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ЗАГАЛЬНОМЕТОДОЛОГІЧНІ ПРОБЛЕМИ ПЕДАГОГІКИ

Анотація. У статті висвітлено загальнометодологічні проблеми педагогіки, розв'язання яких актуалізується в умовах сучасного полікультурного суспільства. В контексті дослідження методологічних аспектів тези «педагогіка як компонент культури» виокремлено такі аспекти загальної проблеми як посилення парадигми цілісності, побудови математичних моделей для опису педагогічних явищ, зміна характеру об'єктів дослідження та посилення ролі міждисциплінарних комплексних підходів у педагогіці.

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General Methodological Problems of Pedagogics

It is a well known fact that methodology is the theory of method, the science of modeling a human activity. Traditionally the most well developed branches of methodology are the cognitive activity methodology and the science methodology. However, among the scientific notions a teacher works with the notion “methodology” is one of the most unspecified, meaningful and even contradictory. That is why it usually has mixed interpretations in pedagogical researches. We will follow the determination of the notion “pedagogics methodology” given in the Educational Encyclopedia: “The system of knowledge of the structure of pedagogic theory, of the principles of method and means of knowledge receiving which are reflecting a pedagogic reality as well as the system of actions for receiving these knowledge and substantiation of programs, logics, methods and

quality estimation of research work”¹. Such an understanding of the main point of the notion we investigate appeals to us because in such a definition of pedagogics methodology as a system of the structure of the pedagogic theory knowledge, the principles and methods of knowledge receiving, the system of actions of a researcher in knowledge receiving is stressed.

Generalisation of scientists-methodologists’ groundwork in the context of the thesis “pedagogics as a component of culture” let us state the fact that in a modern science *the strengthening of the integrity paradigm* occurs. This is caused by a state tendency of harmonization of the natural-scientific and humanitarian disciplines, science and arts, convergence of two cultures namely scientific and technical with humanitarian and artistic. In humanitarian and pedagogics cognition the tendencies of convergence are manifested in pragmatics of norms and rules of scientific discourse; in the application of terms and notions which suppose well determined form of quantification; in application of different approaches to deductions and arguments construction that is more commonly used in “exact” sciences; in endeavors to *construct mathematics models for description of pedagogic processes and phenomena* etc. On our mind it still remains typical for modern pedagogic researches to represent the descriptive models of pedagogics phenomenon which is being studied without the study of essence methods of developed model functioning (structural and logical, pedagogical, logical and functional etc.). As for the logical and symbolical modeling in pedagogic researches we should state that the possibilities of its application are still quite limited because dynamic parameters of pedagogic phenomena passing are not always impartially taken into consideration².

At the modern stage of the development of pedagogics the *computer modeling* acquire a particular significance. A computer is a powerful mean of

¹ Енциклопедія освіти / Акад. пед. наук України; головний редактор В. Г. Кремень. – К. : Юрінком Інтер, 2008. – С. 499.

² Бобрицька В. І. Загальнометодологічні проблеми педагогіки: полікультурний аспект / В. І. Бобрицька // Культурно-історична спадщина Польщі та України як чинник розвитку полікультурної освіти : зб. наук. праць. – Хмельницький : ПП Заколотний М. І., 2011. – С. 68 – 72.

increasing the efficiency of research and managing work, a distinctive intellectual intensifier which favors the objectification of scientific and pedagogical researches and optimizes the managing decisions. It is important to take into consideration that the application of the method of computer modeling in pedagogic researches particularly the modeling with the assistance of intellectual computer systems, in scientific work and with the applied goal will make it possible to improve the effectiveness of these kind of activity and to impartially optimize their outcomes.

Another interesting tendency connected to the general methodological discourse of pedagogical problems refers to the scientific knowledge and is *in modification of research object character and intensification of interdisciplinary comprehensive approaches to their exploration*. The object of pedagogical researches is the systems that are being developed, it means such kinds of systems which form the new levels of their structure in time. Though the emergence of a new level influences the levels formed previously. Thereby the systems that are characterized by openness and self-development are progressively starting to determine the essence of the postnecrotic science and at the same time cause the need to produce a new methodology of their research. This means that the origination of comprehensive research programs, the unity of the theoretical and experimental surveys, of the applied and fundamental knowledge into a single system of acting, are prospective. For pedagogy it means the “ascending” of the researcher from daily problems to search of fundamental principles of pedagogic knowledge, its deep understanding from philosophical points of view, finding the senses and vectors of pedagogic knowledge development and its practical application, an attempt to answer the question: “If a teacher of a secondary or a higher school has a right to be a “retransmitter” of scientific knowledge?”, “If they have to participate as scientists in receiving it?”.

While making the analyses of general methodological problems of pedagogics we surely have to mention two historically specified tendencies in interpreting the correlation of pedagogics and philosophy: the tendency to consolidate pedagogics and “applied philosophy” and oppositely the attempts to

consider pedagogics separately from philosophy. It is the philosophy of education that gives us a possibility to avoid the indeterminateness in these problems because the application of synergetic approach to pedagogic phenomena is a powerful key factor in solution of the tasks of the research.

While studying the pressing problems in pedagogics methodology we should pay a special attention to *the correlation of pedagogics and psychology*. Comprehension of the roles of these sciences for reaching the goal of preparing the youth to the life in living conditions of a multicultural society is necessary not only for the development of the tooling of its realization but also for the determining the logics and the character of the expected results. Relying on the concrete historical approach to the science and the practice it is important to realize that the psychologism as a methodological position and the psychology as a special branch of science are being distinguished. The psychologism which disclaims the right of pedagogics to have its own theory designates it to be an interpreter of psychological phenomena. At the same time psychology is and always was the significant source of scientific interpretation of educational and upbringing practice.

In the context of the examination of the general methodological problems of pedagogics it is essential to give a characteristics to such its aspect as “pedagogics as a component of the culture” because on the one hand pedagogics is a component of the spiritual culture of the society and on the other hand the process of education and upbringing is significantly influenced by the occurrences of the mass culture of the society and different modern subcultures which are popular in the youth environment. Making a comment of the mentioned aspect we have to point out that pedagogics as a science and a branch of a moral and practical activity decides the urgent task of preparing the young generation to the further self realization in social, professional and personal aspects. At the same time it is essential to take into consideration the fact that the decision of this task occurs not in the isolation but under the determined social conditions to which we can attribute particularly the declared national ideas, value orientations, social conditions of people living

etc. Beside this their influence into the education and upbringing of the young generation simultaneously with the educational environment of a secondary or a higher school have the mass media (cinema, press, television, theatre, advertisement etc.), the literature, the art, the architecture, the sculpture, the music etc. These elements which are being combined in different variations have their influence into the forms and the means of education and upbringing of the young generation as well as into the result of the educational system functioning in the whole.

It had happened so that a modern pedagogics to a considerable degree withstands the multiple components of the mass culture which is sometimes quite aggressive regarding to the young generation. In connection to this pedagogics faces serious problems which require a profound comprehension and a rapid search of *the adaptive methodology* that provide for the possibility of effective actions in the conditions of the informational environment which changes rapidly. That is why it is significant for educationalists to define their strategy in searching the methods of solving the urgent problems of preparing the young generation to the life in the modern society. The critical comprehension of our own results of scientific and applied researches, the analyses of the groundwork of other researchers devoted to the investigation of the educational activity sphere have to be conductive in it. Taking into consideration these facts we are certain that all of these should be assisted in formation of critical style of thinking of a young person as an object of education².

A short discourse of the general methodological problems of pedagogics authenticates that they include specific questions of the area of scientific cognition in the determined sphere as well as those questions which determine the position of pedagogics methodology in solving the urgent problems of modern globalised world. We are absolutely sure that without the methodological knowledge, without their comprehension in the context of the topical tasks of education, training and upbringing of the young generation it is impossible to competently develop the educational environment of the secondary and higher school which will gave a

possibility to each participant of the educational and upbringing process to construct and realize a main path of the personal development, of the self-realisation in the circumstances of the information-oriented society.