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Rhetoric, Science of Education

Abstract: This article examines the problem of the scientificity of pedagogy (education), the same as in the case of any science: validity of induction, while admitting the effectiveness of the rules of syllogisms in the form *modus tollens*. These rules do not entirely solve the problem of validation of inductive inference, because its premises are sustained in models, which are objects of dispute through negotiations of its meanings. These negotiations occur in rhetorical and dialectical social situations that result in the organized knowledge to expose or teach (*didascalía*). Thus, the rhetorical, dialectical and logical (analytical) techniques constitute, together, the necessary conditions, although insufficient, for the production and exposure of reliable knowledge. Besides, I say there are two types of sciences: the constructive and the reconstructive. The constructive operates with self-referent signs and has as object the operations on a set of signs (logics and mathematics). The reconstructive sciences make comparisons to constitute a model, or a metaphor, that allows explaining and understanding of its object. Rhetoric is included in the reconstructive sciences having as object the limits of the modal axiom common to the intellectual techniques: it is possible to change beliefs, values and attitudes, therefore, it is also a science, or reliable knowledge of the educative practices.

Keywords: rhetoric; epistemology of sciences of education; reconstructive sciences