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THE USE OF DIATROPIC APPROACH AS METHODOLOGICAL BASIS OF SCIENTIFICALLY-PEDAGOGICAL RESEARCH

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ABSTRACT. The author is undertaken attempt to characterize particularities and cognitive possibilities of diatropic approach as methodological basis of modern scientifically-pedagogical research. It is shown its essence and is revealed urgency to study the phenomena and process to pedagogical reality.

Diatropic paradigm of co-ordinates, cultural and sub-cultural worlds and finally individual displays personality and its environment represents gnosiological subsoil for determination of optimum correlation of idiography and nomotetics in scientifically-pedagogical research, statement uniqueness of each individual is not more significant, than human nature in general.

We consider that diatropic and cognitive model orients the researchers of the pedagogical phenomena, processes, systems, on the search of mutually complemented tendencies of scientific cognition on eclecticism, search and establishment of original, than on providing general and universal. Diatropic approach as methodology of scientifically-pedagogical researches determines logic of search in multicultural professionally educational spacious of variety of general properties and differences in the large aggregates of objects. Such way of cognition is not eliminated by the grant of advantage the idea of variant that acquires the special actuality in the conditions of reformation of the domestic educational system.

1. INTRODUCTION

The strategy (result's prediction) and tactics (the direct implementation, realization) of any scientific study as a process and result of scientific activity is defined by its methodology, that is by means of combination of theories, conceptions, ideas, approaches, principles, defining the logic of scientific cognition process. On each of the level (philosophical, general scientific or specifically-scientific) methodology performs the descriptive and prescriptive functions. It is known that the descriptive function orientates the researcher on reception of new knowledge characterizing the methodology as studies about structure of scientific knowledge, its regularity, being a guideline in the study. At the same time prescriptive function is an activity since it is directed on scientific activity regulation that allows to implement the constructive tasks, connected with the rules of development and scientific study recommendations.

In modern conditions of science development social-pedagogical studies require from researchers deep methodological training which is explained by reinforcement of social pedagogy relationships with other sciences, as well as orientation, all anthropological sciences integration. The methodology in this process plays the main role since promotes wholeness, system approach, effectiveness, increasing of professional orientation to exploratory activity. Not the least of the factor is that the usage of different sciences (psychology, sociology, mathematicians) should promote the decision of set research problems [1].

The special actuality for the comprehension of variety of modern education is acquired lately by methodology of various – diatropics. The founder of this scientific approach is considered Yu. V. Chaykovskiy which determines diatropics as a science about a variety, about general

properties of similarity and differences which take place wherein there is a large accumulation of objects.

In pedagogy diatropic approach is not developed so far, but it is considered perspective, in particular at planning and prognostication of development of the educational system in all levels, and also realization of monitoring of educational systems, management of its development.

2. RESULTS

It is known that a term «diatropics» results from ancient Greek *diatropos*, that is literally translated as «various». Thus the pretext of *dia* is used for denotation of complete degree of quality, and a root *tropos* – is a «turn, direction, way of thinking, character, style», that is why a term «diatropics» translated as «absolutely various». In this connection diatropic cognitive direction of scientific researches, an origin of which is taken on the end of the XX century, allows to examine a social environment in the variety of its phenomena, influences, processes.

Diatropic study of objects of scientific researches is directly related to the notion of evolutionism as a method of interpretation of culture development. In particular the notion evolution determined by L. White is a process in which one form of culture grows from the second in a chronologic sequence.

If for an example to take advantage of sequence of perfection of educate systems, it is possible to see the change of its aims and content in accordance with genesis of socio-historical structures.

There is a point of view, in obedience to which a variety is chaotic and unsystematic, that is why Yu.V. Chaykovskiy and O.V. Moreva assert with reason, that a variety is not a chaos and not an order, but an independent scientific category which has its own laws. Such variety is not an invariant and cannot be such by its essence.

O. V. Moreva suggests to enter a new notion in a scientific turn – «pedagogical diatropics» and marks that «it is a new scientific approach which studies a variety (general properties of similarity and variety, which appear in large aggregates of pedagogical objects); leans against conception of co-evolution of culture, society, education and personality, that is why has for a purpose on this basis to research multidimensional, quickly and high-quality changeable pedagogical reality» [2].

At the end of XX century social variety affects on genesis of diatropic approach in connection with becoming of diatropics a science about a variety, about those «general properties of similarity and differences which appear in large aggregates of objects» (Chaykovskiy, 1990). In other words, this science serves as a foundation of variety of existence forms and display of life. Nowadays diatropic approach is used as methodological subsoil for typolization of certain class of objects (for example, pedagogical systems, technologies) with the conclusion of complete cadastre of variety of forms of research objects (S.V. Meyen, Yu.V. Chaykovskiy, S.V. Chebanov).

It is substantiated that diatropic approach comes forward to methodological basis at the research of question about the role of heterogeneity of elements in execution of the functions of that system which they form.

Lately the category of variety comes forward the object of analysis in many researches, but in especially scientific context it was entered in appeal at the end of the XVII century by G.V. Leybnits, which added it in the philosophical system. In domestic scientific and pedagogical tradition the initiator of working of variety phenomena is related to scientific researches of S. V. Meyyen (1989), who made an attempt to integrate that general that it is found in concrete varieties (chemical elements, biological kinds, language communications, etc) which is described in different fields of scientific knowledge and named by scientist as rephren structure of varieties [3]. S.V. Meyyen builds evolutionary geological and biological models as mechanisms of transformation of concrete varieties in historical time, at the same time uses all spectrum of known knowledge.

Another well-known researcher Yu. V. Chaykovskiy (1993) understands the notion of variety as «aggregate of relations of divergence and similarity between the elements of plural» [3]. On the version of scientist, relations of similar and excellent determined as diatropic: «The variety has its own laws, enough general and substantial, but not formal and strictly synonymous. The variety is not chaos, but also not space ... It – as if cement which connects a structure, both material objects and presentations about them» [3]. That general, that is characteristic for the systems (isomorphism), is certainly combined with the special, unique (polymorphism), and in the end, allows to talk about properties of varieties, which do not depend on nature of elements which form these plurals (parallelism).

Working about the development of the idea of efficiency, Yu.V. Chaykovskiy selects three its types (linear, parallel, hierarchical) and grounds a thesis about their sufficientness for the formulation of variety. If to make an attempt to conduct a parallel with pedagogy, every pedagogical system owns only it by inherent features, but an object is general for them –the system of different pedagogical influences and phenomena, in the center of which is child, group or collective (O.V. Sukhomlinska). To open in every system new verges with the help of other approach means for a researcher the search of new facilities, which does possible deepening in understanding of nature of the researched pedagogical phenomena, maintenance of search freedom, within the framework of a national educate tradition.

In this connection suitable is an utterance of P. Feyerabenda, which marks that «unity of ideas needs only church, frightened or mercenary victims of some (old or modern) myths or voluntarily followers of some tyrant», underlining that «for objective cognition necessary variety of ideas. And a method which repeats such variety is or not unique, consonant with humanism position» [3].

In the field of psychology attempts of diatropic approach usage are on the 90th of the last century within the framework of eclectic approach. In social and humanitarian researches the gnosiology of variety is actively developed by sociologists in connection with studies of J. Ortego-and-Gasseta, in which «the world from the very beginning fails to appear before a man as separate component parts», «...does not consist of the expressly delimited and obviously unsimilar «things», «... everything differs from everything, but also some on everything takes place. Reality is an inexhaustible «continuum of variety» [4].

In modern sociology diatropic idea under the act of evolutionary studies of Yu.V. Chaykovsky quickly reach wide confession. Eventually becomes firmly established specific understanding of diatropic approach which in a root differs from formulated preliminary in biology: accents are extrapolated from a search in the variety of similarities and differences on confession of variety, multiplicity.

In the context of social cognition diatropics gets subsequent development in the scientific researches of russian sociologist, professor V.G. Nemirovsky [5]. From this time and to this day diatropics probleme uses in the development of conflict theory: «Diatropic vision of conflict situation allows to correlate different interpretations, interests, potential of different political forces, community groups, and conduct procedure of concordance» [6]. Although an address to the phenomenon of variety in the field of law becomes usual, diatropic and cognitive model and proper approach did not yet get wide confession.

3. CONCLUSIONS

Diatropic paradigm of co-ordinates, cultural and sub-cultural worlds and finally individual displays personality and its environment represents gnosiological subsoil for determination of optimum correlation of idiography and nomotetics in scientifically-pedagogical research, claims of uniqueness of every individuality no less meaningful, than human nature on the whole.

It is suggested that diatropic and cognitive model orients the researchers of the pedagogical phenomena, processes, systems, on the search of mutually complemented tendencies of scientific

cognition on eclecticism, search and establishment of original, than on providing general and universal. Diatropic approach as methodology of scientifically-pedagogical researches determines logic of search in multicultural professionally educational spacious of variety of general properties and differences in the large aggregates of objects. Such way of cognition is not eliminated by the grant of advantage the idea of variant that acquires the special actuality in the conditions of reformation of the domestic educational system.

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