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Pedagogical Biography from the Standpoint of Scientific Research

Педагогічна біографістика з позицій наукового пошуку

Our research analyzed some aspects of the outlined topic, in particular the question of determining the place of biographical data in the system of scientific-pedagogical discourse. It has been found that at the beginning of the XXIst century, a tendency towards biographical revitalization is noted in the pedagogical science of Ukraine, scientists actively interpret the historical-pedagogical experience, evaluate and compare the past with the present through the life path and scientific-pedagogical activity of well-known or little-known pedagogues, educators who, thanks to their scientific-pedagogical successes have become symbols of separate historical periods, which personify the turning points in the progress of the Ukrainian people and the development of education, science, economy, culture, etc.

The article emphasizes that the analysis of the experience of the leading countries of the world is important for the study of pedagogical biography. Therefore, we analyzed the development of the International Association of Pedagogical Biography in the USA.

It is summarized that biographical studies today occupy an important place in the history of pedagogy and make it possible to personify the history of the development of the field of education, to evaluate the contribution of researchers, teachers, educationalists involved in the conduct of scientific-pedagogical researches and the organization of educational practice. It is emphasized that in the context of the use of biography in scientific-pedagogical research, the method of organizing bibliographic information and research tools are of great importance. For pedagogical biography, this is a conceptual apparatus chosen by the researchers themselves.

Keywords: *pedagogical biography, personalities, educational figures, history of pedagogy.*

У нашому дослідженні проаналізовані деякі аспекти окресленої теми, зокрема питання визначення місця біографічних даних у системі науково-педагогічного дискурсу. З'ясовано, що на початку XXI століття у педагогічній науці України відзначається тенденція до біографічного поживлення, науковці активно осмислюють історико-педагогічний досвід, оцінюють, порівнюють минуле з теперішнім крізь життєвий шлях та науково-педагогічну діяльність відомих або маловідомих педагогів, освітян, які завдяки своїм науково-педагогічним успіхам стали символами окремих історичних періодів, які уособлюють переломні події поступу українського народу і розвиток освіти, науки, економіки, культури тощо.

У статті акцентовано, що важливе значення для вивчення педагогічної біографістики має аналіз досвіду провідних країн світу. Тому нами проаналізовано розвиток Міжнародного товариства педагогічної біографістики у США.

Узагальнено, що біографічні дослідження сьогодні посідають вагоме місце в історії педагогіки та дають змогу персоніфікувати історію розвитку галузі освіти, оцінити внесок дослідників, вчителів, освітніх діячів причетних до проведення науково-педагогічних досліджень та організації освітньої практики. Акцентовано, що в контексті використання біографістики в науково-педагогічному дослідженні важливе значення має спосіб організації бібліографічної інформації та дослідницький інструментарій. Для педагогічної біографістики це понятійний апарат, який обирає сам дослідник.

Ключові слова: педагогічна біографістика, персоналії, діячі освіти, історія педагогіки.

Introduction / Вступ. The progressive development of Ukrainian society is connected with the quality of the system of education. Modern pedagogical theory proclaims the study of methodological problems of pedagogical biography from the standpoint of scientific discourse. Therefore, the analysis of scientific researches in pedagogical biography is important for the realization of the educational aspirations of the development of society in the future. It is obvious that most of the concepts related to pedagogical biography have been scientifically substantiated in both domestic and foreign scientific literature, however, this issue remains relevant, taking into account the socio-political changes and related educational reforms that are constantly taking place in the world.

The topicality of the chosen research is emphasized by the goal of the New Ukrainian School and the principles of pedagogy, which is socialization, addressing and relying on the social experience of a person in the design of a life path, the development of life competence, which are measured in a certain sense in units that are unique in nature – biographies of specific personalities or «generational biographies». In particular, today it is particularly relevant to turn to the study and analysis of the life path of prominent figures of Ukraine, including through the study of specific testimonies of contemporaries of extraordinary historical events in oral or written, narrative forms (Oral history, Life history, Life writing). Turning to these biographies gives the researcher and practicing teacher an effective method and extremely rich, personally motivated and emotionally saturated information of both scientific and educational content (Pavlenko A., 2020, p. 30).

Analysis, selection and inclusion of pedagogically adapted biographical information about the personalities of outstanding national scientists and inventors, or figures of art and culture into the content of educational disciplines of various educational fields, allows to realize an important cultural-historical and educational function not only of humanitarian education, but also of natural-scientific and technical function. For example, in the process of «dialogic» in terms of comparison with other world-renowned scientists and inventors of the corresponding era (Ye. Paton and A. Eiffel) during the story (narrative) in the class, the students' awareness of worldview and cultural generalizations is achieved (Korshak Ye. V., Pavlenko A. I., & Popova T. M. Ye., 2010, p. 13–16). «In historical-pedagogical research, the use of the biographical method makes it possible to reveal the influence of the socio-economic environment on the formation of a personality, his or her life path, the choice of life position, values and ideals, various moments of the life of society in one or another period of time, social contexts, rules and norms» (Samko A. M., 2015, p. 121).

Aim and Tasks / Мета та завдання. Therefore, the aim of our research is to study certain aspects of the methodology, which covers the issue of determining the place of biographical data in the system of scientific-pedagogical discourse in relation to the researched topic and the ways of scientific interpretation of biographical information. In our research, we will try to analyze some aspects of the outlined topic in more detail.

Methods / Методи. In the process of the research, the following methods were used: general scientific (analysis and synthesis, induction and deduction, abstraction and concretization, idealization and formalization, generalization and comparison). They made it possible to outline the general logic of the cognitive process and the content orientation of our research. Semi-scientific methods such as content analysis, discourse analysis provided the study and development of various aspects of

pedagogical biography from the standpoint of scientific discourse.

Results / Результати. In the modern conditions of digitalization of various spheres of social life and the increase of individual life space, informatization, the prevalence of interactive virtual communication over the real one, the immersion and «dissolution» of a person in a limitless information flow and the compulsion to act according to any given scenario, it is increasingly important to address to the problem of biography as a source and determinant of human development. In order not to turn into «numbers», not to lose one's own identity, to preserve the meaning of existence in the process of integration into a global multicultural community, it is necessary to remember that, despite the introduction of innovation in the pedagogical process, these changes are primarily anthropological in nature and should be directed for its participants to acquire the skills of interpretation, evaluation, and construction of their own biographical route, as it has a general character that permeates all spheres and aspects of every person's life.

At the beginning of the XXIst century, a tendency towards biographical revitalization is noted in the pedagogical science of Ukraine, when the past is understood, evaluated, compared with the present through the lives and activities of well-known or little-known educators who, thanks to their scientific-pedagogical successes, became symbols of certain historical periods, representing turning points of progress of the Ukrainian people and the development of education, science, economy, culture, etc. Taking into account the variety of autobiographical forms that appeared in the XXth century, it is rightly considered the century of biography, and this fully applies to the first decades of the XXIst century (Rozman I. I., 2021, p. 45). Therefore, the relevance of the mentioned topic is determined by the fact that pedagogical biographical studies in recent decades has become more and more important due to the fact that the last century gave an extraordinary variety of biographical and autobiographical forms. The problem of conducting biographical researches is one of the priority directions of research in the world and European scientific and educational spaces, and in some countries it acquires certain significance in the political dimension.

Today, biographical studies occupy an important place in the history of science, in particular pedagogy, and make it possible to personify history, to evaluate the contribution of researchers, teachers, and educational figures involved in the conduct of scientific-pedagogical researches and the organization of educational practice. In the context of the use of bibliography in scientific-pedagogical research, the method of organizing bibliographic information and research tools are of great importance. For pedagogical bibliography, this is a conceptual apparatus chosen by the researchers themselves (Lyashko S. N., 2013, p. 26–27).

Biography is a type of humanitarian knowledge that is based on the tradition of presenting the life path of a person in a specific historical period in the text. Biographies, which record in the historical and cultural memory of the people the activities of outstanding personalities, exist in all cultures and are fixed not only in written, but also in oral folk tradition. Instead, biography (which today is understood as the reconstruction of an individual, life) has distinctly European roots, combining key factors for European culture – rationalism and individualism, without which biography loses its meaning. The tradition of the biographical narrative was started by Plutarch's «βία παράλληλα» («Comparative Biographies»), then continued by the genre of hagiography and living literature of the Middle Ages period, which gradually began to grow with numerous documentary materials and various testimonies of eyewitnesses about the real life path of the subject of the biography. The genre of biography is developing in the direction of understanding the personality as a phenomenon-actor in the general palette of socio-political and cultural processes, in all the complexity and mutual influences that the personality undergoes in the relationships with society, on the one hand, and on the other – in the influence of successful examples of self-realization on the choice of life strategies of successor subjects which, according to this model, realize their individual aspirations. Thus, biographies of famous people indirectly influence real history and indirectly contribute to increasing the weight of a personality in society (Biography.).

A bibliographic method is considered a subtype of biographical studies and an auxiliary method in scientific-pedagogical research, which considers the biography and personality of a teacher or educational figure as factors influencing the scientific and pedagogical views. However, some scientists consider the bibliographic method universal, others consider it auxiliary (Biography).

The biographical method is a number of specific approaches used in various scientific disciplines that involve solving research problems with the involvement of biographical material. Various biographical methods are used in the framework of a wide range of historical studies (intellectual biography, collective biography – prosopography, reference and encyclopedic studies, etc.). The biographical method is also used in interdisciplinary personality studies (Shevchenko studies, French studies, etc.). As S. Sysoieva notes, interdisciplinary approach is becoming more and more important in scientific research, which allows combining different fields of scientific knowledge (natural sciences,

social sciences, humanitarian sciences). In this regard, in order to systematically solve problems in research in the field of pedagogical biography, as a complex and integrated social phenomenon, it is necessary to overcome the limitations of traditional disciplinary thinking and fully use the possibilities of interdisciplinary methodology (Sysoieva S. O., 2017, p. 25–26).

Sources of biographical information in various disciplines are official and personal documents (memoirs, diaries, notes, correspondence, testimonies of contemporaries, photo and video materials), as well as biographical interviews, observations and testing (Biographical method).

«Biographical methods» is a general term for a set of different activities with different names: narrative, life history, autobiography, methods of biographical interpretation, short story, auto/biography, ethnography, reminiscence. These activities tend to work in parallel, often without acknowledging each other's existence; some are characterized by disciplinary purity, while others exhibit deliberate interdisciplinarity. Explaining and presenting such a discrepancy is a difficult intellectual task.

History, pedagogy, psychology, sociology, social policy, anthropology, sometimes even literature and neurobiology – they all play their role in the development of pedagogical biography (Bornat J., 2008, p.343).

O. Sukhomlynska notes that the appeal to pedagogical biography «...helps to present the formalized, general pedagogical process as dialogical, polydialogic, personified and concretized» (Sukhomlynska, O., 2003, p. 37).

Pedagogical biography as an interdisciplinary field between science and art. By analogy with art, pedagogical biography as a method and form makes it possible to create a biographical construct according to the laws of the genre, taking into account compositional multidimensionality. Particular importance is attached to the selection of materials, structural components, elements of biography and their organic combination. The basic background of pedagogical biography is the pedagogue's biography, which contains its inner and outer world (Buriak L.I., 2017, p. 16).

Biographical knowledge is a set of concepts, theoretical constructions, ideas, and facts accumulated by various sciences in the process of understanding a set of problems related to the phenomenon of biography. They include empirical knowledge gained on the basis of experience and experiment, and theoretical knowledge in the form of abstractions, analogies, schemes that reflect the structure and nature of a historical figure. This category indicates already accumulated reflections and means of further research to obtain more complete objective knowledge (Rozman I. I., 2021, p. 45).

Pedagogical biography is understood by us as an integral component of the humanization of the historical-pedagogical process. In our opinion, biographical information about one or another educational figure is a full-fledged component of the source base not only for clarifying certain facts from life and activity, but leads to the characterization of the socio-intellectual portrait of a person, the study of his or her internal mental and psychological image, understanding of value orientations and motives in the implementation of social, educational and scientific progress, etc. The interdisciplinary nature of pedagogical studies determines the wide application of various research methods in related scientific practices. Biographical studies, as one of the areas responsible for the anthropological dimension of pedagogical studies, are actively used by historians of pedagogy. The interdisciplinary plane of socio-humanitarian knowledge determines the application of the biographical approach, in particular in the pedagogical discourse, precisely taking into account the need to humanize the historical process. Unfortunately during the years of Soviet power (1918-1991), a system of dominance of scientific approaches of class and macro-economic content was established. As a result of such an ideological doctrine, not only the national factor, which was denied in every way, disappeared from the history of pedagogy, but also a personalized approach to the study of the individual contribution of one or another personality to the creation of the educational process (Nahaiko T., 2016, p. 191).

The analysis of the experience of the leading countries of the world is of great importance in the study of pedagogical biography. Thus, in the autumn of 1982, the International Society of Pedagogical Biography began its work in the USA. In the autumn of the same year, the publication of the newsletter «*Vitae Scholasticae: The Bulletin of Educational Biography*» (Vol. 1, No. 1, 1982) was started, which was sent to persons interested in educational biography. The need for organization and publication was explained as follows: «Educators have long been interested in biography. The practice of highlighting pedagogical thought and practice by including biographical accounts of important theorists and practitioners dates back to 1847, when Carl von Raumer published his influential «*Gesciichte der Padagogik vom Wiederaufbluhen klassisclier Studium jego auf unsere Zeit*». Over the past two decades, many education professionals have neglected the historical foundations of pedagogical theory, perhaps because contemporary issues are so acute. However, even in a period when researchers of the humanistic and cultural foundations of education have tended to ignore anything that arose before 1830 as too remote to merit attention, issues continue to revolve around particular individuals. And many

pedagogues still believe that students can benefit from knowledge about Socrates, J.Zh. Rousseau, M. Montessori and J. Dewey. Some specialists in anthropology and literature began to pay more attention to biography as a method of research and as a field of specialization (Chronicle of Higher Education, March 24, 1982). Indeed, the field of pedagogical biography in the United States is currently represented by two journals, a research center, and an institute. Although they are of potential interest to educational researchers, their focus distances them from the central issues of pedagogical research. «*Biography*», published by the Center for Biographical Studies of the University of Hawaii (founded in 1978), is a scientific journal with a literary focus. *The Institute of Contemporary Biography*, at Griffith University, Brisbane, specializes in outstanding Australian educators (International Society for Educational Biography).

In the 1970-s and 1980s «Biographical boom» covered the European cultural space. At the beginning of the XXIst century this trend is characteristic of the humanitarian space of Ukraine. This was manifested in the process of returning from oblivion many names of more or less famous teachers, scientific and public-pedagogical figures who made a real contribution to the development of national education and pedagogical thought. As a result, historical-pedagogical science has accumulated a significant layer of studies about their life activities. Against this background, the need for further development of the methodological foundations of pedagogical biography became relevant (Rozman I., 2021, p.16).

Conclusions / Висновки. Pedagogical biography has a significant interdisciplinary expansion of the method's subject consideration over the last period in a number of scientific disciplines. Against the background of the modern transformation of the scientific space, science and scientific studies, biography is gaining intensive development in the social sciences and humanities, in particular in pedagogy. This determines the recognition of the need for proper methodological awareness of the role and expansion of the use of the biographical method as an actual way of building theoretical and practical pedagogical activity. Today, the biographical method should be recognized as an important component of the methodological arsenal of the entire system of pedagogical sciences. Biography is an important methodological tool for the «humanization» of scientific knowledge in the conditions of the transition to the modern humanistic educational paradigm, a means of implementing the principle of humanization and humanization of education. Pedagogical bibliography has great potential in the field of training, upbringing and education of the individual and unique opportunities for its development. Further explorations in the direction of research can be the determination of the development of pedagogical biography of the leading countries of the world.

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