

SCIENTIFIC THESAURUS AS AN INDICATOR OF THE DEVELOPMENT OF THE THEORY OF EDUCATION MANAGEMENT AND METHODOLOGY

Науковий тезаурус як показник розвитку теорії управління освітою та методології

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Abstract. *The article is devoted to the review of the relationship between the formation of the scientific thesaurus of the national theory of education management and the development of the theory of education management and the development of the methodology of research education management problems. Different approaches to understanding such concepts as „a category”, „a concept”, „a term”, „terminology”, „a thesaurus” and „a terminology system” by scientists are analyzed, the essence of the concept „thesaurus of the national management theory” is specified. The process of formation of the scientific concept is considered, the problem of systematization of the conceptual apparatus is considered as the most important methodological problem. The external and internal factors of the thesaurus formation of the national management theory are determined, the role of influence of the methodology of research of education management problems on this process is determined.*

Keywords: *a scientific thesaurus, the thesaurus of the national theory of management, theory of management, research methodology, development of the concept and terminology apparatus.*

Introduction. The development of the conceptual system is an important indicator of science development and its methodology. By giving the knowledge about an object or phenomenon in the cramped form, the notion causes an understanding of the essence of objects, phenomena and activities. This is due to the fact that the concept is not only an idealized and generalized model of reality, but also a shortened system of practical actions which must be carried out by a scientist in order to ultimately acquire scientific knowledge. A concept is a product of long historical cognition development. Their content is changed and enriched in accordance with the deepening of human cognition of objective reality. Each scientific branch in its genesis passes from the empirical stage to the theoretical. This process is individual for each branch of scientific knowledge. One of the indicators of the scientific knowledge transition to a qualitatively new theoretical level is the emergence of a more or less structured conceptual system. Concepts begin to acquire fixed content, they become an element of a developed theoretical system that covers various aspects, the relation of real objects and the diversity of cognitive tasks that arise in the process of human activity in this field.

— analysis of the terminology of the branches of pedagogical knowledge: general pedagogy (I. Pulatov), didactics (G. Bordovsky, B. Gershunsky, V. Kraevsky, V. Izvozchikov, etc.), theory of education (V. Bezrukov, I. Kicheva, B. Pershutkin, etc.), the theory of education management (O. Adamenko, E. Khrykov, V. Shapovalova, N. Mizko);

— the development of the terminological apparatus in the field of education management (M. Galaguzova, G. Yelnikova, A. Moiseyev, V. Pikelna, V. Polonsky, M. Potashnik, M. Cherpinsky, E. Khrykov, V. Shapovalova, etc.);

— the development of the problem of unambiguous terms in pedagogical research (V. Kraevsky, N. Korshunova, E. Khrykov);

— the analysis of the vocabulary of pedagogical science in linguistic positions (L. Vasenko, V. Dubichynsky, O. Krymets);

— analysis of the problem of categorization of reality (M. Bulatov, B. Gershunsky, V. Lysyy, I. Cantor, P. Kopnin, etc.).

The aim of the article: to consider the essence of the concept and factors of formation of the scientific thesaurus of the national theory of education management and to determine the

interrelations of its development with the development of the theory of education management and the development of the methodology of research education management issues

Research results. Let's consider what exactly is understood in the scientific literature under the notion of "conceptual-categorical system" and the concepts close to it. Quite frequent is the use of the terms "category" and "concept" as synonyms in scientific literature. S. Goncharenko considers the categorical apparatus of pedagogy as a system of concepts in which the subject of pedagogy is represented, its knowledge of pedagogical reality in his "Ukrainian Pedagogical Dictionary". Pedagogy, as well as other sciences, widely uses philosophical concepts (they are its methodological basis), and also creates an extensive network of own concepts, which are divided into general pedagogical and partial [5, p. 157].

Indeed, these are related concepts, but any category is a concept, but not any concept can become a category [15]. Some scholars divide them by their functional purpose, the duration of their formation and existence, the depth of reflection of the nature of objects and the phenomena of reality. P. Kopnin considers categories as the concept of the broadest universality [7, p. 94]. I. Kantor notes that the whole system of concepts concentrates around categories - the concepts of the highest degree of depth and universality, the basis of the system [6]. V. Lysyy stressed that it is the analytic-synthetic function of categories and is the main property that distinguishes them from concepts. Categorization denotes a function of categories - dismemberment, rubrication of the world. This analytic function of categories was studied by Aristotle, their synthetic function - by I. Kant, and the analytic and synthetic one in combination - by G. Hegel [10].

B. Gershunsky substantiates the criteria by which it is possible to separate pedagogical categories from the concepts:

- firstly, pedagogical categories, in contrast to the concepts, cover a broader branch of educational activity and characterize not specific features of a particular object, but the most significant properties of all objects of this type;

- secondly, the categorical structure of scientific and pedagogical thinking varies considerably more slowly than the conceptual apparatus of pedagogy. Pedagogical categories are rather historical than pedagogical concepts. Their scientific significance, stability and fundamentalism are confirmed by extensive and long-standing pedagogical practice;

- thirdly, the peculiarity of pedagogical categories is that each of them reflects pedagogical phenomena not only in the statement but also in the normative plan. In essence, they provide for categorical requirements. That is why the pedagogical categories determine the content and the list of relevant pedagogical principles. In this regard, the level of development of categorical apparatus largely determines the level of development of pedagogical science [4].

Taking into account the different opinions on this issue, one can conclude that in the process of scientific activity the theoretical systems are created, which consist of abstractions – categorical apparatus, that is, the system of concepts, which reflects the subject of this field of knowledge. Thus, the categories in the theory of education management are the concepts of scientific significance, the stability and fundamentality of which is confirmed by the broad and long-standing practice of education management.

As already noted, the formation of the concept – a complex and lengthy process of scientific research. In the concepts the latest achievements of science and social practice are accumulated and concentrated. This process is carried out as a result of abstraction and generalization of any aspects of sensual images of external reality and „awareness of them as a special, independent content of thought” [14, p. 10]. Formation of the concept ends with its verbal formulation. Since the process of knowing is based on the principles of dialectics, then in its course, constant correction of the content of the concept is carried out, therefore, so it changes its verbal form. The verbal expression of the concept in the scientific language is a term.

Terms (Latin termino-limit, define) – this is a concept definitely limited in the scientific and practical sense [13]. The term operates mainly in the field of professional communication – information (as a means of fixing the amount of scientific information) and communicative (as a means of professional communication) functions are provided here [8, p. 157]. Scientific terms

constitute the most regulated, artificial, deliberately created and regulated part of the lexicon, they have a number of essential features, which distinguish them from the words of general use (non-terminology):

- express the scientific concept, which requires precise definition in accordance with the level of development of a particular field of knowledge;
- function as members of certain terminology or terminology systems, therefore they are legally linked to each other, and the meaning of one term is formed and interpreted against the background of others;
- must coincide the requirement of unambiguousness and the absence of synonymy.
- the use of most terms is motivated [9].

Terminology is a system that reflects a certain scientific outlook and systematic concepts of a particular scientific field, fixed in terms of the development of science (O. Akhmanova [1]). We consider the term „terminology” as a complex of terms in a particular field of scientific knowledge, which are directly or indirectly related logically-conceptual, semantic, and other relationships. And the notion of „terminosystem” is a consciously constructed set of terms, revealed by means of categorized and conceptualized information on the basis of logical-conceptual, cognitive-linguistic, discursive and terminological requirements [2].

Quite close to its meaning is the concept of „thesaurus”. „Thesaurus (from the Greek θησαυρός – treasure) is a set of concepts from a certain branch of science accumulated by a person or collective (by the definition of the Ukrainian pedagogical dictionary). The thesaurus reflects the volume and quality of information that science has about the subject of its research. In the thesaurus system of any science, including pedagogy, there are constant changes: the creation of new concepts, the deepening and expansion of the scope of the application of the scientific lexicon. In the narrow sense, the thesaurus is a dictionary that reflects the semantic connections between the words of a certain language, a set of terms belonging to one or more branches of knowledge with established relationships between terms” [5].

The correlation between the concepts of „terminology”, „thesaurus” and „terminology system” is considered in the dissertation research by N. Mis’ko. The scientist understands the notion „scientific thesaurus of the national theory of education management” as a „complex, open, orderly, hierarchical system of categories, concepts, terms, which are the basis of the initial provisions of the national theory of education management”. In this context, the notion of "a thesaurus” is identical to the term „a terminology system”. In the narrow context, she considers the "thesaurus of the theory of education management” as „a universal model of the terminology of the national theory of education management” [12]. Under these conditions, the thesaurus is a means, tool, method of describing the terminology system of the theory of education management. That is, its methodological function is emphasizes.

N.Mis’ko notes that the scientific thesaurus of the national theory of education management is characterized by system integrity and procedural continuity in the organic unity of the general, particular, individual:

- the general (categorical) level represented by the categories – the most general stable concepts that allow linking the theory of education management with philosophy;
- special (concrete-scientific) level – a set of concepts that characterize the development of the national theory of education management, the concepts related to the subjects of education management and their activities, types of educational institutions and their units, control and analytical activities, planning of the work of the educational institution , personnel work;
- single (personal) level – a set of systemic, conceptualized knowledge of the subjects of educational institutions management (a single individual or a group of subjects) on the theory of education management [12, p.18].

Changes in the scientific thesaurus of the national theory of education management are caused by the formation of modern managerial ideas and views, as well as historical, cultural, socio-political, economic, and scientific and technological factors. The analysis of scientific works on this problem

[11] makes it possible to determine the external and internal factors of the formation of the conceptual-terminology apparatus of the theory of education management.

External factors include: peculiarities of economic, political and cultural development of the country; trends in the development of the education management system; the emergence of new types and kinds of educational institutions; the legal and regulatory basis of the education management system; scientific and technological progress; international integration processes in the field of education; convergence of different scientific fields; processes that take place in the Ukrainian language (enrichment of vocabulary, change of oral and written forms); language policy of the state.

Among the factors of the internal environment we include: the state of development of the theory and practice of education management; the level of knowledge accumulation in the field of education management; the paradigm of education management in society; the emergence of new managerial tasks and types of management activities; methodology of education management; the influence of western management theory; laws and principles of education management; integration links of the theory of education management with other scientific disciplines; the development of the research methodology of education management issues; the individual creativity of national scientists is aimed at the disclosure of problems in the field of education management; activities on the organization and systematization of concepts and terms in the field of education management (the emergence of dictionaries, reference books); book publishing and journalistic activities.

Changes in the scientific thesaurus of the national management theory are quantitative and qualitative ones. Quantitative changes consist in enriching the thesaurus with new terms that reflect the formation of new managerial concepts in the field of education; the qualitative ones consist in the development of the content of the terms for the traditional theory of education management and indicate their development.

Exploring the problems of the conceptual-terminology apparatus of pedagogy and the theory of education management M. Galaguzova stresses the methodological aspect of this problem, which is connected primarily with the improvement of the system of concepts and terms, its ordering, systematization, clarification of the content and volume of concepts [3, p. 20]. Indeed, one of the important tasks of scientific research, which a scientist faces, is to clarify the conceptual-categorical apparatus. Its decision depends on the level of the methodological culture of a scientist, his methodological knowledge in accordance with the level of development of the methodology in this scientific field. Realization of this task can take place both on an intuitive level and with the help of certain methods and has a direct influence on the quality of scientific research and the development of scientific theory. The solution in the study of conceptual problems becomes an inalienable condition for the formation of innovative theories of management, etc. That is why the problem of systematization of the conceptual apparatus is the most important methodological problem.

Conclusions. Consequently, the formation of a scientific conceptual-categorical apparatus has a direct dependence on the level of development of the research methodology in the relevant scientific field and indicates a certain level of development of scientific theory. Understanding the thesaurus of the theory of education management as a model of the terminology system of the national theory of education management provides an opportunity to consider it as a method of describing the terminology system of the theory of education management and indicates its methodological function. The analysis of factors influencing the formation of the scientific thesaurus of the national theory of education management allows us to conclude that this process is continuous and is under the influence of the complex of external and internal factors. Research of the regularities of the process of formation of the scientific thesaurus of the national theory of education management is of great importance for understanding the mechanisms of development and functioning of scientific knowledge. One of the important regularities of this process is the dependence of the formation of the scientific thesaurus of the national theory of education management on the level of development of the research methodology on education management problems, which needs further studying.

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