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PECULIARITIES OF PERCEPTION AND COMPREHENSION OF HISTORICAL AND PEDAGOGICAL INFORMATION

Nowadays, the unity of pedagogical, disciplinary, and general liberal arts aspects is regarded the foundation of prospective teachers' professional training. Important in this unity is the historical pedagogical content, as this is historical pedagogical information that helps not only understand the development of the pedagogical thought, the transformation of pedagogical ideas, but fosters the establishment of systemic inter-disciplinary relations and links in the general context of pedagogical training. The content of pedagogy as a science is to be historically substantiated and grounded. This thought was emphasized by our outstanding compatriot, P. Yurkevych, who prefaced the course of lectures in pedagogy at Moscow University in the 1850s with lectures on the history of educational systems in Ancient India, China, pedagogical systems of Antiquity. The history of pedagogy is the only opportunity to prepare a capable modern teacher, whose willingness to improve principles, methods, and techniques that were used to educate him/her, rather than to follow and mechanically copy them, defines a capable educational system. To do so, he/she ought to possess critical consciousness, understand the essence of educational processes, challenges, and tasks in terms of modern requirements (a thought aired by both Emile Durkheim and B. Bim-Bad in the past). The study of the pedagogical experience of the past is a way of the unprejudiced and objective evaluation of modern pedagogical innovations; it also creates the necessary basis for the intellectual freedom of schoolteachers and university professors.

Most poetic definition for the history of pedagogy as a science and an academic discipline could be found in B. Bim-Bad's works. The scholar compares the history of pedagogy to the process of observing a floral blossom: it is much more

interesting to observe the process of blossom using up-to-date equipment than just to gaze at the picture of a flower that is already in blossom [1]. The Russian scholar, in the context of the modern socio-political events, articulates the issue of freedom and despotism in education as cross-cutting for the philosophy of cognition and history of pedagogy: much too obvious is the correlation between inertia and pressure in the sphere of cognition, on the one hand, and socio-political violence, on the other.

As regarded by Western European and American educators, the history of pedagogy is primarily the synonym for the history of socialization (the second half of the 20th Century, B. Bailyn, W. Smith). The researchers point out that “universalism” was a dominating tendency in the conceptual development of the Western history of pedagogy in the 20th Century: the study of the real pedagogical process was taking place in schools, families, and other social institutions and regarded in terms of and in connection with the influence of the social environment, labor, and an array of cultural factors related to each of the epochs under examination.

The following Slavic educational theoreticians studied the content of historical pedagogical preparation in teacher-training higher educational establishments: B. Bim-Bad, M. Bohuslavsky, B. Vulfov, A. Dzhuryns’ky, M. Konstantynov, A. Piskunov, Z. Ravkin, K. Sumnytel’ny et al. Methodological and theoretical foundations of the study of the history of education, as well as the application of culturological, paradigmatic, civilizational, acmeological approaches to the history of pedagogy are being developed.

In Ukraine, the schools of thought headed by A. Boiko, V. Kravets’, O. Sukhomlyns’ka, N. Yarmachenko have re-interpreted the history of pedagogy as an independent field of science (from the point of view of both its positioning with regard to other liberal arts disciplines and the content of historical pedagogical knowledge, fundamental principles, methods of teaching). Applications of phenomenology, hermeneutics, synergetics to the process of solving historical pedagogical problems and establishing new directions are being researched. Despite the great variation and broad spectrum of historical pedagogical research of the representatives of the Ukrainian historical pedagogical science, they are united by:

- an interest in the personal and biographical facts of the history of pedagogy as a field of science, interpretation of the individuality as a historically new form of the communization of pedagogical experience (N. Dichek, Eu. Dniprov, L. Pyrozhenko, T. Samoplavs'ka, V. Skurativs'ky, I. Sokolova, O. Sukhomlyns'ka et al.);

- updating the content of the history of education as a component of the liberal arts knowledge on the basis of the integration and alignment of international and national achievements, application of comparative pedagogy and comparativistics (A. Boiko, N. Demyanenko, M. Yevtukh, I. Zaichenko, S. Sysoyeva et al.);

- attention to the issues of broadening of the range of sources, their relevance, introducing of new texts and documents into research and, on this basis, renovation and fundamental realignment of thinking and views on the development, establishment, and conceptualization of pedagogical ideas in different historical epochs (O. Vyshnevs'kyi, N. Hupan, S. Zolotukhina, V. Kuz', O. Lyubar, A. Ratsul, O. Radul, Yu. Rudenko, A. Sbruyeva, M. Stel'makhovych, M. Yaroshevs'ky et al.).

Although there is a broad spectrum of approaches, the idea that unites Ukrainian and Eastern Slavic researchers is the recognition of the fact that, at the beginning of the 21st Century, pedagogy and history of pedagogy integrated, through pedagogical interpretation proper, the information from a variety of research fields dealing with the process of human development: ethnography, history, philosophy, psychology, sociology (B. Bim-Bad [1]). K. Ushyns'ky, a great Slavic educator, introduced the idea of pedagogy grounding its conclusions and generalizations on the broad base of humanities and the anthropology principle guiding pedagogical disciplines [14]. Today is the time when this idea by K. Ushyns'ky has been fleshed out.

The pedagogy and history of pedagogy of today are seen as post-non-classic (the term introduced by V. Yeryomina and V. Perminova [6]). Such vision determines the content of education in the realm of the history of pedagogy (in a

more narrow sense, the content of the history of pedagogy curriculum) as a “nonlinear superposition of personality qualities and the qualities of the universal and having developmental potential work methods and key competencies” [6, p. 20]. The structure of the contemporary historical pedagogical knowledge proper has been studied in the works of M. Bohuslavs’ky, B. Stuparyk, O. Sukhomlyns’ka and other scholars. Following the idea aired at his time by J. A. Comenius, who saw the content of education as the content of culture, which is able to improve and ennoble human beings, as well as believed that knowledge empowers man to resist the evil, modern scholars seek most impartial presentation of historical pedagogical information to their students. There are several approaches to the optimal presentation of historical pedagogical knowledge. It is worthwhile to note that, in modern higher education, knowledge is most often interpreted as the information that students memorize and reproduce. Liberal arts, in this regard, have ontological context added, i.e. the context of completeness and objectiveness of understanding and interpretation. Today, historical pedagogical knowledge is given to students primarily on the basis of chronological approach, which is deeply rooted in Ukrainian humanities (suffice it to mention historical and pedagogical works of I. Krypyakevych, S. Siropol’ko). It is employed in most known history of pedagogy textbooks as the primary one, with occasional variations and interpolations towards biographical approach. Although the majority of modern scholars recognize the deficiency and limitations of the chronological approach, it still remains the leading approach, judging from the materials found in the Ukrainian and Russian textbooks and other methodological literature on the history of pedagogy. For instance, A. Dzhuryns’ky, a prominent contemporary historian of pedagogy, in his article *Some Thinking on the History of Pedagogy* [4] states: “pedagogy and school should be considered not only in terms of socio-economic formations, but also in terms of civilizations with their various cultural, ethnic, and religious types. Civilizational approach to the history of pedagogy substantially increases the potential of its understanding, leading to the articulation of the essential features of the world historical pedagogical process” [4,

p. 72]. At the same time, the textbook by the author [3] virtually reduces the civilizational approach to the traditional chronological one.

On the subject of the chronological approach proper, O. Sukhomlyns'ka states that such approach (the scholar also names it "orthodox chronological" [10, p. 42]) is not constructive and productive under contemporary conditions, especially taking into consideration the fact that the history of pedagogy is losing its positions in the structure of teachers' professional training year after year (for instance, in Kryvyi Rih Pedagogical Institute of Kryvyi Rih National University, the course of lectures in the history of pedagogy for the students of philology majors was unreasonably cut nearly in half just during the last academic year). That is why trying to "shoehorn" a wide chronological context of the development of pedagogical thought, establishment of educational systems, as well as to describe the works of certain scholars within a small academic course allows only for a brief reference to events and facts, lecturer's failure to present sufficient amount of scientific information [10]. In this way, the essence of historical pedagogical material is emasculated, neutralized. And although problem-based, concentric mode of historical pedagogical knowledge delivery is widely discussed in the scientific educational periodicals, it remains terra incognita for the practice of teaching the history of pedagogy in higher educational establishments.

In the interim, these are methodological approaches that guide teaching in the history of pedagogy, help the professor to focus students' perception conceptually, avoid unnecessary "descriptiveness" in the presentation of historical pedagogical information.

In our view, the choice of the optimal ways, methods, and techniques of presenting historical pedagogical information should be guided by "feedback" considerations, i.e. by the peculiarities of students' comprehension of such information. Research into this issue will help university faculty to choose an optimal methodological approach to developing textbooks and other methodological materials, as well as to teaching and learning. The first steps on this way are the awareness of the logics of gaining and developing historical pedagogical information

(B. Bim-Bad, A. Piskunov, K. Shmidt) and related disciplines, as well as students' developmental profile (S. Vitvits'ka, R. Nemov, L. Podoliak, V. Yurchenko).

In the modern higher educational establishments, historical pedagogical information is acquired by students during lectures, seminars, independent and individual curricular activities within certain topics and parts of the course. To investigate the peculiarities of students' comprehension of historical pedagogical information, we chose lectures, which remain the major mode of delivery in the realm of liberal arts.

During the second term of 2011 – 2012 academic year, when working with the students of the Faculty of Ukrainian Philology in Kryvyi Rih Pedagogical Institute of Kryvyi Rih National University (groups YAΦ-09, YMJI-09-1,2, and YΦP-09), we used an adapted method called “Measuring Time Slots” [2, p. 20 – 21]. This method was applied in the following way. During the lectures in the history of pedagogy, after certain periods of time (9, 45, and 63 minutes after the beginning of the lecture), the students, without looking at their watches, were to mark in special cards (Fig. 1) the period of time they thought had passed after the beginning of the lecture. This method is based on the idea that perceptual distortions depend on motivation: for somebody truly motivated, immersed in the “stream” of learning, the time is perceived as passing more quickly. Time perception distortions exhibited by students help to gauge the depth of their “immersion” into learning. The results are graded by adding up the remainders after subtracting time estimates provided by the student (subjective time estimates) from real time figures. The formula is the following:

$$N = St1 = (t 1 \text{ real} - t 1 \text{ sub}) + (t 2 \text{ real} - t 2 \text{ sub}) + (t 3 \text{ real} - t 3 \text{ sub}),$$

where $t 1 \text{ real}$, $t 2 \text{ real}$, $t 3 \text{ real}$, – the amount of time that has passed from the beginning of the lecture till the moment of the first, second and third measurements, accordingly;

$t 1 \text{ sub}$, $t 2 \text{ sub}$, $t 3 \text{ sub}$ – subjective estimates provided by the student of the amount of time that has passed from the beginning of the lecture till the moment of the first, second and third measurements, accordingly.

The experiment was conducted during three lectures in the history of pedagogy; one of the lectures (the third one), devoted to the pedagogical theory of K. Ushynsky, was open to public: the students and faculty in attendance were introduced to the author's views on the essence and ways of vernacular education as presented in the works of the outstanding Slavic educator. Some archival materials (not widely known before), as well as the materials from the lecturer's archive, were used. Multimedia technology supplemented the lecture (slide-pictures, schemes, data-tables). "Measuring Time Slots" method gave the opportunity to characterize the peculiarities of the perception of historical pedagogical information by the students of the Faculty of Philology.

Processing and generalization of the empirical data led to the conclusion that, during the first two lectures, 35% of students were able to correctly name the time that had passed from the beginning of the lecture. On the other hand, the number of students "not immersed" into the stream of historical pedagogical information or partly "immersed" was twice as big as the number of students who found this information interesting and relevant. Furthermore, if the subjective time estimate recorded during the first measurement is close or coincides with the real time, during the second and, especially, the third measurements, the subjective time estimate is far ahead of the real time.

Taking into consideration the obtained information, the educational material of the demo-lecture was intentionally directed to the description of both general socio-political and historical pedagogical context of the K. Ushynsky's idea of vernacular education, as well as to the discussion of the ways to implement this idea in modern multicultural Ukrainian educational community. Educational information was collected according to the recommendations given by O. Sukhomlyns'ka. The scholar argued that if the focus of the modeling study of the Ukrainian educational thought is the analysis of the life and work of an educator – a creative personality and a bearer of new ideas, then the pedagogical personalia should include: 1) biography ("personal" history); 2) description of the individual approach to pedagogical process (moral, ethic content of the work); 3) description of the individual approach to the

disciplinary area (inclusion in or exclusion from the contemporary pedagogical process); 4) ideological and social, cultural foundations (a range of connections with the epoch, the degree and intensity of their influence on the person's pedagogical thinking) [12, p. 13]. Related topics (K. Ushynsky as an educational system reformer, creative reciprocal influence of K. Ushynsky and N. Pirogov, educator's methodological heritage, etc.) helped reveal the key points of this historical pedagogical topic in its interrelation and interdependence with the general socio-cultural context of that epoch.

The analysis of students' report cards suggests that the subjective time perceptions of the majority of students during the third lecture were 7 to 10/12 minutes ahead of the real time, and this was registered in each of the three measurements. The results obtained with the help of the described above method, as well as the immediate observation intended to reveal any peculiarities of the perception and reproduction of historical pedagogical information by language arts students, helped define the factors that enhance the depth and thoroughness of the historical pedagogical information learned by students. Among such factors are the following:

- integration and alliance of the forms of educative interactions in the process of learning pedagogical content;
- activation of the general liberal arts context while covering the distinct features of the pedagogical proper and organizational pedagogical efforts of individual personalities (outstanding educators of the past, education policymakers), as well as their scholarly and popular writings;
- making use of multimedia in order to structure and introduce educational historical pedagogical information to the best advantage;
- supporting and retaining dialogue-based forms of educative interactions as a prerequisite for the subjectification of students' personal and professional (gained during the time in a higher educational establishment) experiences when comprehending historical pedagogical information.

Today, prospective teachers are given the opportunity to model contemporary pedagogical theory on the grounds of the historical pedagogical knowledge available to them, as well as to implement theoretical findings into teaching practice. Therefore, it is important for pedagogical and historical pedagogical information to be perceived by the students not only as “curriculum content”, speculative or detached from teaching practice. It must be employed in the best practices and everyday educational realities.

Study of the Peculiarities of the Perception of the Content of the Lectures in History of Pedagogy

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Year of study	3
Group	YAΦ-09
Name	Natalia
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<i>Measurements</i>	<i>Time</i>
1st measurement	5 min.
2nd measurement	40 min
3rd measurement	55 min

Fig 1. An example of a record card used to study the peculiarities of the perception of historical pedagogical information with the help of “Measuring Time Slots” method.

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Садова В. В. Історико-педагогічна інформація: особливості сприйняття та осмислення

Висвітлено проблемні аспекти історико-педагогічної підготовки студентів вищих навчальних закладів, досліджено особливості сприйняття, засвоєння та осмислення студентами вищої педагогічної школи навчальної історико-педагогічної інформації. Шляхом узагальнення емпіричних даних та зіставлення з результатами новітніх педагогічних розвідок у галузі викладання педагогічних дисциплін виокремлено чинники, які сприяють досягненню глибини та ґрунтовності засвоєння студентами історико-педагогічних знань при збереженні лекційної форми навчання як провідної у вищому педагогічному навчальному закладі.

Ключові слова: історико-педагогічна інформація, зміст історико-педагогічної підготовки, хронологічний підхід, проблемний підхід, лекційна форма навчання.

Садовая В. В. Историко-педагогическая информация: особенности восприятия и осмысления

Освещены проблемные аспекты историко-педагогической подготовки студентов высших учебных заведений, исследованы особенности восприятия, усвоения и осмысления студентами высшей педагогической школы историко-педагогической информации. Путем обобщения эмпирических данных и сопоставления с результатами новейших педагогических исследований в области преподавания педагогических дисциплин выделены факторы, способствующие достижению глубины и основательности овладения студентами историко-педагогическими знаниями при сохранении лекционной формы обучения как ведущей в высшем педагогическом учебном заведении.

Ключевые слова: историко-педагогическая информация, содержание историко-педагогической подготовки, хронологический подход, проблемный подход, лекционная форма обучения.

Sadova V. V. Peculiarities of Perception and Comprehension of Historical and Pedagogical Information

Peculiarities of perception, assimilation, and comprehension of the history of pedagogy content by the students of teacher-training higher educational establishments are examined. On the basis of the generalization of empirical data and comparison of the results of the latest research in pedagogical disciplines, factors ensuring the depth of students' history of pedagogy content knowledge while retaining lecture approach are determined.

Key words: historical and pedagogical information, history of pedagogy content, chronological approach, problem-solving approach, lecture approach.

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