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### **ANALIZA ADEKVATNOSTI DEFINICIJE UČENJA**

Učenje nije lako definisati jer spada u pojmove čiji se rodni pojam i vrsna razlika teško određuju, što je osnovni sadržinski zahtev definicije. Osnovni formalni zahtev je adekvatnost definicije, koja podrazumeva ekvivalentnost obima definienduma i definiensa, a sa kojom je pri definisanju učenja bilo najviše teškoća: definicije su bile ili uske (klasična i zdravorazumska definicija), ili široke (sve kasnije definicije, nakon klasične). Status najprihvaćenije definicije učenja u različitim periodima imali su različiti iskazi, koji su, uz manje ili više pojmova koji su se menjali, sadržali zajedničku tvrdnju: Učenje je promena u aktivnosti individue koja je rezultat prethodne aktivnosti. Preširokost ove definicije, iako je ona bila smanjivana unošenjem različitih specifikacija pojma (trajna, relativno trajna promena, progresivna, promena u individui koja se može manifestovati u određenim uslovima), zadržala se kao mana, iako znatno umanjena. I pored različitih konotativnih dodataka i sužavanja, definiens je i dalje širok. Najprihvaćenijom se danas smatra definicija obogaćena i pojmom “specifična promena” u aktivnosti, jer se smatra da u potrebnoj meri smanjuje razuđenost definicije. U ovom radu se analizira i dokazuje da je definicija učenja i dalje široka, što otvara prostor da se proceni prihvatljivost novog predloga definisanja.

**Ključne reči:** definicija, učenje, adekvatnost

### **ANALYSIS OF THE ADEQUACY OF THE DEFINITION OF LEARNING**

Learning is not easy to define since it falls into the notions whose gender concept and category difference is difficult to determine, which is the fundamental content demand of a definition. The basic formal demand is the adequacy of a definition, which means the equivalence of volume between definiendum and definiens, which have caused the most difficulties while defining learning: the definitions were narrow (classic and commonsense definition) or wide (all the latter definitions, after the classic one). The status of the most accepted definition of learning throughout

different periods have had different statements. They, with more or few concepts, which had been altering, contained the common claim: Learning is a change in the activity of an individual which is the result of a previous activity. This definition was too wide, although it had been narrowed by certain specific contents, (permanent, relatively permanent change, progressive change, and a change of an individual which could be manifested in certain conditions), and that has remained its flaw, although weakened. Besides having different connotative additions and not being so wide, the definition is still wide. The most accepted definition today is considered to be the one enriched also with a concept of “specific changes” in activity, since it is believed that it makes the width smaller. That this is not the case and that the definition is still wide, in this paper such statement has been analyzed as well as the acceptability of the proposition.

**Keywords:** definition, learning, adequacy of a definition