

Dorina SĂLĂVĂSTRU  
“Al.I. Cuza” University of Iași (Romania)

## **Obstacles and Errors in the Appropriation of the Psychological Language**

**Abstract:** The study discusses the difficulties which emerge during the appropriation of psychological language, difficulties considered as *cognitive obstacles*. Most of the time, the cognitive obstacles are born from the way the teacher put the student in touch with science, relying on a spontaneous epistemology, indifferent to the demands of science conceptualization and problematization. Relating to G. Bachelard's outlook regarding the obstacles which are constitutive to the scientific knowledge approach and which he calls *epistemological obstacles*, we analyzed several categories of obstacles which we find during the appropriation of psychological language: obstacles generated by the difference between the common meaning and the scientific meaning of the psychological concepts, obstacles generated by the difference between the feeling and knowing the psychological facts, obstacles generated by the difference between stereotype and objective truth.

**Keywords:** cognitive obstacle, epistemological obstacle, ontogenetic obstacle, didactic obstacle, common knowledge, scientific knowledge