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**THE EPISTEMS OF THE HISTORY OF EDUCATION AND PEDAGOGY.**

**Review on the monograph:**

**Mykola Haliv. Ukrainian Historical and Pedagogical Narrative**

**(mid-XIX<sup>th</sup> – late XX<sup>th</sup> century): epistemological principles. Drohobych: Posvit, 2018. 620 p.**

**ЕПІСТЕМИ ІСТОРІЇ ОСВІТИ ТА ПЕДАГОГІКИ.**

**Рецензія на монографію: Микола Галів. Український історико-педагогічний наратив (середина XIX – кінець XX ст.): епістемологічні засади. Дрогобич: Посвіт, 2018. 620 с.**

The results of studies of epistemological principles of the Ukrainian historical and pedagogical narrative of the mid-XIX<sup>th</sup> – late XX<sup>th</sup> century presented in the monograph by M. Haliv are characterized by the relevance and completeness of the theme, the correctness of the chronological boundaries, goals and objectives of the study. It is particularly necessary to emphasize the scientific novelty of the problem, as a quite successful attempt to analyze the epistemological foundation of scientific-historical and pedagogical knowledge in the historical and pedagogical sciences is made for the first time. The epistemology of historical and pedagogical knowledge in the monograph is presented as «knowledge of historical and pedagogical knowledge», «secondary reflection» on the thinking of the researcher and historian of pedagogy, who forms knowledge. The latter in the scientific space is presented mainly in the form of narrative as a way of knowledge being in the form of text.

The structure seems logical, considering both the objectives of the study and the concept for structuring scientific knowledge on source-like and beyond source-like one. The monograph covers seven Parts, each of which contains from two to four Chapters. In the first Part M. Haliv declared theoretical and methodological bases of the research: general scientific, concrete scientific and instrumental-applied. The general scientific level is based on the combination of basic epistemological foundations of analytical and narrative philosophy of history and axiological, synergetic, paradigmatic, hermeneutic, sociocultural, civilizational and phenomenological approaches. Concrete scientific level of the presented by narrative, imagiological, biographical and prosopographical, synchronico-diachronic, limological (regional), systematic and comprehensive approaches, as well as by the combination of the principles of historicism, scientific character, objectivity and multifactority. The instrumental-applied

level is represented by the application of general scientific, interdisciplinary and special historical research methods.

The categorical thesaurus used in the monograph has methodological significance. That is why the author explained his use of such concepts as «epistemological principles» and «Ukrainian historical and pedagogical narrative». According to M. Haliv's definition, the epistemological principles are episteme defining constructs underpinning knowledge: ideological-philosophical, political-ideological, socio-cultural, scientific-interdisciplinary and disciplinary in itself (historical-pedagogical). For a more complete definition of this concept, he compared it with the term «episteme», which was once proposed by the historian and philosopher M. Foucault. At the same time, M. Haliv considers the Ukrainian historical and pedagogical narrative as an imaginary cultural and scientific phenomenon, which was reconstructed on the basis of the mass of biographical, historiographical facts, constructed on the basis of continuity, cumulativeness, paradigmatic character, holistic character, coherence, functionality and circumscribed by the territorial and identity markers.

Historiography of the problem is revealed quite fully. The author noted the lack of research of epistemological principles of the Ukrainian historical and pedagogical narrative, and therefore led the work that concerned historiography and methodology of the history of pedagogy, carried out its classification. The classification of the source base of the study («specific text», «large text», «cultural and historical context») is of great interest. However, we should note that in his work M. Haliv used mainly the works on the history of education, schools, and less – from the history of pedagogical ideas.

The second Part reveals the ideological-philosophical principles of the Ukrainian historical and pedagogical narrative. Applying paradigmatic approach and the concept of «thinking style», M. Haliv explicated romantic, positivistic, Neo-Romantic and Neo-Kantian, Marxist principles of historical and pedagogical narrative of Ukrainian scientists of the middle XIX<sup>th</sup> – the end of the XX<sup>th</sup> century. The Chapters on the influence of the philosophical ideas of Neo-Kantianism and Marxism on historical-pedagogical researches are characterized by a particularly deep analysis.

The third Part of the monograph is devoted to the analysis of political and ideological principles of the Ukrainian historical and pedagogical narrative. M. Haliv revealed the role and discourses of liberal, conservative, socialist and nationalist ideas in the Ukrainian historical and pedagogical narrative. I want to note a detailed analysis of the influence of conservative and socialist postulates in the texts of Ukrainian historians of pedagogy.

In the fourth Part the author analyzes the socio-cultural visions as episteme of Ukrainian historical and pedagogical narrative. It should be noted that M. Haliv somewhat limited the concept of «socio-cultural identity», including civilizational, national, religious and social identities in its sphere of meaning. In our opinion, the socio-political identity of the historian of pedagogy also belongs to the group of socio-cultural identities. Obviously, the author separated them because he relied on the traditional and perhaps somewhat outdated demarcation of the concepts «politics» and «culture».

The fifth Part was called «Synthesis of interdisciplinary scientific knowledge in the Ukrainian historical and pedagogical narrative». Here the author shows the manifestations of historical, pedagogical, philological, philosophical, theological, legal and other epistemes, which the researchers of the history of pedagogy introduced into their narratives. In one of the Chapters he shows their vision of the actual historical and pedagogical science, its subject, tasks and problems.

M. Haliv described the knowledge source as a structural part of the Ukrainian historical and pedagogical narrative in the sixth Part of the monograph. The author analyzed the interpretation of the concept of «source» by Ukrainian historians of pedagogy, pointed to the ways of using source information in their narrative, described their use of techniques of external and internal criticism of sources, revealed the understanding of the concept «fact» by various Ukrainian scientists who studied the past of education and pedagogical thought.

In the seventh Part, M. Haliv highlighted the instrumental and methodological arsenal of cognitive techniques used by Ukrainian historians of pedagogy in the study of historical problems. The author has shown their attitude to such principles of research as historicism, objectivity, scientific character, holistic character. In addition, he revealed the ways of argumentation that scientists used in their works (empirical, theoretical, contextual reasoning), noted violations of the logical principle of D. Hume. This part was concluded with a description of the most frequently used methods of studying the pedagogical past: genetic, comparative, typological, systemic, psychological, etc.

Serious is the volume of processed historical and pedagogical sources (more than thousands of items), what gave M. Haliv the opportunity to represent the epistems of Ukrainian historical and pedagogical narrative on a wide historiografic-source material. The monograph ends up with conclusions summarizing the results of the large-scale research conducted by the author.

Despite the positive characteristics of the work, there is a certain drawback. In my opinion, M. Haliv paid too little attention to the works of those Polish historians of pedagogy, who in the second half of the XIX<sup>th</sup> – first half of the XX<sup>th</sup> century (before World War II) actively worked in Ukraine and created significant historical and pedagogical narratives (A. Vanchura, S. Kot, etc.). The author attributed them to the Ukrainian historical and pedagogical narrative and justified this approach properly. However, the works of these scientists are mentioned in the monograph only incidentally, illustratively.

In general, I believe that the monograph of Mykola Haliv «Ukrainian historical and pedagogical narrative (mid-XIX<sup>th</sup> – late XX<sup>th</sup> century): epistemological principles» is a serious scientific study carried out on the basis of the use of modern methodology, and its novelty and logical conclusions are doubtless. Of course, this «narrative of the narrative» is one of the most significant and important phenomena in the history of pedagogy of Ukraine in the early XXI<sup>st</sup> century.

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