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TO THE ISSUE OF PEDAGOGY OF THE CONCEPT

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Abstract. The article deals with the contents of such phenomena as concept and hermeneutics with regard to the philosophic, psychologic and pedagogic aspects.

The concern of hermeneutical approach is explained due to the question of achieving the objectives of education and training of a competent teacher. The principals of hermeneutical approach are under study. The author highlights the importance of dialogical interaction between the participants of pedagogical process.

Keywords: hermeneutics, hermeneutical approach, concept, pedagogical concept, dialogicality.

Education policy of the state determines the strategic aims and objectives of the educational value of the country. The first priority of education development in Ukraine implies its modernization and humanization, focus on the human being's self-development, self-improvement, self-actualization, mobility and ambition. Modern education sets itself the following priorities:

- "personal knowledge production" instead of knowledge reproduction;
- opening of new opportunities for oneself;
- metamorphic cognition - the ability to see the connection between opposite things;
- the vision of the general and the specific;
- contextual understanding;
- non-linear perception of causality;
- regarding the world as a text;
- considering a learner as "the one who interprets" rather than the one who explains [2].

The pedagogy of the concept contributes in solution of numerous tasks of the education system. The methodological approach to the description of functional and ethic aspects of the concept as phenomenon has received universal recognition as far as it concerns such spheres of human relations as science, history, economics, politics, culture, education and training, etc. The phenomenon of concept is considered to be a complex contradictory intersubjective cooperation in the exchange of ideas, experience, essential points and decisions, in forecasting, assessing the trends in various fields of science.

The scholars began to investigate the problem at the end of 19th century. Hermeneutics tends to interpretation and the reflection of context so the concept is interaction between the context and values. For a human being to realize the environment, to understand the similar people and himself is of extreme importance.

The phenomenon of concept, by its nature, refers to an interdisciplinary problem and is being studied in various fields of science. Except pedagogy it is being investigated in philosophy, social science and psychological studies. F. Schleiermacher laid the groundwork for Hermeneutics regarding the development of universal theory of concept as an essential task. Scholar believed that the concept is an important aspect of human education. It implies the basis of education [8]. M. Heidegger considered the interpretation and concept as fundamental means of human existence [7]. Gadamer distinguished new ideology in Hermeneutics as concept is not limited to the scientific field but concerns all aspects of human activity [4].

Bakhtin's conception of interlocutory nature of human being is of great importance in addressing the pedagogic issues of Hermeneutics and interpretation [1].

Wilhelm Dilthey identified Hermeneutics as methodological procedures for human sciences that are relevant to understanding of human mind, art, culture and history. The understanding integrates external and internal human being [5].

This phenomenon expresses the mental work of consciousness to understand the existence of a particular object. However, the point of understanding is not the existence itself but its reflection in the mind that is conveyed by sign systems, texts and their meanings that are structurally similar in content to the phenomenon of "concept".

From a psychological point of view, the concept is the result of the implementation of the individual cognitive abilities. Human consciousness implies the ability to perceive the reality, to understand another cultures, other people and themselves. The concept serves as a piece of knowledge and structural element of the psychological mechanism which regulates the activity according to practice. Cognitive function of the concept is to obtain and to practise knowledge about the reality. As a result of this process, knowledge becomes part of the human's mental world and contributes to the regulation of personal activity [3].

The issue of pedagogy of the concept is very significant for pedagogical science as far as it concerns every participant of educational process. A. Brudnyi draws his attention to the concept of the pedagogical situation that is creation of the model and its transformation into an educational challenge [3].

The issue of concept is considered to be conceptually a new stage in the development of education. This problem has been the subject of educational research for many scientists such as A. Zakirova, I. Demakova, I.Kaplunovich, Y.Senko, I.Sulima, I. Levitskaya and others. The matter of the phenomenon under study is the teacher's ability to understand the internal connection between the phenomena of pedagogical reality, their cause and effect.

Regarding the opinion of A. Zakirova, hermeneutic approach to the conception of pedagogic reality is "the means of opposition to the commodification and depersonalization of knowledge about the human, the reaction to the danger of "technical terror" in educational system [6, 32]. The author defines Hermeneutics as "general scientific theory and practice of interpretation and concept, fixed in writing the aspects of human life which are based on the perception of the reality through self-analysis of rich emotional and mental background of mankind, depicted in science as well as in religion, language, folk traditions, art and culture in general [3].

The student tries to realize the concept that gives him the ability to fit himself into practice and communicate. A. Leontiev defines the concept as

special attitude of the teacher to his profession which integrates mental, cognitive, pragmatic and personal elements going from the motive to the purpose.

The main subject of Hermeneutics is a text that is regulated semiotic system in which there are linguistic signs, images, symbols.

The issue of the concept is becoming increasingly important in education. This fact stimulates the need of teachers for comprehension, interpretation, communication that is the place of Hermeneutics in the educational field of concept and definitions. These eventually positive characteristics of Hermeneutics are reflected in teaching practice.

There are following kinds of the concept: ordinary, scientific (linguistic, mathematical, etc.), aesthetic (musical, artistic, etc.), educational.

Educational Hermeneutics tries to implement humanistic strategy of pedagogical interaction regarding student as an active member of the cognitive process and develops his ability to self-administration, self-improvement and self-development. The phenomenon reflects the educational process as the solution of educational and cognitive problems through creative dialogue and implementation of principles of educational Hermeneutics in the educational process.

Hermeneutic approach in Pedagogics together with its principals requires the teacher's change from educational work based only on the knowledge (facts) to another one which can be interpreted (concept), that provides interpersonal communication between the participants of educational process.

In our opinion, these principles are:

- the organization of space for comprehension in the educational process within the system "teacher - student", "student - teacher";
- the establishment of humanistic interpersonal communication based on dialogue, empathy, tolerance between teacher and student;
- the development of teacher's capacity for self-analysis, self-understanding and awareness of himself as prospective professional.

The first principle of the hermeneutic approach is that the teacher should know and comprehend the subject, be competent, have a variety of competency, be armed with profound knowledge, practical skills, modern technology, educational experience. Teacher is supposed to be confident in his professional environment that means to be prepared for teacher's work at the level of personal status (affective, cognitive and conative components), to have the motivation to educational work as well as be prepared for professional activity at comprehensive and procedural levels to be understood by his students.

The second principle of the hermeneutic approach determines the level of communication skills, the quality of interpersonal communication, the

capacity of dialogicality in professional activity. The latter requires the faculty to understand the students and be understood by them, to respect their opinions, to understand the principles and reason of their behavior, success and failures, the ability to stand on the position of the students, to treat them positively and sincerely. Tolerance and empathy should be inherent to all the teachers who concern humanistic principles of education and communication. With regard to science the dialogue is a special form of progressive development of cognitive process when the progress is accomplished by the interaction of different approaches. In the process of dialogic interaction such phenomena as assimilation, clarification, correction, improvement, development and enrichment of own ideas are carried out [7].

Since ancient times the dialogue has been understood as a means of search for truth on the basis of morality and justice and as a way for understanding the partner and himself. Postulates of the Socratic dialogue has been: communication on the basis of equality between partners, the unity of purpose, the appearance of the new in accordance with the subject of discussion, emotional involvement of students, interpenetration and complementarity, cooperation through co-authorship.

Dialogicality is one of the most important components of pedagogic concept. Therefore the diversity of the phenomenon “concept” requires to take into account the specific context in which the authors consider its idea.

American scientist Grice identifies four principles of dialogue to be followed in order to optimize communication:

- a) the amount principle (not to convey too much, but sometimes, very little information);
- b) the quality principle (to be honest);
- c) the correlation principle (to speak only on the matter);
- d) the manner principle (to speak distinctly, elliptically and clearly).

The usage of dialogue in teacher’s professional activity with regard to pedagogic Hermeneutics extends mental, axiological and competence-based principles of modern educational paradigm.

The third principle of the hermeneutic approach, in our opinion, includes: the development of the student's ability to self-understanding and perception of himself as intended professional that is advanced teaching selfconsciousness, professional self-identity, self-identification with the teacher-specialist, reasonable self-esteem and a stable reflexive position.

Conclusions. Consequently, the educational advance to the humanistic paradigm and new value orientations is associated with a change in teaching ideology supposing training teachers capable of recognizing and understanding the concept of practical problems, comprehensive understanding of students, their needs and motives. The task of modern educational system is to clear the barrier of misunderstanding both in the cognitive and interpersonal spheres.

With regard to this issue, pedagogy of the concept has a progressive role as it improves educational and training process as well as encourages artistic self-development of all participants in the educational system.

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