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GENERAL SCIENTIFIC BASICS OF PEDAGOGICAL HISTORY RESEARCHES

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ABSTRACT

The manuscript presents general scientific basics of researches on history of pedagogy. They are connected with methodology and historiography. As studying history of any science is always significant because it helps to clarify the state of the problem under research as well as contributes to improving the scientific level of the author's investigation it is very important to make this investigation in a proper methodological way in order to avoid errors in the work of the researcher. Thus, the paper is topical.

The **purpose** of the article is to determine the methodology of historiographical investigation of researches on history of pedagogy. The objectives of the study are to clear up the methodological principles of the mentioned research, methods of their knowledge and means of historiographical research in this area.

The **methodology** used in the study is presented by general theoretical methods such as analysis and synthesis of related researches together with narrative

method. They helped to receive and present the results as well as to make the conclusion.

The **results** of the study show that any research of the historiography of pedagogical history should be based on scientific methodology. Tools for such researches are methodological principles (historicism, systematics, objectivity, comprehensiveness, and continuity), methods (analysis, synthesis, methods of typology and comparison, as well as bibliographic method) and means of knowledge (information technology, computers, office equipment, information computing devices).

The **conclusions** allow asserting that mastering the methodological tools is a necessary condition for improving the scientific level of historiographical research on the history of pedagogy.

KEY WORDS: historiographical research, history of pedagogy, methodological tools, researcher, scientific basics.

INTRODUCTION

The issues of methodology together with the historiographical analysis of research on history of pedagogy are of great importance today, as they not only clarify the state of the issue to be studied, but also contribute to improving the scientific level of the author's investigation. It is known that without a serious historiographical analysis of previous research, it is impossible to understand the process of development of any knowledge, to identify gaps in it and to determine the prospects for further exploration.

Moreover, a careful analysis of existing scientific works allows the author to clearly understand his own solution to the question, "to avoid unnecessary repetitions and fruitless duplication of what has already been done" (Nechkina, 1965, p. 22), and saves time, because of course the author must make something new, to advance science, instead of repeating what has long passed.

According to scientists, without a history of consideration of the views development, i.e. analysis of how the accumulated factual knowledge was comprehended and generalized, there is practically no development of actual scientific knowledge

in a particular field (Tokarev, 1966, p. 4-5). Thus, the presence of qualitative historiographical research indicates the maturity of science itself.

However, such a mandatory component of any scientific research as the analysis of scientific literature, unfortunately, is overshadowed by the fact that it is often formal in nature and presents just a review of previously published books and articles, without in-depth analysis, while it should include a methodology.

That is, the construction of one's own concept should be based on the analysis made by scientists before or should include evaluation or comparison of different concepts and selection of the most suitable of them from the author's point of view, not just a descriptive selection of quotations and expressions (Sukhomlynska, 2007, p. 8-9).

Analysis of research shows that a significant amount of historiographical research has emerged in recent decades, as any science requires careful study of both its own history and the history of the issue under research. Thus, much attention was paid to historiography by Ya. Kalakura (2004), I. Kolesnyk (2000), E. Lunyak (2004), and others, who studied historical historiography in detail. L. Holubnycha

(2012; 2012a; 2012 b), N. Hupan (2002), O. Sukhomlynska (2007) made a significant contribution to the development of theoretical and methodological aspects of pedagogical historiography.

A wide range of pedagogical issues has been studied from a historiographical point of view in many scientific works (Strazhnikova, 2015; Tkachev, 2015; Bondar, 2020 etc.).

Methodological issues of scientific research have also been in the field of view of scientists. However, the issues of methodological tools for historiographical analysis of research on history of pedagogy remain insufficiently developed. Therefore, it is necessary to differentiate the concepts of methodological principles and methods of scientific research, as well as to determine the relationship between them.

The **purpose** of the article is to determine the methodology of historiographical research of scientific works on history of pedagogy. The objectives of the paper are to outline the methodological principles of such research and methods of their knowledge, and means of historiographical research in this area.

METHODOLOGY

As the article is of theoretical character, general theoretical methods were used. They include analysis and synthesis of related researches as well as narrative method, which facilitated to receive and present the results and make the conclusion.

RESULTS

In modern scientific research, the generalization and analysis of the predecessors' achievements of the problem under study are of particular importance, but of even greater importance is the awareness of the internal laws of science.

Thus, it is not enough to know how a pedagogical problem arose and was

understood, how a specific issue of teaching and education as well as their acquisition was solved in a specific period, a scientist needs to know why this approach to this issue existed, why views on a particular problem changed in different periods, what was the positive or negative impact on the development of methodological and pedagogical thought in general.

Determining the patterns of development of the studied problem should be the essence of the methodological approach to the historiographical analysis of a particular problem. Scholars believe that "historiography without methodology is fruitless, and methodology without historiography is pointless" (Dniprov, 1986, p. 136), because it ignores the real problems and experience of a particular science, because methodology and historiography are interdependent.

Moreover, the level of development of science depends on the level of development of its methodology, theoretical generalization of the material (Sakharov, 1981, p. 107). Methodology should be not only the starting point of any scientific work, but also the guiding thread of any research and historiographical study of existing works, including. Thus, in-depth research is always based on a general methodological approach and methodological principles of historiographical analysis.

Let us consider the methodological tools of historiographical research on history of pedagogy. Naturally, the complexity and diversity of objective reality led to the emergence of numerous methods of its study, which in turn served as the basis for the emergence of a special doctrine of methods of scientific knowledge.

When beginning to study any theoretical question, it is first necessary to define the conceptual scope of scientific terms used to describe the question, because the concept itself reflects the essential features, properties and connections of the

phenomena of reality being studied. In science, concepts act as the main elements of the scientific-mental, cognitive process and express the substantive essence of any theory.

This doctrine is the methodology. The term “methodology” is of Greek origin and consists of two words: *methodos*, which means the path of research, and *logos* – teaching. That is, literally “methodology” translates as “the doctrine of the path of research.”

A large explanatory dictionary of the modern Ukrainian language gives two interpretations of the concept of “methodology”: 1) methodology – the doctrine of the scientific method of cognition and transformation of the world; its philosophical, theoretical basis; 2) methodology – a set of research methods used in any science in accordance with the specifics of the object of knowledge (Large explanatory dictionary, 2012, p. 371). In the context of our study, the second meaning of this term is more appropriate.

From the point of view of philosophy, the methodology “synthesizes the theoretical bases of the most expedient and effective general scientific methods of research and facilitates scientists' choice” (Stefonov, 1967, p. 129). That is, the main emphasis of philosophers is on a combination of theoretical principles of research, as they consider “theoretical consciousness” to be the basis and distinguishing feature of any science.

Sociology sees methodology as “a set of organizational forms, techniques and methods of research” (Becker, 1961, p. 278), which indicates the equivalence of both scientific methods and research organization.

Scholars-historians of pedagogy offer the following definition of methodology: “methodology is a system of essential aspects of worldview and theory that make up the research principles of science”

(Petryaev, 1976, p. 10), thus emphasizing the special importance of worldview, because when studying any concept of historical-pedagogical process it is the worldview of the researcher that determines the goals and objectives of his research, its methodology, which has a decisive influence on the formation of his own concept.

Pedagogy interprets methodology as “the doctrine of the initial provisions, structure, functions and methods of scientific and pedagogical research” (Zagvyazinsky, 2001, p. 10), “system of principles and methods of construction of theoretical and practical activities” and emphasizes that the manifestation of methodological principles of pedagogical research, scientific and pedagogical research at the philosophical, general scientific, specific scientific levels, as well as at the level of specific research is a necessary condition for studying the genesis of pedagogical thoughts (Kurylo, 1999, p. 42-43).

Thus, analyzing the above definitions, we conclude that the modern methodology of historiography of research on history of pedagogy is based on the synthesis of general theory of scientific knowledge and the practice, i.e. research experience.

The basis of the methodology of any scientific research is methodological principles. Principles are the starting points of any scientific system; “Empirically developed, scientifically understood and established in practice the most important rules of cognition, compliance with which guarantees the deep study and objective coverage of a process, phenomenon, event” (Kalakura, 2004, p. 26).

The application of methodological principles (rules) prevents errors in the work of the researcher. We emphasize that they are the result of many years of research experience, and neglect of at least one of the following methodological principles will lead to negative consequences such as: incompleteness, inaccuracy, etc. of research on history of pedagogy.

The main and integral principles of historiographical study of the problems of history of pedagogy can be considered the following: historicism, systematics, objectivity, comprehensiveness, continuity.

So let us consider the basic methodological principles of historiographical analysis of research on history of pedagogy.

The main and universal rule of historical knowledge in any field of science is the observance of the principle of historicism. It is this principle, according to scientists, which allows researchers to master the facts of the past. Within the framework of any historical and pedagogical reflection, it is important to solve problems related to the essence, structure and specifics of historical and pedagogical science. The principle of historicism helps to solve these problems.

In historiographical works, this principle is manifested somewhat specifically. In the process of historical development, pedagogical knowledge is constantly improved, streamlined, refined, and tested. If a researcher wants to trace the evolution of pedagogical thought or pedagogical science, he must follow a specific historical approach, i.e. take into account and analyze the historical, economic, socio-political, cultural, philosophical, religious conditions in which the author of the researched study lived and worked, which formed his worldview, his pedagogical views, when his works were published.

After all, adherence to this principle will allow “professionally and comprehensively look at the pedagogical processes that took place in the past, identify changes and innovations (or, conversely, regression), linear, spiral or in some other way” (Sukhomlynska, 2005, p. 11), which is one of the main tasks of the historiographical research on history of pedagogy.

Thus, the principle of historicism in historical and pedagogical science is multifaceted. It, on the one hand, involves consideration of phenomena, facts and ideas

in the dynamics, establishing a sequence of stages of development of pedagogical phenomena and facts studied, identifying the specifics of each of these stages, revealing the features of its internal contradictions, connections of the object with others objects, identification of trends in the evolution of pedagogical science; on the other hand.

It requires an analysis of important socio-economic factors that in a certain historical epoch determined the uniqueness of the development of theory and practice of teaching and upbringing: specific forms and methods of teaching, content of education, concepts of education, different interpretations of goals and objectives of education, teaching and upbringing.

It is significant that the concrete-historical principle means, first of all, the concreteness of the study of the historiographical process: historiographical problems can be solved only if the development of pedagogical science is studied in connection with the development of society.

It is known that the development of society, changing political priorities leads to changes in the goals, objectives and content of education and upbringing, because education has always fulfilled the social order. As a result of transformations in education and upbringing, the pedagogical theme changes, and later the pedagogical paradigm do.

That is, for a holistic understanding of the object of historiographical research, it is necessary to refer to the specific historical principle, which involves consideration of pedagogical phenomena, facts, etc., taking into account the specifics of the moment, time.

The disclosure of the qualitative features of each stage in the evolution of these pedagogical issues is through the identification of the conditionality of their emergence and development by various

circumstances of a particular historical period.

Since any science (such as the mentioned one) is systemic in nature, the study of its development requires compliance with the rule of systematicity.

It is known that the development of science is influenced by many factors, including the evolution of scientific thought and related knowledge, in our case such as pedagogical, psychological, historical and so on. All these processes can be studied only using the principle of systematics.

Consistent adherence to the system guarantees the researcher both a comprehensive knowledge of the historiography of methods of teaching and education as well as the development of pedagogical science in general.

Systematization in the historiographical analysis of works on the problem under research also orients scholars to the integrity of pedagogical thought, which is relevant in terms of reforming the educational system.

Objectivity is an indisputable and obligatory requirement for any scientific work. Achieving absolute objectivity is not possible, as there are always two components to research: the subject (researcher) and the object.

Therefore, no matter how hard a scientist tries, it is impossible to completely get rid of the influence of subjectivity. But the principle of objectivity of the historiographical study of research on history of pedagogy implies maximum balance in the assessment of each methodological phenomenon, the study and comparison of different points of view on it. This is greatly influenced by how objectively historiographical sources are selected, how they are analyzed, and how they are interpreted.

The principle of comprehensiveness of historiographical research of scientific works

requires careful study and analysis of any phenomenon in educational science in the field of the problem under research from all sides.

Thus, to learn the development of pedagogical thought on certain aspects of the issue, the scientist must identify and explore all sources that contain information about its genesis, trace all areas, trends, scientific schools, and determine the personal contribution of each teacher to the science. In addition, it is necessary to consider not only internal development, but also to take into account the influence of the external pedagogical environment, because neither the pedagogical science of a particular country, nor its scientists are isolated.

No foreign scientific ideas will be accepted and “take root” in any country if it is not ready for them. If such ideas are accepted, then, firstly, it indicates that there are grounds for their development, and secondly, they will definitely be adapted to internal conditions. This is the relationship between the principles of comprehensiveness and systematics and objectivity.

Another indispensable rule of historiographical knowledge of works on history of pedagogy is the succession or continuity of research. The principle of succession insures the scientist against subjective views and one-sidedness.

It contributes to the reflection of didactic science in historiographical research, thereby bringing them closer. Succession allows us to trace the chain of development of methodological thought, where new ideas confirm, organically continue, or replace old ones that have outlived themselves or have not been tested over time.

Each subsequent stage of development of methodical knowledge “stands” on the shoulders “of predecessors” (Holubnych, 2012a, p. 143), because science is collective in nature. The new generation of researchers

critically rethinks the achievements of previous generations, continues methodological topics, and deepens knowledge of certain methodological problems. Continuity is not only a rule for historiographical analysis of research, but also a pattern of development of educational science itself.

The next component of the methodological tools of the researcher of historiography of history of pedagogy is numerous research methods. The method is "a certain sequence of actions, receptions, operations which performance is necessary for achievement of the set purpose" (Ruzavin, 1974, p. 21).

Scientists note that "the method is the creation of the researcher" (Kovalchenko, 2003, p. 40), but any method has an objective side. Therefore, researchers choose certain methods based on the purpose and objectives of their work. So consider only those methods that are inherent in historiographical knowledge of the problem under research.

Thus, the main of these methods can be considered a specific historiographical analysis and synthesis. They are general scientific interconnected methods of scientific research, universal for the historiography of any issue, as they contribute to solving the goal of historiographical knowledge: to find out the origin of a scientific problem, its development and the achievements of scientists in the subject.

Analysis is the dissection of the object of knowledge into components for the purpose of in-depth study of each of them.

This method covers several factors: analysis of socio-cultural preconditions for the creation of each specific methodological work (motives and circumstances), the nature of research issues on history of pedagogy, analysis of the source base, methodological concepts, directions, trends. Careful analysis of each of the elements

helps to understand why the facts being studied are interrelated.

Synthesis is a combination of information obtained, taking into account the results of the analysis of all components of the object of knowledge, i.e. the formation of a holistic view of the historiographical process, the development of pedagogical science.

Methods of typology and comparison allow the researcher to clarify the "growth" of scientific knowledge, to identify a new perspective on the interpretation of "old" problems or the expansion of methodological issues, the stability and general recognition of certain methodological concepts.

The bibliographic method is associated with the personification of the contribution of a particular teacher or outstanding thinker in the development of methodological thought, with the identification of features that were characteristic of the whole generation of teachers of a certain era.

This method warns against the total collection of facts of life and work of the teacher and their mechanical description. It is closely related to the study of the source base of special origin: autobiographies, diaries, memoirs, etc., which allows reconstructing the life and inner world of the individual, to establish the origins of methodological concepts with their cause-and-effect relationships.

Another component of the methodological tools of the researcher of the historiographical aspect of history of pedagogy is the means of scientific knowledge. These include information technology, computers, office equipment, as well as information and computing devices. All these tools help researchers to improve efficiency and intensify scientific work.

DISCUSSION

Thus among methodological tools of historical and pedagogical research we presented and described the following

principles: systematic, objectivity, comprehensiveness, continuity.

However, researchers are constantly updating this list. Thus, the authors of the monograph "Scientific approaches to pedagogical research" emphasize the importance of synergetic, culturological, axiological, resource, anthropological, personalized and other approaches (Scientific, 2012). K. Petryaev (1976) also proposes to add chronological, problematic, biographical and chronological-thematic principles (p. 160-164).

Considering methods of historical and pedagogical research, we designated analysis, synthesis, methods of typology and comparison, bibliographic method. Ya. Kalakura (2004) identifies the following methods of historiographical cognition: analysis, synthesis, system-structural and problem approach, logical, historical-chronological, historical-situational, comparative, retrospective, biographical, typology, classification, periodization, etc. (p. 29).

We totally agree with the scholars that proposed principles and methods of

researches in connection with the topic of our manuscript are significant and may be fruitful for scientific investigation.

CONCLUSIONS

Thus, the analysis of the researches under the investigation allows us to draw the following conclusions:

- 1) the study of the historiography of researches on history of pedagogy should be based on scientific methodology;
- 2) methodological tools of the researcher are methodological principles (historicism, systematics, objectivity, comprehensiveness, continuity), methods (analysis, synthesis, methods of typology and comparison, bibliographic method) and means of historiographical knowledge (information technology, computers, office equipment, information computing devices);
- 3) mastering the methodological tools is a necessary condition for improving the scientific level of historiographical research on history of pedagogy.

CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЗАГАЛЬНОНАУКОВІ ОСНОВИ ДОСЛІДЖЕНЬ З ІСТОРІЇ ПЕДАГОГІКИ

У рукописі представлені загальнонаукові основи досліджень з історії педагогіки. Вони пов'язані з методологією та історіографією. Оскільки вивчення історії будь-якої науки завжди є важливим, воно допомагає з'ясувати стан досліджуваної проблеми, а також сприяє підвищенню наукового рівня авторського розслідування, дуже важливо зробити це дослідження належним методологічним шляхом, щоб уникати помилок у роботі дослідника. Отже, стаття є актуальною.

Метою статті є визначення методології історіографічного дослідження наукових праць з історії педагогіки. Завданнями дослідження є з'ясування методологічних засад згаданого дослідження, методів їх пізнання та засобів історіографічного дослідження в цій галузі.

Методологія, яка використовується у дослідженні, представлена загальнотеоретичними методами, такими як аналіз та синтез відповідних досліджень разом із наративним методом. Вони допомогли отримати та представити результати, а також зробити висновок.

Результати дослідження показують, що будь-яке дослідження історіографії педагогічної історії повинно базуватися на науковій методології. Інструментами для таких досліджень є методологічні принципи (історизм, систематичність, об'єктивність, всебічність та наступність), методи (аналіз, синтез, методи типології та порівняння, а також бібліографічний метод) та засоби отримання цих знань (інформаційні технології, комп'ютери, оргтехніка, інформаційні обчислювальні пристрої).

Висновки дозволяють стверджувати, що оволодіння методологічним інструментарієм є необхідною умовою підвищення наукового рівня історіографічних досліджень з історії педагогіки.

КЛЮЧОВІ СЛОВА: дослідник, історіографічні дослідження, історія педагогіки, методологічний інструментарій, наукові основи.

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