

Abstract of Habilitation Thesis

(I) scientific, professional and academic achievements

Based on my doctoral research related to the critical philosophy and the Philosophy of Science, my concerns were gradually focused on the field of Philosophical Anthropology that allows the integration of a variety of styles and ways of doing Philosophy. The research and analysis increasingly led me to outline the comprehensive ontological model of the bio-socio-cultural tri-unity of the human being. Subsequently, I have applied this model to the analysis and understanding of a wide range of topics from various fields: economics, sociology, political science, education, etc.

a) A constant of my scientific work was the issue of the human being in the process of social evolution. In the wider context of cultural anthropology I have applied the philosophy of the tri-unity model of the human person to some general issues such as social economy, civilizing process, culture and civilization relationship, national hallmark of understanding the Being, and also to some particular processes and phenomena such as alienation, individualism, violence, feminism, bioethical issues, globalization, language development, etc.

b) The second direction in which I applied the ontological model was in the field of human psychology. Defining and understanding the person and personality along their three dimensions of existence, the origin and deep causes as well as the emergence levels of the human being pathologies such as depression and narcissism. Understanding the simple fact that at the basis of mental pathologies there is always a being-existential component has the advantage of shedding a new light on both the understanding and the significance of philosophical investigation as well as on the therapeutic approaches.

c) The third line of research focused on the Philosophy of Science, and evolved around the general issues of scientific inquiry such as the status and nature of scientific quality in contemporary society, aspects of scientific responsibility, methodological strategy of falsifiability and verifiability complementariness in scientific practice, the status of scientific truth, the idols and ideologisms hidden in scientific objectivity.

I have paid special attention to the psychological aspect involved in the scientific knowledge trying to highlight the differences between different types of knowledge, psychology of knowledge and psychological knowledge, its pronounced self-referential and reflexive character, and the place and role of moral considerations within it.

d) The Philosophy of Technology forms the fourth line of research in which I have particularly emphasized its non-material characteristics, the importance it had in the evolution of human beings, existing and potential effects, and how it affects all three dimensions of human existence and its possible future development. I have analyzed in particular the psychological effects of accelerated technological evolution, the potential implications of the development of

artificial intelligence, and also the effect that technological mentality has on the paradigm of thinking in general and science in particular.

e) Another issue that has particularly concerned me was that Philosophy of Education. My research addressed the role and functions of the University, its current state, the philosophy which embraces knowledge production within it, the situation of educators and the necessity to change the paradigm of teaching-learning, but also the philosophy that embraces the institutionalized or collective education process, the moral and ethical aspects of it.

All the five main directions of research are based on the same fundamental ontological model of the tri-unity of the human person, and converge to a consistent picture of life evolution in the universe toward the self-reflexivity state which is the basic principle of understanding human problems as well.

A constant similar concern was the development of the capacity for understanding and assimilating the perspectives and approaches specific to other areas so as to be able to unite these results from so many different fields of knowledge in a trans-disciplinary explanatory construction appropriate to the comprehension of the studied phenomena. These steps were needed both to improve my own understanding and especially to develop my teaching skills.

The transdisciplinary nature of my courses and the perspective of transmitting such knowledge to the students require integrative and interactive teaching methods and this is what I have been trying to improve in my professional activities.

The strategy for the future of studies and research is based on the same direction: to develop and apply the ontological tri-unity model of anthropological existence to other topics and key areas. I believe that previous results present a comprehensive explanatory paradigm capable of throwing new light on many of the nowadays problems of mankind.