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ACCURACY OF DEFINITIVE DISCUSSION ANALYSIS OF THE CONCEPTUAL CATEGORY APPARATUS FOR THE PEDAGOGICAL BIOGRAPHY STUDY

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ДОЦІЛЬНІСТЬ ДЕФІНІТИВНО-ДИСКУРСНОГО АНАЛІЗУ ПОНЯТТЄВО-КАТЕГОРІЙНОГО АПАРАТУ ДОСЛІДЖЕННЯ ПЕДАГОГІЧНОЇ БІОГРАФІСТИКИ

Розман І. І.

The article deals with the definitive-discursive analysis of the conceptual-categorical apparatus by the means of which scientific pedagogical vocabulary is explored, which is supplemented with new concepts and terms that have become the product of the rapid development of communicative and multimedia technologies, the Internet, which, in particular, significantly intensified bibliographic materials and reference books. The beginning is shown by the formation of the national pedagogical biography is related to the well-known movement of pedagogues-innovators of the XX century. In the article is given the definition of conceptual-categorical (conceptual-terminological) apparatus of modern education and pedagogy of post-Soviet activity. The necessity of precise use of the combined categories "terminology", "terminological system", referring to the aggregate system of terms, which serve scientific, in particular pedagogical theories, is emphasized. It is stressed that the process of formation of scientific branch terminology systems, including pedagogical and biographical, is accompanied by certain difficulties and overlaps; the reasons for such unlawful use of scientific terms are determined.

Key words: expediency of use, dynamism, terminology apparatus, category, discourse.

У статті розглядається дефінітивно-дискурсивний аналіз поняттєво-категорійного апарату за допомогою якого досліджується наукова педагогічна лексика, яка поповнюється новими поняттями та термінами, що стали продуктом швидкого розвитку комунікативних та мультимедійних технологій, Інтернету, який, зокрема, суттєво активізував бібліографічні матеріали та довідники. Відображено початок становлення вітчизняної педагогічної біографістики пов'язаний з широковідомим рухом педагогів-новаторів ХХ ст. У статті дається визначення концептуально-категоричного (концептуально-термінологічного) апарату сучасної освіти та педагогіки пострадянської діяльності. Наголошено на необхідності точного використання комбінованих категорій «термінологія», «термінологічна система», що відносяться до сукупної системи термінів, які служать науковим, зокрема педагогічним теоріям. Наголошено на тому, що процес формування наукових галузевих термінологічних систем, у тому числі педагогічних та біографічних, супроводжується певними труднощами та перекривленнями; визначено причини виникнення таких неправомірне використання наукових термінів.

Ключові слова: доцільність вживання, динамічність, термінологічний апарат, категорія, дискурс.

The semantics of the term "definitive" means "finally established, defined", and the concept of "discourse" is ambiguous and contradictory. Based on linguistic and philosophical traditions, it is "definitive" in certain linguistic cases used as a synonym for the word "text", that is, the rationale for the concept of discourse: it is speech activity and text [1].

The practice of contemporary discursive analysis relates discourse to the laws of information movement within the framework of a communicative situation. This information is accentuated by the dynamic nature of discourse, which is exactly the same as the static text (the theories of French scholars M. Foucault, A. Greimas, J. Derrida, J. Cristal, M. Peschau, and others. [1 Quadrature of Meaning]). "The French linguist E. Benveniste regards discourse as "the functioning of language in a living communication"[4, p. 33]; British scientist G. Cook defines discourse as "the language of its use, the language for communication" (quoted in [4, pp. 41]).

In this regard, we strive, firstly, to clarify the essence of the terminological phenomenon that has changed with historical factors and to try to determine the causes; and secondly, clarify the concept of the importance of developing the discourse of contemporary pedagogy in individuals.

Present day, her desire to find out about the already well-known facts of life of well-known and little-known personalities, gives impetus to the study of new biographical and autobiographical research. The past twentieth century has given such a variety of autobiographical forms that it is rightly considered "century of autobiography / biography". And this characteristic is completely connected with the beginning of the XXI century [5].

Scientific research is always guided by life-long methodological issues: "what to look for?" And "how to research?". The humanities are densely furnished from the middle of the subject (and the actual text).

The starting point and the necessary basis for each research is the definition of its conceptual-categorical (conceptual-terminological) apparatus. Given the "polyphony" of general scientific and biographical and pedagogical terminology, we briefly identify the essence of its three main points for adequate use in this study. The most frequently used word "concept" basically falls in two ways: a) as one of the forms of thinking, the result of the generalization of the essential features of the object of reality; b) as an understanding of something based on certain information or personal experience. Concepts are formed in the process of theoretical understanding of existing phenomena and the establishment of their significant features. The word "category" (Greek - expression, sign) is interpreted as: a) a general term, which means the category of objects of phenomena or their important common feature; b) a group of homogeneous objects, phenomena, individuals, differing from others on certain grounds [2, p. 23].

The conceptual-categorical apparatus (concepts, terms, categories) reflects the specifics of the object under study, the principles and methods of scientific analysis, and also points to the theoretical and methodological maturity of the research. As identical to this phrase, the combined categories "terminology", "terminology system", refer to the aggregate system of terms that serve scientific, in particular pedagogical theories.

First, the peculiarities of the formation and the difficulties of the final analysis of the terminological system of pedagogical biography are determined by a number of the following objective and subjective factors: it is a general state of modern education and pedagogy, which declared a rejection of the "Soviet heritage", therefore, in the conditions of free access, "Trip" to foreign sources, integration into the European cultural space, complex processes of reforming education and science of Ukraine (introduction of new standards and types of institutions, etc.), which complement them with new ones. concepts, conditions adapting to national realities and challenges [5].

Secondly, this is not enough to develop a conceptual-terminological apparatus of pedagogical science, where even the basic categories "education", "learning", "competence" in representative academic and educational publications are interpreted in different, sometimes opposite, meanings. Many of them have extremely generalized definitions of meaning in the sense of meaning are often crossed and identified with each other.

This situation is also due to the interdisciplinary nature of the pedagogical terminology system, which, for objective reasons, is filled with concepts and terms from psychology, philosophy, sociology, history, physiology, computer science, cultural studies and other fields of knowledge, but they do not always distinguish pedagogical content.

Thirdly, this is a low level of methodological culture of modern scholars, which are often used for any use and interpretation of the basic concepts and categories of unspecified synonymy. Their essence and content are deformed, on the one hand, by trying to artificially tap into the context of specific pedagogical research. On the other hand, each scientist has his own subjective, in his understanding, the position of a correct understanding of the properties of pedagogical processes and phenomena, which is why his own vision, consciously or unknowingly, chooses different methodological approaches and, consequently, a definitive definition for their analysis and explanation. It is known that a significant influence on the sight through "scientific glasses" consists of personal ideological and religious beliefs, ideological settings, aesthetic tastes [2].

Fourth, the situation in the terminology systems of the biographical area of knowledge and pedagogical science is a sad consequence of the era of Soviet totalitarianism. Its roots date back to the 1930s, when the liquidation of the Ukrainian scientific language began the consistent elimination of Ukrainian terminology. Modern Ukrainian scholars [Kocherga and others] demonstrated how the slogans of the struggle with "nationalist destruction in terminology" were destroyed, removed from libraries and hidden in special deposits, more than 40 dictionaries with dictionaries from different fields of science (including "Dictionary of terms of pedagogy , psychology "(K., 1928) P. Goretsky).

Instead of "repressed" more than 14 thousand Ukrainian terms, the terms of Russian or international languages in Russian transcription were forcibly introduced. The brutal interference with the structure of the Ukrainian terminology system was accompanied by the imposition of grammatical, stylistic and spelling norms which were inadmissible to her. In these conditions, in recent years, Ukrainian studies have been conducted in accordance with the official course on the formation of a "universal terminological fund of the peoples of the USSR", which in practice was reduced to its structural union, approaching Russian terminology. This situation was corrected only with the achievement of Ukraine's independence in 1991 [2]. However, the process of forming scientific branch terminology systems, including pedagogical and biographical, is accompanied by certain difficulties and overlaps. In particular, the desire to restore purely Ukrainian terms often leads to a lack of knowledge of the correct and successful borrowing and use of terms; the artificial removal of already tested internationalisms, modern terms, and the creation of "Russian anti-calaks"[2, p. 48 – 57].

The situation when the unprofessional definition of such terminological neoplasms was reflected in the content of relevant processes and phenomena in the field of biography.

Not always appropriate in this case is the approach according to which "the truth finds in the middle". Each concept, a category, should be regarded as a polystyrene phenomenon, so in each case, the scientist has the most accurate, correctly determine their essence, content, shades of differences and identities, appropriately compare them among themselves, etc. [3].

It should also be recognized that the study of the concept-categorical apparatus of pedagogical biography is complicated by the lack of special methods of research of scientific terminology. In our study, we use separate approaches and techniques of one of these techniques proposed by E. Chrykov. Its essence lies in the implementation of a conceptual-terminological analysis of a number of successive operations. First, the categories of analysis are distinguished, that is, the notion according to which the units of analysis are sorted - semantic or qualitative signs, which are defined as the elements brought under a certain category as its manifestations.

Then, according to definite samples, a codifier based on a certain algorithm forms a thesaurus for definitions of certain concepts. Therefore, they are divided into separate constituents, the elements that are structured, are grouped by common features and based on the clarified thus dominant determines the state of development of the essence of a certain scientific concept [5].

Consequently, this technique focuses on the synthesis of the most common scientific definitions, interpretations of certain phenomena, in order to derive their "averaged", the most optimal interpretation. However, its application to pedagogical biography is complicated by the fact that its basic concepts and categories should be considered and studied through the prism of scientific discourse, which does not necessarily involve the production of completed inferences and conclusions [5].

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