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LEADING REGULARITIES AND PRINCIPLES OF THE SOCIAL AND PEDAGOGICAL SCIENCE

The article determines and characterizes the leading social and pedagogical regularities and principles, presents different approaches to grouping them, and also proposes the author's vision on the classification of regularities and principles of the social and pedagogical science. In particular, the study and generalization of philosophical, sociological, psychological and pedagogical sources and links of social pedagogy with other human sciences have allowed to divide the leading regulations of social pedagogy as a science into the following groups: regulations that are common to philosophy, sociology; regulations that are common to psychology and social pedagogy; general pedagogical regulations; actually social and pedagogical regulations. The study of the leading regulations of social pedagogy suggests that the question of elucidating the regulations of the science is not well developed yet in the modern social and pedagogical theory as well as in the pedagogical science in general. For example, formulated by individual researchers principles of this science (integrity, determinism, continuity) fall into their category.

The study of the scholars' works shows that today there is no single classification of the principles of the social and pedagogical science, and the issues of their definition are debatable. Among the various groups of principles of social pedagogy as a field of scientific knowledge, their classification in general scientific and special scientific is of particular importance in modern science. Considering social pedagogy as a field of pedagogical science allows the special scientific principles to be divided into general pedagogical and social and pedagogical.

It has been concluded that at the present stage of the development of social pedagogy as a science researchers are paying much attention to the issues of understanding the basic regulations and principles of this science. We believe that certain principles and regulations are artificial and synthesize already well-known general pedagogical ones. Unlike previous researchers, we have expanded our understanding of leading social and pedagogical principles and regulations.

Keywords: principles, regulations, science, social pedagogy, anthropological sciences.

Штефан Л. А., Бекетова Ю. В. Провідні закономірності та принципи соціально-педагогічної науки.

У статті визначено та схарактеризовано провідні соціально-педагогічні закономірності та принципи, представлено різні підходи до їх угруповання, а також запропоновано авторське бачення щодо класифікації закономірностей та принципів соціально-педагогічної науки. Зокрема, вивчення та узагальнення філософських, соціологічних, психологічних та педагогічних джерел і зв'язків соціальної педагогіки з іншими науками про людину дозволило провідні закономірності соціальної педагогіки як науки поділити на такі групи: закономірності, які є загальними для філософії, соціології і соціальної педагогіки; закономірності, що є загальними для психології і соціальної педагогіки; загальнопедагогічні закономірності; власне соціально-педагогічні закономірності. Вивчення провідних закономірностей соціальної педагогіки дозволяє стверджувати, що в сучасній соціально-педагогічній теорії, як і в педагогічній науці взагалі, ще недостатньо розробленим є питання з'ясування закономірностей цієї науки. Наприклад, до їх категорії потрапляють і сформульовані окремими дослідниками принципи даної науки (цілісність, детермінізм, наступність).

Вивчення праць науковців свідчить про те, що на сьогоднішній день відсутня єдина класифікація принципів соціально-педагогічної науки, дискусійними також є питання їх визначення. Серед різних угруповань принципів соціальної педагогіки як галузі наукового знання, особливого значення набуває поширений у сучасному наукознавстві їх розподіл на загальнонаукові та спеціальнонаукові. Підхід до соціальної педагогіки як до галузі педагогічної науки дозволяє спеціальнонаукові принципи, у свою чергу, поділити на загальнопедагогічні та власне соціально-педагогічні.

Зроблено висновок про те, що на сучасному етапі розвитку соціальної педагогіки як науки серед дослідників багато уваги приділяється питанням з'ясування основних закономірностей та принципів цієї науки. Вважаємо, що окремі принципи та закономірності є штучними й синтезують уже відомі загальнопедагогічні. На відміну від попередніх дослідників ми розширили уявлення про провідні соціально-педагогічні принципи та закономірності.

Ключові слова: принципи, закономірності, наука, соціальна педагогіка, антропологічні науки.

Introduction. Complex and controversial processes occurring in Ukraine at the beginning of the XXIst century: instability of socio-economic and political development; crisis phenomena; worsening the fate of millions of people; increasing social conflicts; widespread unemployment, rising homelessness, drunkenness, crime, drug addiction and juvenile delinquency – all these require paradigm changes in the formation of the individual's spirituality.

In the National Doctrine of Education Development of Ukraine in the XXIst century, special attention is paid to the education of an individual able to navigate “in the realities and perspectives of socio-cultural dynamics”, prepared for life and work in the society. This is the task that is solved by the social and pedagogical science.

The works of Ukrainian scholars (S. Honcharenko, I. Zvierieva, A. Kapska, L. Koval, M. Kratynov, V. Kratynova, L. Mishchych, N. Nychkalo, S. Kharchenko, O. Chyzh, etc.) are devoted to the determination of certain categories of social pedagogy as a science (object, subject, purpose, objectives, methodological fundamentals, principles, methods of studying a child’s personality).

Aim and tasks are to identify and characterize the leading principles of social pedagogy as a field of scientific knowledge.

Research methods. At various stages of the scientific research, a set of methods appropriate to the nature of the phenomenon under study was used namely analytical, historical-comparative, retrospective, historical-genetic and comparative analysis of the socio-pedagogical literature and documents on public education; a chronological method made it possible to consider the social and pedagogical science in the dynamics, changes and temporal sequence; a problem-oriented analysis of legislative acts, periodicals, the research findings on the anthropological sciences to identify leading categories of social pedagogy as a field of scientific knowledge.

Research results. The main constituent of any science, its system-forming link are scientific laws. The problem of laws and regularities is the most controversial in the pedagogical science in general and social and pedagogical science in particular. In the conventional interpretation, a scientific law is regarded as a category for the purpose of elucidating the objective, essential, necessary, repetitive, general, stable, relationships, phenomena and processes of reality that determine their self-organization, order or sequence of changes and development.

There are general and special laws in any science. General laws are the subject of the study of philosophy, special laws are the basis of the methodology of the science under study. Pedagogical laws, as it is generally recognized, belong to the category of social laws by their nature, they are the laws of the human activity and directly dependent on the development of the society. In general, J. Komensky was one of the first who used the concept “law” in pedagogy in his work “New Method of Languages.” (Komenskij, 1982).

Modern native researchers (V. Haluzynskyi, M. Yevtukh, V. Zahviazynskyi, M. Sliepukhov, L. Filippova, M. Fitsula, S. Kharchenko, O. Chyzh, etc.) still do

not abandon the concept of “pedagogical law”. In particular, L. Filippova believes that the social and pedagogical science has its own laws.

They include the law on three levels of socialization; the law on the three aspects of socialization; the law of isomorphic reflection of the system of the activity and amateur activity; the law of development and self-development; the law of the structural properties of the social and pedagogical culture; the law of the unity of the internal potential of the individual and the determinant of the social environment (Filippova, 1993).

The scholars (V. Haluzynskyi, M. Yevtukh, V. Zahviazynskyi, M. Kratynov, V. Kratynova, M. Fitsula, S. Kharchenko, O. Chyzh and others) consider that leading pedagogical laws of decisive importance for social pedagogy as a science include the law of compulsory assimilation of social experience by the young generations as a necessary condition for entering into the social life; the law of the compulsory conformity of the content, forms and methods of education and upbringing to the requirements of development of productive forces, scientific and technical, social, cultural and spiritual progress of the society; the law of purposeful education; the law of parallel pedagogical action; the law of forming the essence of a child's personality through his/her active self-expression and self-affirmation in activities, communication, relationships.

We believe that in this case it is about well-known pedagogical regularities. As the development of pedagogical science in general and social and pedagogical science in particular shows, none of the pedagogical laws proposed by scholar has stood the test of time. The new social and pedagogical laws formulated by the researchers cannot be considered convincing enough either. For example, the law proposed by L. Filippova on three levels of socialization (micro-, mesa- and macro-) can be questioned because modern scholars have already identified the fourth (mega-) level of the socialization of personality.

Based on the above ideas, we share the views of V. Lozova, T. Stefanovska, A. Trotsko and some other researchers who insist that it is expedient to use the term “regularity” in the pedagogical sciences under which it is necessary to understand the ordered phenomena, the relative stability of influences of factors and the reflection of repetitive relationships and dependencies between the phenomena that manifest themselves in appropriate conditions. (Lozova & Trotsko, 1997). In modern pedagogical science the words “law” and “regularity” are often regarded as synonymous. This also applies to social pedagogy.

Studying and generalizing philosophical, sociological, psychological and pedagogical sources and links of social pedagogy with other human sciences

allows the leading regularities of social pedagogy as a science to be divided into the following groups: regularities that are common to philosophy, sociology and social pedagogy; regularities that are common to psychology and social pedagogy; general pedagogical regularities; social and pedagogical regularities.

The first group of regularities can include the conditionality of the development of science by needs of the social and historical practice; relative independence of the science formation; the conditionality of the social phenomena by economic and political factors; continuity of ideas, principles, theories, concepts, methods and techniques in the development of science; alternation of evolutionary and revolutionary revision of the theoretical foundations of the science; causality of social phenomena; dependence of links between social phenomena on economic cycles; the interaction and interconnection of all its components (the subject of one science can and should be explored by techniques and methods of other sciences); free discussion of questions of the science.

The laws that are common to psychology and social pedagogy include the conditionality of important changes in the psychology of a child at each stage of its development by the leading activity; the formation of a personality (in childhood and school age) under the influence of upbringing; conditionality of the personality development by its consistent inclusion in the social-subject activity; organic connection of the child's development with interaction and communication with others; formation of personal qualities depending on the motives of the activity.

The leading general pedagogical regularities include the holistic nature of the pedagogical process; dependence of efficiency of education on the content of the activity; unity of processes of education and self-education; dependence of the development of the individual on the degree of concern of society for his/her health, education; dependence of the personality development on the complexity of educational efforts, regulated social interaction; conditioning of education by various factors (people, things, phenomena, etc.); dependence of the results of education on the educational influence on the child's inner world, spirituality; regularity of the management of the pedagogical process.

Summarizing the research devoted to the analysis of the social and pedagogical theory and practice, we have identified basic social and pedagogical regularities namely the dependence of the content of social pedagogy and social work on the social policy of the state; the regularity of managing the process of the personality socialization; the interconnection between the goals of the social development and the level of social pedagogy development; the formation of the personality under the influence of the environment; the shared interest of the social

work professional and the client in the final result of their interaction; the unity of purpose, content, methods and forms of the social and pedagogical activity and some others.

Thus, the study of the leading regulations of social pedagogy suggests that the issue of clarifying the regulations of this science is not yet well developed in the modern social and pedagogical theory as well as in the pedagogical science in general. For example, the principles of this science (integrity, determinism, continuity) fall into their category and are formulated by individual researchers.

The leading theoretical positions which perform a special methodological function for the pedagogical science include the concept of “principle” which means “beginning”, “foundation”. The problem of working out the principles of social pedagogy as a science was addressed by Ukrainian scholars (V. Lutai, L. Mishchik, I. Mygovich, etc.).

The study of their works shows that today there is no single classification of the principles of the social and pedagogical science and the issues of their definition are debatable. Among the various groups of principles of social pedagogy as a field of scientific knowledge, their classification in general scientific and special scientific is of particular importance in modern science. Considering social pedagogy as a field of pedagogical science allows the special scientific principles to be divided into general pedagogical and social and pedagogical.

According to the analysis of the scholars’ works and legislative acts, the leading general scientific principles include the principle of the humanistic orientation of education according to which a person is considered the highest social value; the principle of sociality which lies in the social determination of the very human nature, determining the important role of the environment in the formation of a man; the principle of the development that is understanding an individual as a dynamic entity; the principle of systematicity or integrity which is manifested in the orientation towards a multidisciplinary approach in the study and formation of the personality; the principle of practice; the principle of historicism which provides for the analysis of the social and pedagogical phenomena taking into account the socio-economic features of the era in terms of their origin and development; the principle of objectivity; the principle of determinism which reveals the causality of social phenomena by economic and political factors and some others.

General pedagogical principles include harmony with nature and culture; the individual and age-appropriate approach; the holistic approach; the unity of individual and collective; the diversification of types and forms of the activity in

the organization of the pedagogical interaction; motivation for the creative expression; the dependence of the development of personal qualities on the created pedagogical situation; the interconnection of the activities of the family, educational institutions, extracurricular institutions, educational institutions on human education.

Scholars include the specific principles of social pedagogy as a science with the principle of voluntariness in accepting help; the principle of respect for the rule of the law and the protection of human rights; the principle of responsibility of the social work subjects for observance of ethical and legal norms, requirements and rules for carrying out the social work; the principle of versatility is to assist in helping each client; the principle of the protection of social rights of the individual; the principle of the social response – awareness of the need to take action to identify social problems; the principle of the client-centricity is to determine the priority of the client's rights in all cases; the principle of reliance on own forces is the active position of the client in solving own problems; the principle of confidentiality is not to disclose information; the principle of tolerance is work with all categories of clients; principles of justice, altruism and communicativeness, etc.

In modern science there are other approaches to the classification of the principles of social pedagogy. For example, I. Myghovych divides the principles into general philosophical (the principle of determinism, development, historicism, the interconnection of the individual and his/her social environment); psychopedagogical (complex and differentiated approach, support for the creative potential of the person); organizational (stimulation, control and verification of results) (Myhovich, 1997).

With regard to this classification, we consider it necessary to make a comment. The proposed classification of principles does not reveal the specifics of the social and pedagogical science. It can be attributed to any field of the anthropological knowledge.

Discussion. Unlike previous researchers, we have expanded our understanding of leading social and pedagogical principles and regulations and have proposed our own classification based on the links of social pedagogy with other human sciences.

Conclusion. Thus, at the present stage of the development of social pedagogy as a science researchers are paying much attention to the issues of understanding the basic regulations and principles of this science. We believe that

certain principles and regulations are artificial and synthesize already well-known general pedagogical ones.

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