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## PROBLEMS OF PERIODISATION OF PEDAGOGICAL BIOGRAPHY

**Abstract.** The purpose of the article is the productive interpretation of periodization as an instrument of knowledge, which helps to study the process of transformation of the original image of a particular object. To reveal the principles of periodization of biography, we used the method of analysis and synthesis, comparison, systematization and classification of the positions of pedagogical scientific sources of literature and the development of the problem under study. The very correct definition of the periodization of a certain branch of science gives the possibility to objectively formulate the purpose, ways of research and find out the significance and effectiveness of the hypothesis under research. It is noted that the investigated scientific aspect concerns the actual compulsory component of historical pedagogical and biographical research like periodization. Proceeding from the analysis of various scientific reflections of this phenomenon, we consider as adequate and interesting some allegorical consideration of periodization as a «basic design» of a certain scheme (skeleton, skeleton), on which «the multiplicity of events» occurs as the results of cognitive activity in the form of «facts-knowledge». It is proved that in aggregate they give a certain image of the investigated phenomenon, which acts as an object of periodization – the object of knowledge. The emphasis is on the contemporary rapid take-off of biographical research and publications, and the growth of general interest in biographical knowledge. The fact that a person is studied in all the multidimensional, diverse interests and manifestations, in internal contradictions, often in the split of political, national, cultural self-determination, in the evolution of views and beliefs. It is emphasized that it is necessary to remember that in the Ukrainian past, there were a lot of extraordinary personalities among teachers in the pedagogical environment, whose fate and creative achievements have not been sufficiently studied. The focus is on the need to study factual materials of individuals of various political and linguistic and cultural orientations with specific world outlook, habits, circles of communication who helped and continue to help the development of pedagogical biography.

**Key words:** biography; periodization; tendency of development; methodological foundations.

**Formulation of the problem.** The study of the definition of periodization of biography helps to understand the structural features of science, the genesis and the evolution of its ideas, concepts, methods, trends of development; facilitates the identification of its internal laws, provides scientific generalization. The pedagogical periodization of education in different countries provides a holistic view of contemporary educational problems and possible ways of their solution. The question of the periodization of the development of any phenomenon is one of the key issues in science indeed, as A. Suhomlinskaya notes, a clear periodization allows to understand the structural features of science, the genesis and the evolution of its ideas, concepts, methods, trends of development; facilitates the identification of its internal laws, gives the possibility of scientific generalization (Sukhomlinskaya, 2002). An overview of scientific and pedagogical sources shows that the problem of periodization of pedagogy as a science has been reflected in scientific works. An overview of scientific and pedagogical sources shows that the problem of periodization of pedagogy as a science has been reflected in researches as domestic (N.Dichek, V.Popyk, I.Strazhnikova, A.Stepanenko, B.Stuparyk, O.Sukhomlynska, M.Yevtukh, T.Zavhorodnya,) and foreign (S.Rubinstein, K.Rogers, Shovgi Ramiz-ogly, J.Dewey) specialists.

**Analysis of the recent researches and publications.** This problem is determined by the rewards of Ukrainian and foreign scholars: S.Goncharenko; I.Kovalchenko; O.Kraevsky; G.Kuzminko; A.Novikov; V.Sydorenko; S.Sysoyev; Tsekhmistrova, V.Zagvyazinsky et al. Its solution through the prism of scientific discourse of the development of a separate classification of methods for research of pedagogical personnel and identification of their cognitive potential. Olga Sukhomlynskaya considers it like one of the main scientific problems of

the humanitarian sphere, because from the fact that the periodization is taken as the basis of the period, which context is invested in one or another period, acting as its driving force, the deployment of a common research field is taking place.

**Identification of previously unsettled parts of the problem.** Periodization should not be idealized as an instrument and a means of scientific and cognitive activity, since each type of comparison and systematization suffers from a certain one-sidedness, a divergence with reality, and therefore often simplifies and «aggravate» reality. In order to minimize these disadvantages and increase the scientific and heuristic efficiency of this method, it is appropriate to take into account certain general methodological rules and procedures, including those developed in historical science (Sukhomlynska, 2002) in developing the periodization of the life path (biography). First, when determining the same taxonomic units - periods, stages, etc., the same criteria should be followed. Biographers often ignore this requirement, determining the periods of life of the person for arbitrary, non-consistent criteria, for example, then over time, by training, then by events of personal or professional life, then on milestones of creativity, etc. This leads to eclectic periodizations, which lose their scientific expediency and value. Secondly, when multilevel periodizations are created, certain stages, phases, etc., determined on the basis of shredding of separate periods, are less taxonomically important, different criteria for their selection is used.

**The purpose of the article** is to characterize the main stages of the periodization of pedagogical biography as a science. Although among scholars there is a debate on the definition of periods of development of science, research requires that all objective components of periodization be taken into account. It is indicated on the mutual influence of periodization and research methods

of the given topic.

To reveal the principles of periodization of biography, we used the **method** of analysis and synthesis, comparison, systematization and classification of the positions of pedagogical scientific sources of literature and the development of the problem under study.

**Presenting main material.** Sustainable and productive is the interpretation of periodization as an instrument of knowledge, which helps to study the process of transformation of the original image of a particular object. Speaking as a result and generalization of the study and as a form of its synthetic type, periodization reflects the logic of the development of the object of knowledge, therefore, becomes an effective «formula» and methodological tool of cognitive activity of the scientist. This requires taking into account the following components of periodization, such as: a) object – is a phenomenon-process, which is considered in its development and through division at certain intervals of time; b) the subject - is an interval of time that reflects the specificity of the course of historical time and is expressed in the relevant categories «period», «stage», «phase», «cycle», «stage», «century», «day», etc.; c) attribution, that is, the nomination of a certain time interval on the defining features of the research object (Volikova, 2015).

Other contours of the periodization problem can be argued that in the study of pedagogical biography, it can have three main varieties: a) the general periodization of the historical process that determines the background, the factors of the formation of the person and gives reference for the periodization of its life; b) periodization of the way of life of the figure; c) periodization of individual components of a biography (professional or creative activity, etc.). These varieties can be developed individually or in interdependence or as subordinate. The correct application of the methodological foundations of these and other historical methods, avoids the various manifestations of dichotomy (Greek «half» and «divide», in this case, refers to the wrongfulness of division) in pedagogical and biographical research. In particular, when determining the periodization and the general processes of the development of a life path, it is impossible to mix the different values of the group of taxonomic units: «period», «phase», «phase», «cycle», «stage», which denote particular specific segments of time and «century», «decade», «historical moment», «milestone», «day», etc., relating to common chronological boundaries or symbolic symbolic, often abstract, temporal processes and phenomena (Kuzmenko & Otiutskyi, 2014).

The method of system-dynamic analysis aims at studying the trends and mechanisms of change and analysis of the laws of the development of the biography-system through the identified optimal criteria for these processes. Since sociocultural values, notions, norms of social behavior are sign-symbolic consolidation, for the study of cultural-historical determinism of pedagogical personnel, the methods of analysis of symbolic systems that are found in the arsenal of semiotics are of great importance. Thanks to the existence of sign systems there is a transfer of experience (educational, educational, scientific) and socio-cultural interaction in society, thus, abandoning the postmodernist approach to the interpretation of language as a self-sufficient system, the historian of pedagogy can actively use the achievements of this scientific branch for the analysis of texts as a product and reflection of social reality (Sydorenko & Dmytrenko, 2000).

In contrast to historical methods, which are quite clearly systematized in historical science, the partial

group or marginal methods collected in the next group have an interdisciplinary character, and are used in various sciences to solve their inherent tasks. Their application in pedagogical biographies also has its own specifics that require separate consideration.

An important tool of historical and pedagogical research is content analysis (English content analysis) – a quantitative and qualitative method, which is marked by strict observance of its procedures and a high level of objectivity of the results obtained. Its complex content essence and possibilities of use are widely reflected in the scientific literature (Goncharenko, 2008). Quantifying processing of the text (which is understood by any source of information) ensures its well-considered interpretation, and therefore the subject of content analysis can be both problems of social reality, which are found or, conversely, are hidden in documents, and internal patterns of the object of study in particular, and pedagogical personalities (Kovalchenko, 2003).

The second aspect is research and biographical. Although modern scholars do not focus on the possibilities of using content analysis in the study of historical figures, this vector has interesting experience and significant cognitive capabilities. In particular, back in the 1940's and 1950's, American scientists tested this method to determine the peculiarities of the psychological structure of prominent figures on the basis of an analysis of a set of documents (personal letters, notes, diaries, etc.). On the basis of quantitative analysis of published biographies, qualitative changes of social values were determined, therefore this practice can be actualized also in pedagogical biography in modern conditions (Novikov, 2006).

It may be quite productive to use content analysis to study the way of life and especially the scientific creativity of the person. Unlike other ways of studying the text, it allows you to immerse themselves in its content and social context, presenting the document at the same time as manifestation and as an assessment of its creative life. By translating the qualitative information into the language of the account (a set of certain units, elements, in particular in the form of semantic concepts, etc.), the biographer can obtain a clear, unbiased understanding of the novelty, originality, scientific significance of the creative work of the scientist-teacher. In demand is the possibility of content analysis for the adequate retransmission of ideas in the language of modern pedagogical science, through its terminology system.

Implementation of the systemic principle of studying a biography facilitates the use of a number of special tools of structural and functional analysis of social processes and phenomena that have received a substantive study in philosophy, sociology, historical science (Kuzmenko & Otiutskyi, 2014).

The study of periodization of pedagogical biography is closely intertwined with the methods of its study. In particular, the method of systematic structural analysis involves sequential procedures for identifying the composition of the biography as a separate system, clarifying the relationship between its parts, elements, determining the degree of complexity of this system and its comparison with other biographies-systems on the basis of isomorphy, ie, features, similar in properties, forms. It is organically combined with the method of structural-functional analysis, which provides consideration of the interaction of the components of the biography-system from the standpoint of their role in preservation and self-reproduction by identifying the main and secondary functions implemented as part of the whole, given the nature and mechanisms of their regulation, neutralization, etc.



In the arsenal of instruments of scientific knowledge, an important place belongs to the method of analysis of the knowledge system (Novikov, 2006), which is almost not used in modern historical and pedagogical science. By providing a systematic comprehensive approach to assessing the creative work of the teacher as a system, concept, set of individual ideas and views, etc., he, in combination with other tools of system analysis, on the one hand, allows to determine their autonomy, originality, productivity as «in general», so and in the content of individual components, etc. With these methods, the method of discourse analysis is organically combined, which contributes to the analysis and comparison of the ideas of individual teachers in a broad socio-cultural context. In technological terms, he synthesizes a number of techniques and techniques for the interpretation of various texts, views, statements, and other products of speech activity carried out in certain cultural and historical conditions (Sysoeva & Krystopchuk, 2013). Compared to arbitrary, often intuitive, abstract comparisons, this tool provides clear system benchmarks, criteria that allow logically to integrate various aspects, subjective and objective factors for the formulation of scientifically based comparisons, analogies, judgments, conclusions.

The problem of using sociological and mathematical methods in pedagogical biography is quite complicated. The opinion of the scholars, allegedly, that empirical

methods are completely excluded from the tools of historical and pedagogical science (Sidorenko & Dmytrenko, 2000), are debatable, and the study of pedagogical personalities in historical retrospect is unlawful. This is primarily about the sociological and mathematical methods tested by the pedagogical science, the essence and the technology of use of which in this plane are comprehensively torn in the literature (Novikov, 2006; Sysoeva & Krystopchuk, 2013).

**Conclusions and perspectives for further research.** Based on the analyzed approaches to determining the significance of the periodization of biography of Ukraine as a whole and pedagogical education in particular, one can conclude about certain features and expediency of using the periodization of pedagogical biography. Implementation of the systemic principle of studying a biography helps to apply a number of special tools of structural and functional analysis of social processes and phenomena that have received a substantive study in philosophy, sociology, and historical science. Combining successful and expedient research methods, despite the objectively-temporal impossibility of direct contact between the biographer and the person under investigation, information on livelihoods among members of the city or village communities, family, colleagues and associates can be successfully applied through the introduction of differentiated approaches to the study of a single individual.

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### ПРОБЛЕМЫ ПЕРИОДИЗАЦИИ ПЕДАГОГИЧЕСКОЙ БИОГРАФИСТИКИ

**Аннотация.** В статье рассматриваются вопросы продуктивного толкования периодизации как инструмента познания, который способствует изучению процесса трансформации первоначального образа определенного объекта. Именно корректное определение периодизации определенной области науки дает возможность объективно формулировать цель, пути исследования, выяснить значение и результативность исследуемой гипотезы. Именно такой научный аспект касается фактического и обязательного компонента историко-педагогического и биографического исследования как периодизация. Исходя из анализа различных научных рефлексий этого феномена, адекватным и интересным считается несколько аллегорическое изучение периодизации как «базовой конструкции» «определенной схемы (скелета)», на которую «нанизывается множественность событий» как результат познавательной деятельности в виде «фактов-знаний». В совокупности они дают определенный образ исследуемого явления, который выступает как объект периодизации – объект познания. Обращено внимание на современный стремительный взлет биографических исследований, публикаций и роста общего интереса к биографическому наследию. Доказано тот факт, что личность изучается во всей многоплановости, разносторонности интересов и проявлений, во внутренних противоречиях и часто в раздвоенности политического, национального, культурного самоопределения; в эволюции взглядов и убеждений. Отмечена необходимость исследования фактических материалов лицами различных политических и социокультурных направлений, которые по своим взглядам, привычкам, круте общения помогли развитию педагогической биографистики.

**Ключевые слова:** биографистика; периодизация; тенденция развития; методологические приемы.

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### ПРОБЛЕМИ ПЕРІОДИЗАЦІЇ ПЕДАГОГІЧНОЇ БІОГРАФІСТИКИ

**Анотація.** Метою статті є охарактеризувати основні етапи періодизації педагогічної біографістики як науки. Для виявлення принципів періодизації біографістики ми використали метод аналізу та синтезу, порівняння, систематизації та класифікації позицій педагогічних наукових джерел літератури. У статті розглядаються питання стосовно продуктивного тлумачення періодизації як інструменту пізнання, що сприяє вивченню процесу трансформації первісного образу певного об'єкта. Коректне визначення періодизації певної галузі науки дає можливість об'єктивно формулювати мету, шляхи дослідження та з'ясувати значення і результативність досліджуваної гіпотези. Такий науковий аспект стосується фактичного обов'язкового компонента історико-педагогічного і біографічного дослідження як періодизація. Виходячи з аналізу різних наукових рефлексій цього феномену, адекватним і цікавим вважаємо дещо алегоричний розгляд періодизації як «базової конструкції» «певної схеми (кістяка, скелета)», на яку «нанизується множинність подій» як результат пізнавальної діяльності у вигляді «фактів-знань». У сукупності вони дають певний образ досліджуваного явища, що виступає як об'єкт періодизації – об'єкт пізнання. Закцентована увага на сучасний стрімкий зліт біографічних досліджень і публікацій, зростання загального інтересу до біографічного знання. Доведено той факт, що особа вивчається у всій багатоплановості, різнобічності інтересів і виявів; у внутрішніх суперечностях, часто у роздвоеності політичного, національного, культурного самовизначення, у еволюції поглядів і переконань. Наголошено на необхідності дослідження фактичних матеріалів, про те, що особи різних політичних і соціокультурних поглядів залишалися саме тими, які за глибинними рисами світогляду, звичками, колом спілкування допомагали і допомагають розвитку педагогічної біографістики.

**Ключові слова:** біографістика; періодизація; тенденція розвитку; методологічні засади.