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HUMANITARIAN SPECIFICS OF SCIENTIFIC AND PEDAGOGICAL RESEARCH

SUMMARY. This article is devoted to the methodological problem of the humanization of pedagogical research. The author characterizes means and methods of pedagogical hermeneutics which help to stimulate thorough and deep scientific comprehension of pedagogical realities from a cultural point of view.

KEY WORDS. Humanization, pedagogical hermeneutics, comprehension, interpretation, mediating, cultural mediator, metaphorization, terminologization, simulacrum, mereological conclusion, pedagogical syllogism, biographical method, dialogue, relation of the converted form, hermeneutic circle, reversibility of thinking, conceptualizing.

The prevailing humanitarian content and strengthening humanitarian specifics of the pedagogical research is one of the main issues of contemporary pedagogy. Specific features of humanitarian knowledge including scientific and pedagogical cognition preserving person-oriented nature of science are the researcher's awareness as a component of the analyzed reality; axiological approach in study; the use of the related areas of humanitarian knowledge as culture, religion, language, common sense; text as a cultural phenomenon that focuses on the logical transformation of mental content into symbolic forms of linguistic expression; the presence of a large number of theoretical basis of probability assumptions, dynamic hypothesis with its variability and alternativeness, open to further specification; the predominance of qualitative research methods and limited opportunities for the application of mathematical ones; caution in conducting generalization, minimal axiomatization; active qualitative enrichment of the conceptual apparatus which contains figurative means along with unique terms; abundance of provisions, hypotheses, laws, the truth of which can be confirmed only by long experience in the development of education [1].

A truly humanitarian scientific-pedagogical research is characterized by a significant role of scientist's interpretive activities, which is related to the interpretation of scientific knowledge in terms of value positions and subjective-personal creative use. In this context, ideas of pedagogical hermeneutics are of particular relevance. Pedagogical hermeneutics is the theory and practice, science and art of comprehension and interpretation of pedagogical knowledge. Its main goal is the most complete and deep comprehension of the knowledge within social and cultural traditions, reflexive

understanding of emotional and spiritual experience of mankind and personal spiritual experience of the researcher. Pedagogical hermeneutics acts as methodology of humanitarian mastering of cultural phenomena. Text research as a cultural mediator in the creative sense formation is in the center of hermeneutic approach. The basis of pedagogical hermeneutics is the impact of mechanisms of development and interpretation of cultural texts on teacher's professional consciousness, philosophy, ways of his thinking and outlook. The improvement of teacher's leading areas of research activity is performed with mechanisms of scientific and other text interpretation: forecasting, modeling, design, and pedagogical diagnostics. A reasonable balance of science and humanities, logical, epistemological and value-semantic approaches in human knowledge, overcome the extreme scientism and the idea of self-sufficiency of science, strengthening of subjective personal factor are of great importance for modern humanitarian and humanistic oriented teacher-researcher.

Hermeneutic approach in the research work is a way of humanitarian understanding of the world and a means of pedagogical knowledge conceptualizing, actively developing practice-oriented theory equipped with a complex application of interpretive techniques of interpretation pedagogical phenomena. The following provisions of pedagogical hermeneutics are conceptually meaningful for methodology of pedagogical research: the idea of combining the epistemological and ontological research plan; the idea of mediation according to which the Sign, Word, Symbol and Myth are cultural mediators (A.F. Losev, V.S. Solovyov, P.A. Florensky) of scientific creativity; the idea of reflexive sense creation where the scientist's active search of new in the real world is combined with self-knowledge and immersion into his own inner world; the idea of integrality as a synthesis of goal setting and sense creation, correlating the actual scientific data to ideas and images of art, religion and everyday life; the idea of the converted form as the relation of objective-content characteristics of semantic structures and forms of their operation, characterized by the subordination of the content formative characteristics.

Hermeneutic approach as a means of research humanization in pedagogy is appropriate to apply at the following stages: collecting and systematizing theoretical, empirical, scientific and factual materials, extending and developing working hypotheses, choosing methods of theoretical and empirical research, evaluating and interpreting the results, designing scientific text and evidence-based defense reports of developed ideas in the scientific debate.

Methods and techniques to understand and interpret human phenomena have been developed in philosophy, literary studies, translation theory, psycholinguistics and semiotics. They became the basis for a set of special interpretive research procedures, methods and techniques for the study of academic and other texts, various factual information and observations of live pedagogical process within pedagogical hermeneutics. These theoretical and empirical methods include: biographical method, intellectual dialogue with the author of the scientific, journalistic, religious and literary texts, provoking a conflict of interpretations, mereological reasoning (instead of inductive-deductive methods), etymological analysis of terms and the study of

scientific knowledge genealogy on this basis, metaphorization and de- metaphorization, terminologization and determinologization, correlation of terminologization and metaphorization, ignoring the law of the excluded middle, reflexive understanding of the research admitted mistakes, comparison and imposition of paradigmatic and narrative ways of description the subject of research, imposition of reflexive research externally and oral pronunciation of interpretative versions of scientific and pedagogical knowledge, self-dialogue etc.

Work with authentic texts is the most important component of scientific activity which requires the presence of specialized scientific research skills. Unfortunately scientists have a tendency of “snatching” the ideas without the broader context of the particular text and scholar’s heritage in general, without reference to his autobiography, and the time of text creation. In practice, the interpretation and evaluation of scientific and educational heritage of the classics of pedagogy, is conducted formally on the basis of the established stereotypes and false myths around the names of scientists. For example, a key point of the pedagogical system of A.S. Makarenko is “collective interests are above the interests of the individual” from his work “The problem of Soviet school education”. This idea is interpreted superficially and tendentiously by the researchers. The reliance on biographical method and intellectual dialogue with the classical researcher involving materials of other scientific articles (“Methods of organizing the educational process”, “Teachers shrug”) and fiction of A.S. Makarenko (“The flags on the towers”, “Pedagogical Poem”), memoirs and memories of contemporary colleagues give an opportunity to the researcher to restore the following set of arguments in favor of the famous and for many people controversial thesis: “we argue that the collective interests are above of those of the person, where the person is against the collective. But when it comes to the practical case, it solves the other way around”. And then: “preference to the collective interests must be brought to an end, even to the ruthless end... This merciless end really should be no merciless only in logic”. “We don’t deal with personality. This is the official wording. In essence this is a form of influence on a person, but the wording is parallel to essence. In fact, we deal with a person, but we claim that we don’t care about the person... We did not want every single person felt the object of education”. “Protecting the collective at all points of its contact with the individual selfishness; the collective protects every individual and provides for this individual the most favorable conditions for the development” [2]. Thus, the extension of textual analysis contributes to the depth of the researcher in the interpretation of Makarenko ideas, more evidence, overcome reductionism in understanding of pedagogical dialectic and complex orchestration of Makarenko educational system.

Methodological design of the apparatus of scientific and pedagogical research is sometime superficial when “convenient” theories are selected as a “buffet”. Thus, in the vast majority of theses there is a formal attempt to use active approach (more precisely, to proclaim its application). Consequently, the precise boundaries of the concept of “activity” are blurred; a very vague reference to some abstract activity is given. In addition, there is exaggeration of the activity approach role, as S.L. Rubinstein

one of its creators wrote: "The greatness of man, his activity are manifested not only in the act, but in contemplation, in the ability to understand correctly and treat the Universe, the world and existence properly." [3; 343]. Appeal to psychological and educational science convinces that there are different lines of activity approach development and its universalization is unacceptable. In this regard, it is useful for the researcher of pedagogical problems to understand and to "survive" the conflict of interpretations of psycho-pedagogical ideas. So, the first version of the activity approach, which was developed in 1922 by S.L. Rubenstein suggests independent and creative activity where external educational and promotional exposure affect an individual indirectly through specific internal conditions. The second trend in the development of the activity approach began developed in the mid-30s by A.N. Leontiev and is embodied in the concept of internalization, according to which mental is formed as a replica of external influences. In this case, independence and the subject activity are underestimated, its role and impact on society is diminished. Thus, it is important for the teacher-researchers to see the conflict of version interpretation and to choose their own ideological methodological position, but not to fit the theory name to the subject of the study in a formal way.

Humanitarian nature of scientific and pedagogical research defines the specific application of methods of theoretical research. So, methodological competence is required in the implementation, based on revealed scientific facts of inference operations. Due to the system of generalized definitions of scientific language a researcher is able to rely on the word as a means of abstraction and generalization, draw logical conclusions, without constant referring to the data of direct, sensory experience.

However, the manipulation of generalized language meanings forces to seek unambiguous terms, avoiding ambiguity imaginative, emotionally colored language expressions, which leads to the weakening of subjective-personal principle of interpretation. This kind of rational comprehension of traditional knowledge is based on the syllogism—apparatus of logical thinking allowing conclude from this system of logical relationships without relying on additional materials of specific unique experience. As a result, we can draw a conclusion, which is based on the general rule, laws, which are valid to the category of objects, should extend to all the objects that belong to this category. Logical matrices can gain new knowledge through language by means of a rational system of generalizations based on the analysis of logic figures of the "whole—part", "genus—the kind" and the relationship "cause and effect", etc.

Meanwhile, a syllogism has two premises which are related not only to direct-sequence, but much deeper logical relationships. Research practice confirms that during the interpretation of teaching reality and knowledge of it the requirements of formal logic can be maintained with difficulty because of the uniqueness of pedagogical phenomena and the subjective nature of educational activities. A.S. Makarenko brilliantly demonstrated in his practical and theoretical work that there is no simple dependency in the pedagogical phenomenon. The syllogistic formula

“deductive short throw” is the least possible here. It is obvious that the understanding of pedagogical reality based solely on syllogistic thinking fraught formalism and is not immune from mistakes. Accumulation, ordering, inventory of teaching experience, embodied in knowledge and designed in the language, naturally leads to the generalization of meanings, mostly abstract images of the world. Therefore, instead of inductive-deductive generalizations and conclusions, instead of typing and summarizing subsets arises the need for a special type of generalizations—mereological generalizations and inferences based on the selection in the original and extraordinary subject, its idealization and transfer properties of its part to an integer. In this case, hermeneutic logics is based not only on rational and psychologically perceived oriented generalizations, but also the individual unconscious, when there is a breakthrough in understanding of the scientific and practical problem, adoption of paradoxical (“perpendicular”) solutions and the development of unconventional hypotheses involving intuition, professional and general cultural experience of the researcher.

A proper humanitarian method to enter the content of scientific knowledge is the etymological analysis of the used terms, which helps to establish the genealogy of pedagogical knowledge. For example, in the practice of adaptation research of trainees to different environmental conditions one-sided, limited interpretation of adaptation without dialectical complexity of the concept prevails: adaptation, is understood as an “adaptation”, while there is another side in the content of the concept—“response.” Without deep conceptual analysis researchers often overlook the idea of the two ways of human existence: adaptive and creative. Further dialectical analysis of the phenomenon of adaptation will lead the researcher to differentiate versions of adaptive behavior: adaptive and reproductive, adaptive and deforming, maladaptive and deforming [4; 207].

Humanitarian research on pedagogy suggests a very subtle manipulation of the conceptual apparatus of the study. It is extremely important for the researcher to avoid formalism in the concept treatment and handling what E. V. Ilyenkov called verbalism and verbal fetishism. It is necessary to prevent a forced (not sensible!) categorization which leads to the generation of simulacra—language signs, very detached from reality and living separate lives. In real research practice humanity scholars often try to join science at the level of terminological rituals. Often in the desire to make the text “scientific”, they quickly label it as “system” and “structure”, “hierarchy”, “element”, “model”, etc., not caring to combine organically thematic and existential research plans. So, for example, the genetic commonality of opposed phenomena is not often taken into account for example, “social” naively understood only as “collective” as the presence of many people and is formally separated from the “personality.”

The technique of reflective thinking of researcher’s errors acts as a special hermeneutic method that helps stimulate reflexive mechanisms of scientific creativity. When an error is detected either on their own or with the help of consultants and opponents it is useful to perform special reflective analysis. From

the position of pedagogical hermeneutics an error as subjective personality manifestation is worthy of researcher's special attention, it is possible that the error lies in the guise of an intuitive hint. For example, in a case when the classification is provided incorrectly (the loss of a single base division, wrongful inclusion of concepts in a homogeneous series), it is advisable to the researcher to treat himself with self-confidence, to try to find the cause of the error, which is often in the unconscious. If the researcher manages to verbalize the results of introspection he will be able to make new progress in the productive study of the subject: for example, to change the basis of the classification, and, along with it, to build a new one, and then try to correlate them, and thus to see the multidimensional, three-dimensional relationship of the phenomena.

The logic of penetration into the subject of scientific study using the hermeneutic approach is the translation of mental content in symbolic form, linguistic expression that is metaphorically referred to the hermeneutic circle. Scientific pedagogical reflection becomes crucially important when dealing with educational materials. In our opinion, the depth and the extent penetration into the subject under study is characterized by reversibility and involvement of teacher's thinking as the spiraling forward movement in the process of interpretation of pedagogical knowledge. For this purpose working with the theoretical and empirical material it is useful to carry out the transformation of the text of scientific material: to conduct terminologization and determinologization, metaphorization and demetaphorisation consciously, that indicates the ability to perceive and feel the dual nature of the research subject, the interaction of conceptual and figurative beginnings, general and the particular, reached ability to combine the knowledge of teaching truth with their "experience", carry out the genre processing of the scientific text in following directions: "life-like", aestheticization, "scientific-like" etc; interpret text material from the standpoint of the various actors of the pedagogical process; while working on educational material compare paradigmatic and narrative (storytelling) ways of its description. Thus, the hermeneutic approach relies on circularity and reversibility of thought. Self- dialogue in many different ways through self-understanding brings the researcher to the development of "personal knowledge."

There are different versions of the hermeneutic approach in the humanities-oriented research practice of teachers. Analysis of the content and types of arguments put forward by teachers and researchers of scientific hypotheses in terms of characterizing the subjective-personal, substantive, procedural and contextual aspects of the analysis and interpretation of scientific data shows that research work of postgraduate students who have mastered training methodology based on hermeneutic technology is characterized by the following features:

— expansion of contextual research field, the inclusion of theoretical ideas and empirical material in a variety of systemic connections and new contexts: personal, general philosophical, religious, aesthetic;

— manifestation of the ability to move from one context to another, independence of researchers' judgment and their independence from the authority of the authors,

freedom in dealing with the author's concept, combined with the lack of flatness and tolerance for different interpretations;

— manifestation of a tendency to conceptualize scientific material in the subjective-personal context with additional information: the biography of the author, the specific time, place, and social situation;

— predominance of dialogic nature of scientific data interpretation over monologic one, the tendency to develop and refine the concept of the author, co-creation (“Congeniality” by F. Schleiermacher) on the basis of the dispute with the author, a dialogue characterized by reasoned support or reasoned refutation of his ideas;

— preferential promotion of open scientific versions, (the “hypothesis of an extended character” by A.N. Slavskaya), the tendency to nominate series of versions;

— combination of the projective and reflexive beginnings in the study, most of the researchers “put themselves” reflexively into the pedagogical context, combining the study of the text with self-knowledge and appeal to their own life experience;

— actualization of diagnostic, prognostic and heuristic functions of language of pedagogy and education as a factor in reality comprehension;

— productive use of the creative potential of pedagogical metaphors that serve as research models.

Hermeneutic approach applied to scientific research helps preserve the humanitarian nature of pedagogical search and the objectivity of scientific and theoretical knowledge, bringing together theoretical and empirical sides of the pedagogical problem study. This results in actualization of the heuristic potential of pedagogical methodology through increased subjective-personal pedagogical search, expanding its predictive capabilities, humanistic and general cultural significance.

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