

S. Reznik

HERMENEUTIC TASK OF PEDAGOGY

The analysis in the article suggests that a large number of researchers refer to the problem of understanding, focusing their attention on a variety of subjects of study. Hermeneutical task of pedagogy lies in the theory and practice of interpretation of the educational material for its deep comprehension and understanding. From the perspective of this task educational material is considered as a text that can be interpreted. Orientation of the learning process on assimilated knowledge understanding will greatly enhance its efficiency.

Key words: *hermeneutics, understanding, training material, educational process, interpretation.*

Already in the nineteenth century hermeneutics was considered as a common foundation of all the Humanities in general. In the scientific discussion on the status of the Humanities, hermeneutics provided their affirmation as unique ones and different in principle from the natural sciences. Since the XIX century, a number of researchers indicated that while the method of natural sciences is the *explanation*, the method of humanitarian sciences is the *understanding* (I.G. Dreizen, W. Dilthey, M.M. Bakhtin).

The explanation in natural sciences presupposes placing the objects under study under some set of universal laws of nature. But in the Humanities the object of study is individual and unique one, that is exactly why these sciences are *hermeneutic disciplines*. W. Dilthey even believed that "appearance of the humanitarian sciences is the hermeneutical *revolution*" [1, p. 487].

One of the important *problems* of the Humanities, including pedagogy, is the use of the hermeneutical method according to the present tasks. Besides that the understanding is regarded as a method of various Humanities, and the phenomenon of understanding itself is studied by representatives of different fields of scientific knowledge. A number of fundamental works belongs to philosophers (Aristotle, St. Augustine, M. Flatsius, F. Shleiermacher, W. Dilthey, M. Heidegger, H.G. Gadamer and others) and to psychologists (L.S. Vygotskyi, S.L. Rubinstein, G.S. Kostyuk, O.O. Bodalev, A.B. Kovalenko, L.L. Gurova, V.A. Moliako, O.O. Smirnov and others). In particular, the researches of pedagogues (A.F. Zakirova, N.V. Ignatenko, B.I. Khodos and others) and sociologists (M. Weber, V. Burlachuk and others) are devoted to the problem of understanding.

However, every humanitarian discipline has its own features and considers the problem of understanding in connection with its specific tasks.

Thus, the purpose of this article is substantiation of hermeneutic tasks of pedagogy. Let's analyze the study specifics of the understanding phenomenon in philosophy, psychology and pedagogy. The results are arranged in the table 1.

As the table shows, researchers in various fields of scientific knowledge distinguish similarities in determination of understanding nature. Understanding is the most often analyzed as a process of identification, understanding of a meaning or essence of the object of knowledge. Herewith, in the psychological and pedagogical works, many researchers believe that understanding is a mental process.

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The study specifics of the understanding phenomenon in philosophy, psychology and pedagogy

| Field of knowledge | Definition of the understanding | Emphasized issues |
|--------------------|---|--|
| Philosophy | Understanding is a search and detection or attribution of a meaning. Understanding is the result of the "dialogue" between an interpreter and an author of the text, during which the interpreter interprets the text (O.P. Alekseev) | The most common principles and rules of understanding. Exploring the nature of understanding, universal mechanisms and ways of its achievement |
| Psychology | Understanding as a psychic mental activity is the differentiation, analysis of things and phenomena in relevant to the context attributes and realization of bonds (synthesis) that this context forms (S.L. Rubinstein) Understanding is the ability to comprehend the meaning and significance of something and is an achieved result due to this ability (A.V. Petrovskiy, M.G. Yaroshevskiy) | Understanding as a psychic process. Understanding of a human, of a text; understanding in the context of the educational process |
| Pedagogy | Mental process aimed at detection (determination) of the essential features, properties and relationships of objects, phenomena and events of the reality (S.U. Goncharenko) | Understanding as a stage of academic process mastering. Understanding as one of the knowledge types. Understanding formation of an educational text |

At the same time, analysis of results of different studies of the problem of understanding indicates a lack of a unified approach to the explanation of its essence. This is connected not only with the fact that every science approaches to the problem from its perspective, with its scientific interests and learning tools. The theory of understanding, according to A.V. Antonov, depends substantially on "the particular object of understanding".

Let's analyze the study of understanding the problem more detailed in philosophy (table 2), psychology (table 3) and pedagogy (table 4).

German philosopher and theologian F. Shleiermacher (the end of the XVIII – the beginning of the XIX century) was almost the first who started to consider the problems of subjectivity of understanding. But the introduction of the psychological aspect of understanding problem is associated primarily with the name of W. Dilthey.

Philosophical works were a basis of psychological and pedagogical researches, in particular a number of philosophical ideas found their further development in works of psychologists. For example, ideas about the role of personal activity in the implementation of understanding (G.S. Kostiuk, L.L. Gurova), about the role of prior knowledge in the possibility of implementation of understanding (A.B. Kovalenko, A.A. Brudnyi, A.V. Antonov), about the dialogical position in interaction with the author (M.M. Bakhtin, N.V. Chepeleva, A.A. Brudnyi) etc.

Study of the understanding problem in philosophy

| General directions of the research | Studied issues |
|---|--|
| Hermeneutics | Ways of understanding and interpretation of the meaning which are located in the texts or in sign systems. Initially, the subject of the study of hermeneutics was historical, biblical (exegesis), philosophical texts. Then the text was understood as different sign systems, for example oral speech of a person, their behavior, etc. (Aristotle, Shleiermakher, Heidegger, Dyltey, Gadamer and others) |
| Mechanisms and means of understanding achievement | <ul style="list-style-type: none"> ▪ hermeneutic circle (Shleiermakher, Heidegger) ▪ empathy, emotional empathy (Shleiermakher, Dilthey, Gadamer, Spranger) ▪ preunderstanding as a basis of understanding (Heidegger, Gadamer) ▪ dialogue with the author (Shleiermakher, Gadamer) ▪ biographical method (Dilthey) ▪ merger of "semantic horizons" (Gadamer) |
| Ontology | Human as inherently "interpretive creature." Understanding constitutes a human being (Heidegger, Gadamer) |
| Epistemology | <p>Understanding is a method of humanitarian sciences (Dilthey)</p> <p>Understanding is a universal cognitive process, common to all forms of scientific knowledge: natural sciences and the Humanities (E.K. Bystrytskyi, O.L. Nikiforov, O.P. Ogurtsov, V.S. Shvyrev and others).</p> <p>Understanding differs from knowledge and hierarchically is more important than knowledge.</p> <p>Understanding provides knowledge with the effectiveness and value-semantic significance</p> |
| Philosophy of education | <p>Understanding as the "ascent to the general" in education, involvement through the education to general experience gained by mankind. At the same time understanding gives subjective and personal nature of the subject of knowledge (L.O. Mikeshyna).</p> <p>Correlation of knowledge and understanding: to know first of all means to remember; to understand means to place new knowledge in the system of concepts that have been developed up to this point. Understanding ensures the integrity of knowledge (E.M. Gusynskyi, Yu.I. Turchaninova and others)</p> |

The results of philosophical and psychological analysis of understanding phenomenon of are reflected in modern pedagogy.

Let's consider the directions of the understanding problem research in psychology more detailed (table 3).

In psychology the appeal to the traditions of hermeneutics was originally typical only for psychoanalysis. Later on a tradition to consider hermeneutic method as one of the methods of psychological studies was formed [2].

Study of the understanding problem in psychology

| General directions of research | Studied issues |
|---|---|
| Psychological hermeneutics | The use of the hermeneutics principles in psychology. Understanding as a method of psychology. Understanding of the text, life stories, which a patient tells about himself in the course of psychoanalysis (A. Lorentser, N.V. Chepeleva and others) |
| Understanding of the individual characteristics of a person | Mechanisms of understanding: identification and reflection. Errors of understanding; conditions that improve the objectivity of the other person's understanding (O.O. Bodalev, G.M. Andreeva, E.E. Linchevskiy, E.I. Golovakha, N.V. Panina and others) |
| Educational psychology | <p><i>The first direction</i> in educational psychology is connected with the understanding problem of individual characteristics of students by a pedagogue (L.S. Slavina, N. Gutkina, A.O. Rean and others). For the first time the semantic barrier that arises in the process of communication between a teacher and a student and the ways to overcome it were studied (L.S. Slavina).</p> <p><i>The second direction</i> of educational psychology is connected with the study of understanding in the cognition process, the role of understanding in cognition process. The following questions were studied:</p> <ul style="list-style-type: none"> ▪ understanding as a psychic mental process (S.L. Rubinstein, G.S. Kostiuk, V.A. Artemov, A.B. Kovalenko, L.L. Gurova, V. Shevchuk, V.O. Moliako, O.O. Smirnov and others). ▪ understanding as a process of solving of cognitive tasks or problematic situations (E. Thorndike, G.S. Kostiuk, A.B. Kovalenko, L.P. Dobraev and others). ▪ understanding of the text, including scientific and educational, understanding of pictograms, technical drawings, designs, creative and mathematical exercises (A.B. Kovalenko, L.L. Gurova, A.V. Antonov, V.O. Moliako, N.V. Chepeleva, A.M. Korniiako, O.O. Smirnov, A.A. Brudnyi, L.P. Dobraev, Yu.O. Gulko, N.O. Vaganova, R.V. Kirichenko and others). The definition of understanding, criteria, levels of understanding, formation of understanding are studied. Capacities, conditions, factors that enhance the level of understanding: intellectual abilities and activation of mental activity; prior knowledge about the object of knowledge, clarity, interest, involvement in the learning process, personal activity, reliance on human experience; dialogue as a mean of achievement of understanding are defined |

However, apart from the fact that in psychology the *understanding* is considered as a *method* of cognition of the unique and the individual – a person, at the same time the comprehension of essence as well, the definition of the phenomenon of "understanding" itself has become one of the tasks of psychological research.

Within, for example, the pragmatist approach L.S. Vygotskyi, S.L. Rubinstein,

O.O. Bodalev, G.M. Andreeva and others studied the phenomenon of understanding.

G.S. Kostiuk is considered to be the founder of the Ukrainian school of the understanding problem studying (40-50th years of the twentieth century). He analysed the general features of the understanding process, the value of processes of analysis, synthesis, comparison, abstraction for understanding. G.S. Kostiuk considered understanding as an intellectual process aimed at disclosing the essential characteristics of the object of cognition, its connections and relationships with other objects.

In the context of the understanding problem of educational material, the works, in which the understanding is analyzed in the overall structure of the assimilation of new knowledge and skills on the example of schoolchildren and students (the subjects of knowledge), are of considerable interest.

N.V. Chepeleva studied the problem of text comprehension by students of higher educational establishments. Considering factors that contribute to understanding of the text by a reader, she uses the term "dialogism of a person." By N.V. Chepeleva a dialogic person, while reading the text, we can say, is included in the process of communication with the author, forms their own attitude towards received information, *takes a dialogic position in collaboration with the author*, becomes an active co-author of the text [3].

L.L. Gurova, pointing at the special intellectual person's ability - the ability to understand, which, in her opinion, requires its development in learning, also emphasizes the role of personal activity in the process of understanding. Activity of understanding, according to the opinion of this researcher lies in the transformation of the objective content of the reported information in the area of personal meanings. She emphasizes that understanding is based on knowledge. A.B. Kovalenko, A.A. Brudnyi, A.V. Antonov and others also point at the fact that knowledge is the previous basis of understanding.

In particular, A.A. Brudnyi notes that for understanding "at least some of the data used by the author of the text must be known to the reader in advance. Some informational basis for understanding, which is known to the person who is reading the text, is necessary." [4, p. 165].

A.A. Brudnyi highlights that in general many interpretations of text general meaning are possible, and the activity of the cognition subject is a condition for understanding. He emphasizes that the code of "hermeneutics includes the questions formation that are contained in the story, and the possible answers to these questions" [4, p. 167].

A.B. Kovalenko said that in solving creative problems you could often see situations where testees could not actualize the knowledge that was available to them. She attributes this to the lack of understanding, comprehension of that knowledge. A.B. Kovalenko highlights that the basis of understanding "only a comprehend knowledge, e.g. such that are given some sense in the process of mental activity by the subject is put" [5, p. 90]. By A.B. Kovalenko, only comprehend knowledge can be actualized and used in practical activity of a person.

Understanding can not be achieved without special targeted efforts both from the teacher's part and from the student's as well. And just the availability of teaching is insufficient in this case. G.S. Kostiuk, one of the famous Ukrainian researchers of understanding phenomenon in the learning process, believes that the way how a teacher manages the process of understanding the educational material reveals his *didactic skills* [6].

Analysis of the pieces of educational research have also helped to identify those few works in which the concept of understanding is analyzed and the notion of understanding is used for the organization of educational process and for its efficiency improvement (table 4).

Study of the understanding problem in pedagogy

| General directions of the research | Studied issues |
|--|---|
| Educational hermeneutics | <p>Understanding of the pedagogical knowledge. Use of the principles of hermeneutics as methodological ones in the learning process. Substantiation of methods that promote a better students' understanding of educational texts. The development of future teachers' ability to understand (A.F. Zakirova).</p> <p>Hermeneutics of pedagogical experience, barriers and strategies of understanding in the pedagogical process, pedagogical understanding in the structure teacher's professional competence, educational technology in terms of hermeneutics, understanding in the teachers' professional development, situations of understanding creation in the pedagogical process (Yu.V. Senko, M.M. Fralovska)</p> |
| Increase of the level of understanding in the process of formation of knowledge and skills | <ul style="list-style-type: none"> ▪ organization of the educational process that ensures comprehension and understanding of new knowledge by subjects of education (N.V. Ignatenko, B.I. Khodos, T.Yu. Krushynskiy, M.V. Kozak, A.A. Kendiukhova). ▪ didactic provision of opportunities to increase the level of understanding in the learning process: comparison tasks (K.D. Ushynskiy, A.A. Kendiukhova), modeling of specific situations, problematic tasks (A.A. Kendiukhova, V.V. Kaplinskyi), dialogic interaction (N.V. Ignatenko, B.I. Khodos). ▪ the study of educational texts of understanding (N.V. Ignatenko, B.I. Khodos, G.E. Apostol). The criteria for assessment of the text understanding, levels of understanding, and stages of understanding, their didactic and methodological support, and formation of a techniques system that increase the level of understanding of educational texts are studied |

As it's seen from the analysis given, there are only few works in which pedagogues refer to the problems of understanding. Herewith, in the pedagogy, the emphasis is primarily made on the question how to provide a deep understanding of the essence knowledge assimilated by students or pupils.

The analysis suggests that a large number of researchers refer to the problem of understanding, focusing their attention on a variety of subjects of study. However, many of them say that the problem itself is far from a solution. The reason is the complexity of the understanding problem and the fact that still there is no any unified theory that would explain this phenomenon in its systematic integrity and would give some universal characteristics of this process and guidelines for their use.

Thus, studying the results of different studies we may note that the hermeneutical task of pedagogy lies in the theory and practice of interpretation of the educational material for its deep comprehension and understanding. From the perspective of this task educational material is considered as a text that can be interpreted. Orientation of the learning process on assimilation

lated knowledge understanding will greatly enhance its efficiency. And it meets one of the most urgent and vital needs of a person.

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С.М. Резнік

ГЕРМЕНЕВТИЧНЕ ЗАВДАННЯ ПЕДАГОГІКИ

Проведений у статті аналіз дозволяє зробити висновок про те, що велика кількість дослідників звертається до проблеми розуміння, фокусуючи свою увагу на різних предметах вивчення. Герменевтичне завдання педагогіки полягає у теорії і практиці інтерпретації навчального матеріалу з метою його глибокого осмислення і розуміння. З позиції такого завдання навчальний матеріал розглядається як текст, що підлягає тлумаченню та інтерпретації. Спрямованість навчального процесу на глибоке розуміння засвоєваних знань дозволить значно підвищити його ефективність.

Ключові слова: герменевтика, розуміння, навчальний матеріал, навчальний процес, інтерпретація.

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С.Н. Резник

ГЕРМЕНЕВТИЧЕСКАЯ ЗАДАЧА ПЕДАГОГИКИ

Проведенный в статье анализ позволяет сделать вывод о том, что большое количество исследователей обращается к проблеме понимания, фокусируя свое внимание на разных предметах изучения. Герменевтическая задача педагогики заключается в теории и практике интерпретации учебного материала с целью его глубокого осмысления и понимания. С позиции такой задачи учебный материал рассматривается как текст, подлежащий толкованию и интерпретации. Направленность учебного процесса на глубокое понимание усваиваемых знаний позволит значительно повысить его эффективность.

Ключевые слова: герменевтика, понимание, учебный материал, учебный процесс, интерпретация.

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