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THE CONCEPT OF METHODOLOGY AND ITS ESSENCE

ПОНЯТИЕ МЕТОДОЛОГИИ И ЕЕ СУЩНОСТЬ

Аннотация. В данной статье рассмотрено понятие методологии и ее сущность.

Ключевые слова: методология, образование, педагогическая деятельность.

Annotation. This article discusses the concept of methodology and its essence.

Keywords: methodology, education, pedagogical activity.

It is not only practicing teachers who often see something abstract behind the concept of “methodology,” far from real life and educational practice.

Meanwhile, methodology is a system of principles and methods of organizing and constructing theoretical and practical activities.¹

There are other definitions of methodology as a teaching about the method of scientific cognition and transformation of the world.²

In modern literature, methodology is understood primarily as the methodology of scientific knowledge, that is, the doctrine of the principles of construction, forms and methods of scientific and cognitive activity.

The methodology of science characterizes the components of scientific research of its object, the subject of analysis, research tasks, a set of research tools necessary for their solution, and also forms an idea of the sequence of movement of the researcher in the process of solving research problems.

These definitions of the methodology do not contradict each other. Moreover, they reflect the process of gradual development of the field of methodological reflection, the researchers' awareness of their own activities, the transfer of such reflection outside the framework of individual experience. Proceeding from this, the methodology of pedagogical science should be considered as a set of theoretical provisions on pedagogical cognition and transformation of reality.

Any methodology performs regulatory, normative functions. This is its purpose. But methodological knowledge can appear either in a descriptive (descriptive) or in a prescriptive (normative) form, that is, in the form of prescriptions, direct instructions to activity.

Descriptive methodology as a doctrine about the structure of scientific knowledge, the laws of scientific knowledge lays a benchmark in the research process, and prescriptive is aimed at regulating activity. In the normative methodological analysis, constructive tasks predominate, associated with the development of positive recommendations and rules for the implementation of scientific activities. Descriptive analysis deals with a retrospective description of already carried out processes of scientific cognition.

In the structure of methodological knowledge, as a rule, four levels are distinguished: philosophical, general scientific, specific scientific and technological. V.A. Slavenin, highlighting the philosophical level of methodology as the highest, notes that "at present, various philosophical doctrines (directions) coexist simultaneously, acting as the methodology of various human sciences, including pedagogy: existentialism, pragmatism, dialectical materialism, neo-Thomism, neo-positivism" ... I.P. Safronov in the article "Philosophy of Education:

State, Problems and Prospects" adds idealism and rationalism. Existentialists note the deformation of the personality in the modern world, its alienation, loss of identity, etc. They see the way out of this situation in the fact that the individual must create himself. Therefore, the goal of the school is to teach schoolchildren to create themselves as a person, to teach them so that they create themselves. "Existentialism acts as a philosophical basis for the individualization of education", - emphasizes V.A. Slastenin. The basic principle on which the system of existentialism is built is "existence" - existence. It is interpreted as the concrete existence of a person, as "I" preceding the essence and creating it. Modern philosophers point to the correctness of the position that the essence of a person is not given once and for all, but is formed in the process of life, writes I.P. Safronov. The most important role in preserving the integrity and uniqueness of the individual is assigned to the school. Its goal is to teach the child to create himself as a person. Existentialists love to repeat the words of Sartre: "Man is nothing but what he makes himself".

The neo-Thomists prove the leading role of religion in the upbringing of the younger generations. They accuse the school of excessive rationality and oblivion of the "preconscious", which supposedly contains the sources of love, happiness, freedom and the meaning of life. Upbringing, writes Jacques Maritain, cannot be based on a purely scientific concept of man, for upbringing must first of all know what a man is, what is the essence of man and what are his basic values; a purely scientific interpretation of man does not answer these questions. This can only be done by religion with its religious and philosophical concept of man.

Neopositivists see the weakness of pedagogy in the fact that it is dominated by useless ideas and abstractions, and not real facts.

The most prominent representative of pragmatism, the American scientist J. Dewey, in his numerous pedagogical works, criticizing the old, scholastic school, put forward a number of the most important principles of teaching and upbringing: the development of children's activity, arousal of interest as a motive for a child's teaching, etc. The purpose of education, in his opinion, is reduced to the process of

“self-manifestation” of instincts and inclinations given to a child from birth. ”The inner“ I ”, modern pragmatists argue, is not hostile to man, not ugly, as the Freudians believed.

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