminologies in Different Languages

7th workshop: Society as Extension of Familial Love - Amae (Japanese) and Trygghet (Swedish)

Discussants: Dr. Tomoki Sakata (Bamberg) and Prof. Dr. Anja Kraus (Stockholm)

Time

March 12th 2025, online, <https://stockholmuniversity.zoom.us/j/4589952717> (no registration, just drop in)

- 4pm – 5:30pm (Central European Time)
- 45' presentation
- 45' for dialogue

Exposé

We may naturally associate pedagogical terminology with philosophical and encyclopedic elaboration. However, there are languages that are hardly enlightened in this way. Japanese and Swedish are such languages. In Sweden, we hardly find encyclopedias in the field of education. Many words that are commonly used as pedagogical terminology have their background in sociometrics and law. This counts, e.g., for trygghet (familial coziness, comfort, public safety). As developed by Berggren & Trädgårdh (2022), trygghet can be understood in relation to concepts such as the “state of nature” (Rousseau), “democratic individualism” (Toqueville), “people’s home (folkhem)” (Hansson) and “pure love”. As possible equivalents, from Japan originate well-known buzzwords such as “wabi-sabi” (beauty of the lonesome), “ikigai” (sense of life), “shinrin-yoku” (forest bath), etc. To understand education and politics of this culture, psycho-social concept of “amae” (infantile dependence on caretakers, Doi 1977; Johnson 1993) is informative because such an ‘entreating sense of belonging’ underlies various behaviors of Japanese, young and old, that may seem strange to foreign observers. - On the one hand, both concepts seem to express self-understanding mutual acceptance of personalities, and, on the other hand, may indicate some potential of non-reflexive collectivity.

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