

Methods for Studying Integration Processes in Pedagogy

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Annotation: The method is the most important component of the research process, which has a direct operational focus and acts as regulators, rules, the implementation of which contributes to the effective achievement of its goals.

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The method is the most important component of the research process, which has a direct operational focus and acts as regulators, rules, the implementation of which contributes to the effective achievement of its goals. "By method," R. Descartes wrote, "I mean precise and simple rules, strictly observing which a person will never accept anything false as true and, without wasting any effort of the mind, but constantly increasing knowledge step by step, will come to true knowledge everything that he will be able to know" [1, p. 86]. In pedagogy, the point of view is close to the above interpretation, according to which the method can be defined as "a model of behavior - a regulator containing a set of rules that prescribe and determine the target orientation of activity and are implemented through specific actions - methods and methods of activity" [7, p. 39]. But often the method in pedagogy is reduced to a set of techniques and operations aimed at solving various scientific and pedagogical problems.

Within the framework of this study, it seems more correct to look at the method as a certain integrity, organically synthesizing in itself both "ideological" components (rules) and a set of specific actions (methods, techniques) through which these rules are implemented; method is both a way of discovering things in experience and a means of interpreting, seeing, understanding them. The method not only reflects the world, but also "creates" it. It is permissible to speak about the presence of a constituting potency in the method - the ability to recreate reality as it is supposed to be, based on the "positions" of this method. Thus, in physics, different experimental situations give rise to different interpretations of the nature of phenomena. Let us recall A. Maslow's well-known expression that the study of "crippled people" generates "crippled psychology" [6]. In pedagogy, to a greater extent than anywhere else, the method does not appear in the form of "bare" operations, actions, but implicitly contains an ideological and content component. Here it is appropriate to quote from the "Experiments" by M. Montaigne, who wrote: "... Aristotle worked with his great student (meaning Alexander the Great. - N. Ch.) not so much with the wisdom of compiling syllogisms and the basics of geometry, as he sought to rules in terms of what relates to valor, courage, generosity, temperance and self-confidence that knows no fear ... "[8, p. 137]. Socrates, using the maieutic method, not only gave knowledge to his students, but developed their ability to obtain this knowledge as the basis of true morality. This forces us to agree that "the main goal of the Socratic method was to discover the moral basis of individual cases of behavior" [2, p. 132]. The method should reflect the specifics of the subject of research. But it is difficult to find a subject of research that would have only its own methods.

Along with this, each work uses methods that best suit the specifics of the study. In other words, two circumstances must be taken into account: firstly, the existence of virtually unlimited

possibilities in terms of using any method in the entire research space of pedagogy, and secondly, the presence of relatively specific research methods for each individual subject area. Based on the first circumstance, it is necessary to recognize the potential possibility of using any method used in pedagogy with one or another measure of completeness in integrative pedagogical works. Taking into account the second circumstance, one should recognize the right to apply one's own methods, which, in turn, does not mean the absolute uniqueness of the latter. Their specificity is relative enough, it is expressed only in their ability to a greater extent than other methods to express the needs of integrative-pedagogical analysis. The answer to the above question would lose its completeness if the systematization of methods did not take into account a broad, organically holistic interpretation of these methods. This provision makes it possible to “dress them in integrative clothes”: the description of the proposed methods will permeate the integrative idea. In addition, an organically holistic view of methods will make it possible to differentiate one or another method to a certain extent: for example, a pedagogical experiment, depending on the research situation and its main goal, can be empirical, theoretical and methodological. To the above, it should be added that the system of research methods is determined based on the concepts of the scientist, his ideas about the essence, structure of the material being studied, the goals and objectives of the work, from his general methodological orientation.

As a rule, methods are divided into theoretical (analysis, synthesis, comparison, etc.) and empirical (observation, survey, etc.). But here it's not so simple. A. Y. Nine believes that the definition of a method as theoretical or empirical depends on the specifics of the study [9]. Therefore, we propose to abandon the terms "theoretical methods" and "empirical methods", instead of them, use the concepts "methods of fundamental research", "methods applied research". This corresponds to the above typology of studies of integration processes in pedagogy (“developments” in this case are included in “applied research”).

Due to the fact that the features of the integrative the subject of research in general and its methods in particular, to a greater extent degrees manifest themselves at the fundamental level, we confine ourselves to consideration of methods for studying integration processes in pedagogy as an area of fundamental type of research.

Wide front method. This method was introduced into scientific use by K. Lorenz to study organic integrity, which is understood as a system of two-way causal relationships that form a complex network [5]. The scientist considered it possible to simultaneously understand the parts of the whole, for which the most general characteristics are first described, and then the description is detailed. Within the framework of this study, we are talking not so much about describing general characteristics, although this also takes place, but about isolating an integral core: from the very beginning, the phenomenon should be considered as a single organic whole homeometric method. This method has its roots in the philosophical constructions of Anaxagoras (from the Greek homeomerism - “what has similar parts”). He developed the principle of progressive divisibility of everything that exists: “everything that exists is divided into an infinite series of parts of different quality, each of which, in turn, also consists of a similar infinite series” [3, p. 50–51]. The homeomeric method, as it were, complements the previous method: if the “broad front” method focuses on the integral qualities of an integrative object, then the homeomeric method allows you to see it divided into an infinite number of components of different quality. This method, being an instrumental model of one of the fundamental integrative postulates, expressed by the formula "everything in everything!", allows us to represent the integrative whole as a polycentric unity of parts that are qualitatively different from each other and are in parity with each other. They are derived from each other, but not reducible to each other; they are generated by the whole, but are not reduced to it, just as the whole consisting of them is not reduced to them. But, being equal in

relation to each other, they are subordinate to the whole. Let's illustrate what has been said. The pedagogical process as an integrative whole includes an almost infinite number of qualitatively different, relatively independent of each other components (goals, principles, content, etc.), which in turn are also divided into types, types. At the same time, each type (subtype), species (subspecies) has a relative self-sufficiency and self-worth in the sense that each of them performs its own function. So, teaching methods are no less important and necessary than developing ones. For their part, developing methods are not inferior to the first in their significance and self-sufficiency. This is explained by the complex, multidimensional nature of the subject of education - a person who equally needs both deep and extensive knowledge, and ways of their implementation (application).

The method of double entry of basic components into the system. The essence of this method lies in the fact that each of the basic components of any subsystem of the content of education is included in its general structure in two ways: firstly, as a “through” line in relation to the apical structural components, and secondly ... as one of the apical , explicit components” [4, p. 80]. Within the framework of the issue under consideration, the method of entering basic components into an integrable whole is endowed with the function of analyzing the integrable components both as “representatives” of a particular field of knowledge (activity) and as elements of an integrative neoplasm formed by synthesizing these components. hermeneutic method. Philosophers understand hermeneutics as “the art and theory of interpretation aimed at revealing the meaning of a text based on its objective... and subjective... grounds” [11, p. 88]. Along with this, hermeneutics is defined as “a collective name for approaches focused on the immanent understanding of the text”, which must be understood without replacing its content with socio-economic “causes” or cultural-historical “influences” [10].

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