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SEMIOLOGICAL MEANS OF SCIENTIFIC AND PEDAGOGICAL COGNITION

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Abstract

Background. The language of pedagogical science as the main means of expressing scientific positions requires special attention, because it expresses scientific thoughts and presents new knowledge. Obviously, it should be accurate, avoiding ambiguity and uncertainty. Therefore, one of the actual tasks of modern pedagogy is to improve, develop and systematize the conceptual and terminological system.

The purpose of the study is to consider semiological means used in scientific and pedagogical cognition in order to identify, differentiate and analyze them, as well as to describe the author's toolkit for researching pedagogical concepts.

Materials and methods. The methodological basis of the study is the research techniques of pedagogical semiology and cognitive linguistics: content analysis, system-structural analysis, comparative analysis, method of interpretation, which allows to understand more deeply the functioning of the language of pedagogical science, to form and convey pedagogical meanings, to fix pedagogical phenomena in the language.

Results. The language of pedagogical science is based on words and expressions of a special kind, i.e. a special semiological system that comprises terms and notions. However, the unit of semantic representation of scientific reasoning is a concept. It represents a logical structuring of scientific ideas about the pedagogical object, so it's rational to operate the term "concept" as a certain collective property of pedagogical activity, as well as a semantic core of culture.

Pedagogy has its own set of leading concepts to be described and studied. Therefore, we proposed a multistage toolkit for such conceptual analysis. The first stage is to place a pedagogical concept in the general term field of pedagogy. The second stage is to define the concept boundaries and its conceptual field with subordinate and revealing concepts. The third stage is the creation of classification, empirical verification and development of a systemizing model of the pedagogical concept. With the help of the proposed semiological toolkit it is possible to claim a full disclosure of the content of pedagogical concept in the conceptual pedagogical picture of the world.

Keywords: language of pedagogy; pedagogical terminological field; semiological means; pedagogical notion; pedagogical concept

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СЕМИОЛОГИЧЕСКИЕ СРЕДСТВА НАУЧНО-ПЕДАГОГИЧЕСКОГО ПОЗНАНИЯ

В.В. Доброва

Аннотация

Обоснование. Язык педагогической науки как основное средство выражения научных позиций требует особого внимания, ведь именно он является выразителем научных мыслей и презентатором новых знаний. Очевидно, что язык педагогической науки должен быть максимально точным, избегать многозначности и неопределенности. Поэтому актуальной задачей современной педагогики является совершенствование, развитие и систематизация понятийно-терминологического аппарата.

Цель – рассмотреть семиологические средства, которые используются в научно-педагогическом познании с целью их вычленения, дифференциации и анализа, а также описать разработанный автором инструментарий для описания педагогических концептов.

Материалы и методы. Методологическую основу исследования представляет собой методология педагогической семиологии и когнитивной лингвистики: контент-анализ, системно-структурный анализ, сравнительный анализ, метод интерпретации, которые позволяют глубже понять функционирование языка педагогической науки, сформировать и передать педагогические смыслы, зафиксировать педагогические явления в языке.

Результаты. Основу языка педагогической науки составляют слова и выражения особого рода, особый семиологический инструментарий, включающий термины и понятия. Однако единицей смыслового представления научного рассуждения является концепт. Он представляет собой логическое структурирование научных представлений о педагогическом объекте, поэтому, на наш взгляд, в педагогике рационально использовать термин «концепт» как некое коллективное достояние педагогической деятельности, как смысловое ядро культуры.

Педагогика имеет свой набор ведущих концептов, который необходимо описывать и изучать, в связи с чем актуальным представляется предложить многоэтапный инструментарий такого концептуального анализа. Первый этап представляет рассмотрение педагогического концепта в общем терминологическом поле педагогики. Второй этап это определение границ концепта и их концептуального поля с подчиненными ему и раскрывающими его содержание понятиями. Третий этап – создание классификации, эмпирическая проверка и формирование систематизирующей модели педагогического концепта. С помощью предложенного семиологического инструментария можно претендовать на полное раскрытие содержания педагогического концепта в концептуальной педагогической картине мира.

Ключевые слова: язык педагогики; терминологическое поле педагогики; семиологические средства; педагогическое понятие; педагогический концепт

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Introduction

Scientific cognition is characterized by the unity of thinking and language being expressed by language as a form of knowledge existence and world construction as a system of signs. Thus, any scientific knowledge exists in the form of signs and like a special language of the subject area. The prospects of cognition of the peculiarities and essence of people's sociocultural life are largely associated with the comprehension of the sign nature of human existence. For the knowledge about the world to be objective and the strict unambiguity to be required to all scientific results, science has to use a developed sign set of cognition, in other words the language of science. "The thesis that the development of pedagogical science is directly related to the improvement of its language is shared today by almost all scientists" [9, p. 360]. Pedagogy as a scientific branch and system of activity solves its own tasks in a certain semiotic space while creating its own semiosphere.

Since any particular science deals with specific objects and phenomena, and, most importantly, with a special approach to them, peculiar only to this science, it is necessary to talk about it in a special way. Specific notions, terms and concepts are used and the relations between them are studied in a special way. Without such an approach it is impossible to formalize any science as an independent branch of knowledge.

The problems of the language of science have recently become especially important [14; 18]: the dependence of terms and concepts on the system of views and perceptions, indicating the general methodological position of the researcher as a "carrier" of a certain worldview has become obvious. Science in general and pedagogy, in particular, cannot exist if they do not perform their main functions: descriptive, explanatory and predictive, and the realization of these functions is impossible without the use of the language of science, because it expresses scientific thoughts and presents new knowledge. The language of pedagogical science as the main means of expressing scientific positions and research results requires special attention. The understanding of scientific ideas and research results obtained by other scientists and practitioners depends on it.

To objectively represent pedagogical phenomena, describe facts and establish essential links between them the researcher needs not only effective methods of research, but the rational ways to identify the elements to be studied, the effective presentation of the obtained results, their classification and generalization. Since knowledge must be expressed verbally or by other signs, all these tasks will be feasible only if the processes of natural-language communication are provided with a sufficiently developed language of a particular subject area of science. The language of pedagogical science can be defined as a special semiological system that is used when talking about pedagogy. This paper presents a study of semiological means that are used in scientific and pedagogical cognition in order to distinguish, differentiate and analyze them, and describes the author's developed tools for describing pedagogical concepts.

Materials and methods

The methodological framework of the study is based on the methodology of pedagogical semiology and cognitive linguistics, which provides a deep understanding of the nature of pedagogical language functioning, systematization of pedagogical concepts and phenomena, formation and translation of pedagogical meanings, fixation of pedagogical phenomena in the language of pedagogical science. The following methods were used in the study: content analysis, method of logical analysis of pedagogical literature, system-structural analysis, comparative analysis, method of interpretation and contextual analysis. As the main base of the empirical study we used descriptions of the educational experience made by recognized masters of the past, pedagogical innovators, modern foreign practitioners.

Results and discussion

The language of pedagogy is a complex, dynamically developing system, which reflects the trends of modern education. In order to transfer knowledge and comprehend reality any science as a special field of thinking uses scientific language represented by a certain developed conceptual and terminological set.

Scientific analysis of pedagogical reality uses pedagogical facts, terms, concepts and notions to process the material. Thus, the language of pedagogy should be extremely accurate in order to avoid multiple meanings and uncertainty. Then the urgent task of pedagogy today is to clarify, analyze, improve and systematize the concepts and terminology of pedagogy. This becomes possible with the use of semiology methods only because they make a deeper understanding of the pedagogical science language functioning as a whole and its separate elements possible, allow to convey and analyze pedagogical meanings, to fix and define pedagogical phenomena in the language.

The language of pedagogy is based on words and expressions of a special kind, a special semiological toolkit, including terms and concepts. Both are framed as something specific to a particular field of knowledge.

All pedagogical phenomena are represented in terms and concepts. A pedagogical term being included in a certain terminological system is characterized by its systematic character and so it correlates with the concept in the form of definition [12]. On the one hand, it has a lexical base, but on the other, it is also a logical unit of the conceptual and terminological language of every particular science. Thus, its main function is to express and designate a notion.

Structurally the term content includes the lexical unit semantics forming the term and the terminological meaning proper defining its language system sign nature. The pedagogical terminological system can be defined as a set of related terms forming the system of notions. “A pedagogical notion is the result of the process of pedagogical reality cognition expressed in a word through the fixation of a selected class of pedagogical phenomena or processes by common, specific for them features” [3, p. 176].

To study the conceptual and terminological apparatus of pedagogy is impossible unless the essence of such a phenomenon of thought – language interaction as a notion is determined. Any scientific notion as the knowledge of the essential performs a number of important cognitive functions. It is a concentration of knowledge; a basis for scientific progress; a means of orientation in the surrounding reality; a means of ordering thinking; a means of acquiring objective knowledge [5; 7].

Ontologically different nature of a notion and a term is leveled at the level of terminology inventory and systematization [19]. The content of a pedagogical notion is represented in the term in a reduced form, i.e. “in the terminological system the term is a sign of the notion, its meaning is the essence of the content of the notion. A notion appears in the form of a word or word combination serving as its name. A term not only passively registers a notion, but in its turn influences this notion, clarifies it, distinguishes it from related ideas” [4, p. 49]. Therefore, the notion system is represented by the term system that provides a material form to pedagogical knowledge and a language picture of pedagogical reality in its own turn.

The semantic representation unit of any form of scientific reasoning is a concept. If a notion is considered to be a thought structure that reflects objects, phenomena and their relations in a generalized abstracted form by means of fixing of their common and distinctive features, then a concept presents a phenomenon of the same order, but much wider than a notion. The concept meaning usually coincides with the representing word meaning only partially. “Concepts, being elements of the mental lexicon, fulfill the function of a linguistic substitute in human consciousness for a multitude of different, related objects... Concepts are the threads of the linguistic fabric of human thinking and mental activity in general, they are the mental piles on which the whole construction of the “house of being” of specific individuals rests” [9, p. 344].

Being the components of human consciousness and world knowledge, concepts are studied in philosophy, psychology, culture and other humanities. However, the most widely “a concept” is researched by linguists. Thus, “a concept” represents the basic cognitive linguistics notion and is defined as a mental structure, “a unit of consciousness” (E.S. Kubryakova [8]), “an ideal abstract unit” (N.N. Boldyrev [2]), “a multi-dimensional mental unit with a dominating value element” (V.I. Karasik, G.G. Slyshkin [6]), “a mental projection of the cultural context” (V.I. Karasik [6]), “a unit of linguistic world vision” (N.D. Arutyunova [10]), “an information structure that reflects human knowledge and experience” (E.S. Kubryakova [8]). The concept is a unit of mental nature enabling to

express various sides that actualize different layers of its content in the mental process (Z.D. Popova, I.A. Sternin [16]). The listed researchers have made a serious contribution to the development of concepts, but the existing set of concept definitions often hinders understanding of its essence thus complicating the research process. Therefore, the problem of understanding the essence of the concept as a term and phenomenon is still relevant.

We consider the concept understanding proposed by Y.S. Stepanov to be best suited for the research of pedagogical definitions: “A concept is a kind of a lump of culture in human consciousness; something in the form of which culture enters the mental world of a person. And, on the other hand, the concept is something through which a person – an ordinary, common person, not the “creator of cultural values” – enters the culture himself, and in some cases affects it” [17, p. 42]. The invariant concept features include the following: it is verbalized by means of a word; possess a field structure; form the basis of knowledge storage, transfer and processing; has neither strict boundaries no specific functions; is social; is the basic culture unit [11]. The idea of a concept as a core quantum of culture, a basic semantic unit of culture in the human mental world seems to be the widest and most capacious in our opinion.

In the humanities research the concept are frequently used that allows to understand “those meanings that a person operates with in the process of thinking and that reflect the content... of the results of all human activity and processes of cognition of the world in the form of certain ‘quanta’ of knowledge” [8, p. 90]. The concept is used when we need to structure scientific ideas about pedagogical objects logically, so we suggest to operate concepts instead of notions. The semantic content of a concept, according to cognitive linguistics, is much broader than those lexical meanings of a word, which are represented by notions [9]. The subject of this work was not the notions as they exist in individual consciousnesses, but concepts as a certain collective property of pedagogical activity, a semantic core of culture.

The concepts have a special status due to their leading role in the cognition processes – as G.L. Murphy notes: “Concepts are the glue that

holds our mental world together” [13, p. 1]. We can consider the concepts to be the meanings that people operate in the thinking process because they reflect the content and experience of human cognition and activity.

Concepts form the basis of the whole language of science. They allow storing and transferring knowledge about the world and turn out to be the building blocks of the conceptual system. “Thinking is a manipulation of internal (mental) representations” [15, p. 5]. Consequently, we think in terms of concepts as global quanta of well-structured knowledge [10]. If the number of words in an ordinary natural language reaches many hundreds of thousands, the number of concepts in a particular language of a particular science does not exceed a few dozens, rarely hundreds. This explains why they can be singled out after careful selection, carefully defined and engaged in clarification of their meaning.

Each science has its own scope of work, it is engaged in the study of specific objects, and its content is analyzed and built on several leading concepts. For pedagogy such basic concepts (categories) are education, training, upbringing and development. Each of these concepts has its own content, but only together they determine the content of pedagogy as a whole. Then all the other selected and analyzed concepts should be considered in the general conceptual field of pedagogy, where one concept correlates, complements and opposes the others. To define the concept place in the linguistic picture of educational reality the most diverse contexts are involved in the analysis: interdisciplinary and pedagogical. After specifying the concepts, the scope of their application in the linguistic picture of educational reality is considered separately, which allows to embed the concept in the general term field of pedagogy. When we talk about concepts, we are obliged to clearly define the boundaries of each of them and compare them in the conceptual field they should fully cover. Therefore, the next stage of concept research is to define its boundaries and identify its structural elements.

A concept is characterized by a complex structure. Firstly, it includes everything belonging to the notion structure. However, one cannot express all the content variety of a concept by using only language means as each of them reveals only a part of it. Therefore, the concept struc-

ture should also include everything that make it a fact of culture, namely its original form, its history, its modern form, evaluations, associations, connotations, etc. Any developed science is characterized by the representation of the objects of its study in a form that either demonstrates them visually or provides an opportunity to process them and obtain new knowledge. A concept is a complex multidimensional formation that includes conceptual-denotative characteristics as well as evaluative, connotative, associative, figurative features and all communicatively significant information that should be analyzed and fixed when describing the concept. In a generalized way the concept structure represents a circle with the main notion, the concept core in the center, and everything related to culture, social and personal experience on the periphery. Therefore, the next stage of concept description is the creation of a terminological field with subordinate and revealing concepts.

Using the linguistic toolkit developed by us according to the above-mentioned, further classification is created, empirical verification is carried out and a systematizing model of the concept is formed, which allows to present the scheme of semantic relations between the elements in the concept. Thus, with the help of the proposed toolkit it is possible to claim to distinguish and fully disclose the content of the pedagogical concept (for example, the concept of “pedagogical event” is described in [4]) in the conceptual pedagogical picture of the world, if at all possible to approach it. “We should not forget that the description of a concept can be carried out only up to a certain level, beyond which there is a certain spiritual reality, which cannot be described, but can be experienced” [17, p. 41]. The concept structure is many-sided, and there is still no consensus about its components in science. At the same time, an important thing to realize is that there are no clearly defined boundaries of a concept, and any developed concept structure implies conventionality of a certain level.

Author’s position

The author’s position is to justify the necessity of operating the concepts as basic semantic units of culture to represent pedagogical phenomena. To achieve this goal, the author proposes a toolkit for researching

pedagogical concepts. Since a pedagogical concept is a complex structure and should be integrated into the term field of pedagogy, it is necessary to analyse and describe the concept at several levels. At the first level it is proposed to consider the pedagogical concept in the general conceptual field of pedagogy and in the interdisciplinary context, which allows to relate it to the basic pedagogical concepts, to establish its place in the linguistic consciousness of a person, i.e. to integrate the concept into the general term field of pedagogy.

The next stage of the pedagogical concept research is to define its boundaries and identify its structural elements in order to differentiate its conceptual field. The complex structure of the concept, including conceptual-denotative, connotative, associative and other characteristics, can be visualized in the form of a terminological field with subordinate and revealing concepts.

At the next stage of pedagogical concept analysis on the basis of the obtained information it is possible to create a classification, conduct empirical testing and form a systemizing model of the pedagogical concept, representing semantic relations between its elements. Thus, with the help of the semiological toolkit proposed by the author, we can claim to distinguish and fully reveal the content of the pedagogical concept as a certain collective property of pedagogical activity.

Conclusion

Science, in the form of knowledge and the activity of producing knowledge, is realized by society and is its product. Therefore, both knowledge and the process of obtaining this knowledge should exist in a form that would be accessible to researchers and society as a whole. In other words, knowledge should have a material, sensually perceptible shell and a unified sign form. The most important systemic component of science is its language. The study of the scientific language is one of the most urgent theoretical and practical problems today. Firstly, it is connected with the fact that language is the most important factor in the development and functioning of any society. Secondly, science itself is at a new stage of development that leads to the transformation,

rethinking and development of the language of science. Today science is mostly interdisciplinary by nature and this leads to the complication and diversification of the form of fixation and representation of scientific knowledge.

Systematization of the language of pedagogy is necessary because it performs a number of important methodological functions, such as providing deductive systematization of scientific knowledge, explanation and systematization of empirical and theoretical knowledge, development of knowledge through clarification of concepts, deepening and expansion of their scope [20]. The search and improvement of its own terminology and its own leading concepts are an inseparable part of creating a paradigm of pedagogical science.

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