

The structure and logic of the pedagogical process as the basis of the conception of historical and actual pedagogical research

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Abstract. One of the possible conceptions of historical and actual pedagogical works providing a higher processability in the organization of research in the spheres mentioned above is getting stated and proved in this article. The logic and structure of the pedagogical process in its modern sense makes up the basis of the conception. Within the proposed model such its components as aims, objectives, content, forms, methods, means, the achievement of the aim, results of the educational systems' activities, the evaluation of the achieved result and all the process as a whole have been marked out. Following the declared idea will let researchers logically and consistently reveal, analyze, generalize and extrapolate the historical and pedagogical experience into the modern educational theory and practice.

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Introduction

The core of any research is certainly its conception. So before considering historical and actual pedagogical problems existing in the educational sphere of a country or region, it is necessary to determine theoretical and methodological foundations as well as the logic of a research analysis. The need of new theories, approaches and technologies necessary in the pedagogical process has a natural tendency to increase. This need is obvious and it is caused by a constant renewal of the society and an individual. No accident that nowadays we can see the appearing of a countless amount of pedagogical theories, conceptions and views. The phenomenon in itself is natural and positive. But is everything so smooth? Sometimes when reading a work claimed to be a pedagogical innovation, a feeling of "déjà vu" arises. And unwittingly the phrase "nothing is new under the moon" comes to mind.

The main part

Let us note one of the reasons for researchers' misbeliefs, it is a poor knowledge of the history of educational thought and of the experience that the system of education was evolving for centuries. Therefore, today's interest in historical and pedagogical research is quite natural. However, this interest is relative, though encouraging. Yet there are a number of problems in this connection. Firstly, the amount of historical and pedagogical works published on the regional and all-Russian levels are insufficient. This opinion has been expressed by a

number of experts including Chairpersons of the Dissertation Councils, members of the Higher Attestation Commission, etc. Therefore, initiating and conducting such research should be encouraged.

Secondly, the quality level of historical and pedagogical works leaves much to be desired which is their main drawback. The other shortcomings we should draw attention to are: the lack of any system in interpreting pedagogical phenomena, the eclecticism of presenting historical facts with no sufficient analysis of them, errors caused by getting historical facts overlapped and contradicting each other. Making surveys of that kind resemble the work of an archivist who collects facts but do not correspond to a research made by a specialist working in the field of History of Pedagogy [1].

The defects mentioned above can be caused by the lack of a strictly designated conceptual framework of historical and pedagogical research. In this respect purely historical surveys are more correct as, in our opinion, methodological problems in the science of History have been better worked out. In addition to the problems considered it is necessary to point out the fact that the categorical apparatus of research, methods, functions, levels of knowledge formation within which the comprehension of the pedagogical theory and practice can be achieved, principles of selection of research materials, the division of the studied phenomenon into periods and many other issues have not been effectively worked out.

Reflecting on the raised issues, we offer one of the ways to solve them. First it is necessary to

determine a conception of a future research. The author's conception we are proposing is based on the idea of a holistic educational process. So revealing the certain levels and directions of the system of education one can rely on the logic and structure of the whole pedagogical process in its modern sense. The logic of the pedagogical process, as well as the relationship of all its structural components must be the basis of the analysis of the educational system, making up, on the whole, the object of a historical and pedagogical research.

Therefore, such components of education as regularities and principles of organizing an integrated pedagogical process at educational institutions will be analyzed alongside with "purely" historical facts (the influence of Politics and Economics on the development of education, peculiarities and conditions of the social systems' functioning at a certain period of time, the relationship of educational institutions and the environment, etc.). Certainly, it is necessary to identify the essential components making up the pedagogical process: goals, objectives, content, forms, methods, means, achieving a goal, results of educational systems' activities, evaluation of an achieved result and all the process on the whole [2].

It should be noted that the logic of the proposed conception can be used for historical and pedagogical research, on the one hand, and for actual pedagogical works, on the other hand. The reason for that is the pedagogical process as the object common for both types of research.

While agreeing that any scheme "impoverishes" and does not reveal the whole essence of the studied phenomenon, it is obvious, however, that the existence of one's own research logic is an indispensable condition of any scientific activity [3]. Therefore, we are presenting our own scheme of a pedagogical process formed on the basis of the modern scientific works written by V.I.Andreev, Yu.K.Babansky, V.S.Ilyin, V.V.Kraevsky, B.T.Likhachev, V.A.Slastenin, I.P.Smironov, E.V.Tkachenko, etc.

V.V.Kraevsky regards the notion "a pedagogical process" as synonymous to the notion "an educational process". Considering a process as a change of the states within a system, he concludes that an educational process represents a change of the states within the educational system as an activity. Hence, a pedagogical process is an activity in its dynamics and movement. Under this approach, therefore, the processability, activity are emphasized within a pedagogical process. In addition the author states that the process is the unity of upbringing, training and all their components: goals, objectives, etc. [4].

According to V.I.Andreev, upbringing is one of the types of human activities which is predominantly carried out in situations of pedagogical interaction between a tutor and his/her pupil. This interaction takes place in the learning, playing, working and other activity settings as well as in communication, all managed by the tutor and aimed at the development of the pupil's personality [5]. In our opinion, the definition contains an evident correspondence of this phenomenon to a pedagogical process. Let us compare it to the approach of V.A.Slastenin's group towards a pedagogical process which is defined as a specially organized interaction between tutors and their pupils and that is directed at solving the objectives of development and education [6].

E.V.Tkachenko and I.P.Smironov consider education in its pedagogical sense wider but rather in accordance with the previous opinion. They regard the phenomenon as the purposeful, specially organized process of social interaction of teachers and their pupils, their developing relations in the integral system of the social environment of an educational establishment [7]. S.A.Smironov interprets a pedagogical process in the same way regarding it as a specially organized interaction (a set of interactions of an elder person and a younger one: a teacher and a pupil). The aim of this interaction is conveying the social experience by the elder and getting it assimilated by the younger, the experience that is necessary for the life activities in the society.

On the basis of the opinions stated above, it is possible to single out the following main ideas characteristic of a pedagogical process: 1) a clear-cut dyad "process – activities" is observed in it, where the notion "activity" is the generic concept towards the notion "process"; 2) a process represents interaction, i.e. it is obligatorily a two-way factor; 3) the interaction is professional and it is specifically organized; 4) a teacher's activities possess a managerial quality.

Thus, a pedagogical process is an integrated system of interconnected actions of a teacher and a pupil, stipulated by the strictly determined logic. Hence, the structure of a pedagogical process can be presented in the following way (chart 1).

So, a pedagogical process is the interaction of a teacher and his/her pupils, each of those "builds" a relationship due to his/her own needs and motives. The process is based on regularities acting objectively, irrespective of whether a teacher realizes them or not. The regularities, not only pedagogical ones, but also social, philosophical, psychological and others, define principles, or basic rules, and requirements made for the organization of a pedagogical process. Having considered principles of

teaching, V.I.Zagvyazinskiy defines them as the knowledge of the essence, content, structure of teaching, its laws and regularities, expressed as the standards of activities, regulations for the practice [8]. It should be taken into account that the principles are of the normative but not recommending character. Besides, they must be used in complex.

Further on, on the basis of the functions of pedagogical activities worked out by P.Ya.Galperin (the functions of motivation, orientation, performance, control), such stages as those of diagnosis, motivation, targeting, planning, goal-achievement, reflexion can be marked out within a pedagogical process. Each of the enumerated stages of a pedagogical process refer to its groups of components shown in a scheme suggested by T.M.Aminov [1]. When solving problems of the effective development of any sphere of education including professional education, it is necessary to study all the selected components in its complex both in the logical and, first of all, historical aspects. Such kind of research is important for making up bases determining the logic and technology of the nowadays' organizational process of education [9; 10; 11; 12].

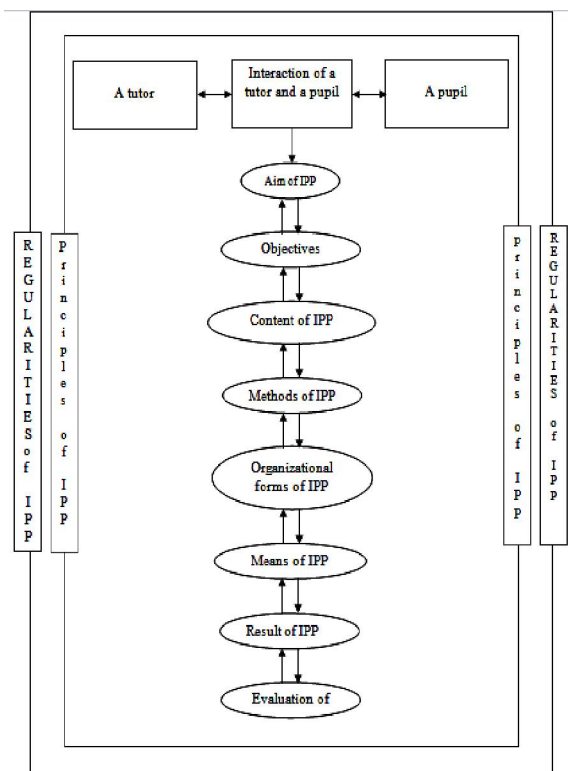


Chart 1. The scheme of an integrated pedagogical process (IPP)

Obviously, the proposed conception does not restrict but, on the opposite, lets us realize the

historical and pedagogical reality within a range of varieties to do it. That is why we agree with E.D.Dneprov who wrote that the unity of the conception, unity of the approach to the analysis of the material do not mean and require the unity in the way to realize and state this material. Moreover, the conceptions and approaches themselves can be and probably must be different and variable [13].

Conclusions

Thus, the proposed conception of historical and pedagogical, as well as actual pedagogical research, in our opinion, enables making a logical and qualitative analysis, classifying and interpreting historical and pedagogical facts and phenomena. The works written according to this logic, on the one hand, will make it possible to more clearly identify the educational component of the study which is its main objective. On the other hand, the conception will let a pedagogical research be technological.

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