Modern Types of Historiographic Sources in Pedagogy

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Abstract: The article deals with modern types of sources in pedagogical historiography. Studying sources is an integral part of any science. Taking into account that pedagogical historiography considers pedagogy development and pedagogical views of scholars, it is very important to trace recent trends in educational thought. But epochs are changing, and nowadays this process is very fast, so, new types of sources are appearing. Thus, it is relevant to explore these sources. Therefore, the purpose of the paper is to study modern types of sources in pedagogical historiography. The tasks are: to find out, distinguish and describe innovative types in pedagogical historiography sources in comparison with traditional ones; to deliberate the classification of the mentioned phenomena. Such research methods as analysis and synthesis in historiography, source studies, historiography and pedagogical source studies were used. The results of the problem study allowed drawing the following conclusions. Both modern and traditional sources can be divided into types, families and kinds. Two of three types of pedagogical historiography sources (namely oral and written) have their reflection in modern means of storage and transition information. Modern kinds of oral sources can be represented by oral scientists' reports, speeches in debates, discussions of educational issues, on-line pedagogical conferences and webinars etc. However, some of them can exist in traditional forms too (they are scientists' speeches; consultations of scholars; discussions of educational issues). All traditional families of written sources in pedagogical historiography (namely narrative, didactic and documentary ones) have their reflection in modern means of storage and transition information. All kinds of written sources can be found both in traditional and modern forms, the exception is blogs. All varieties of sources have important but not the same meaning for pedagogical historiography. The conditional classification of modern pedagogical historiography sources was deliberated and presented in the article.

Keywords: *Pedagogical historiography; pedagogy; modern types; families and kinds of sources; classification.*

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1. Introduction

The success of any research depends on a large extent on how well it meets the time needs. The main purpose of the pedagogic history is to work for the present. At the present stage of the development of an independent state, historians of pedagogy have a task to comprehend the progressive ideas of the past from the point of view of the present. So that, using innovative approaches, they could solve the new problems which arose before the pedagogical science and practice in connection with the creation of the educational system.

However, it is known that true innovation in any process, especially in such complicated as education and upbringing, is possible only on a solid scientific foundation, the critical use of pedagogical experience of the past. Acquiring such knowledge will warn against unnecessary mistakes and “admiration”, from the discovery of the long-standing open. Thus, there is a steady interest to historical and pedagogical problems.

Concerning pedagogical historiography, it is the science that forms and makes accessible “bank” of historical and pedagogical ideas; shows the course of their accumulation (or loss), the influence of these ideas to modern theoretical developments, analyzes the ways and directions of historical and pedagogical research, their preconditions, conditions and factors, their typology, dynamics and geography, their continuity and interconnection.

So, it is expected the historiography component to be an obligatory component in researches and studies of pedagogical nature. This component is essential to determine the task of the study, it is necessary to find out what scientists have already achieved in the specific question, what are their advantages and disadvantages. Historiography analysis, in turn, is based on the study of sources in pedagogical historiography. Therefore, careful study of the source base is a guarantee of objective and reliable results of any scientific knowledge, meanwhile, as scholars consider, so it is vital for development of this science.

Since we have been highly interested in the problems of pedagogical historiography as well as its sources for a long time we have conducted different investigations in this sphere (Holubnycha, 2012; Holubnycha, 2013). The original contribution lies in clarifying and detailed description of modern, new, up-to-date types of pedagogical historiography sources that appeared due to technology and digital progress. We fill the gaps in existing literature as it is known every researcher starts any survey from literature analysis. Today we cannot rely on old data and theories to investigate

something new. So far the most studies on historiography in pedagogy have focused on the traditional sources.

In this study we tried to shift the focus to the sources that appear from technology and digital progress. Definitely, it is an added advantage to the previous classifications of pedagogical historiography sources. Moreover, we have been made distinguish and comparison of innovative types of pedagogical historiography sources with traditional ones. In addition, the classification of modern pedagogical historiography sources has been represented as well.

2. Literature Review

The analysis of researches shows that in the last decades a considerable number of works of historiography character appeared. Mostly they analyze existing works about particular historical and pedagogical issues or attempt to follow the development of historical and pedagogical science. Some of theoretical and methodological aspects of pedagogical historiography are raised as well.

General methodological issues of pedagogical source studies are also reflected in modern scientific research. But there is an opinion that it happened more likely intuitively, without relying on a specially developed theory and on the achievement of predecessors (Raskin, 1989: 89).

Moreover, modern scientists are researching deeply some theoretical, methodological and practical issues of historiography. T. Fallace studies historiographical thinking as a new approach to History teachers' training (Fallace, 2005), some reflections of historiography and teacher education are in his experimental course (Fallace, 2009).

A. Gallego describes historiography of education and pedagogy in Colombia (Gallego, 2000), N. Hupan and I. Strazhnikova discover some issues of historiography and pedagogy history in Ukraine (Hupan, 2002), (Strazhnikova, 2015). Different source studies as historiographic mapping as a method course is presented by L. Westhof (Westhof, 2012). Some links of the historical sciences, actively discussing the source classification are shown in our paper, as well as the scientific apparatus of historiography and source study, its structure and historiography source base (Holubnych, 2012) are also highlighted.

However, the previous researches, which we managed to discover, mostly have a narrative, description character. Moreover, they have not described fully the question of modern types of pedagogical historiography

sources. In addition the classification of modern pedagogical historiography sources has not been represented yet.

The literature analysis we have made identifies, evaluates and synthesizes the relevant literature about traditional sources. The literature analysis allows us to establish the theoretical framework and methodological focus. As we read the references critically, it shows the most important issues, controversies. For us it was clear it is necessary to identify the research gap which our paper could fill in, it is the lack of modern sources within the context of the research.

So, we decided to fill in this gap by not only distinguishing and describing new innovative sources of pedagogical historiography, but also by developing the classification of modern types of such sources to make the visualization of the phenomena.

The purpose of the article is to study modern types of pedagogical historiography sources. The tasks are: to find out, distinguish and describe innovative types of pedagogical historiography sources in comparison with traditional ones; to create the classification of the mentioned phenomena.

3. Method

In accordance with the purpose and tasks of our study we have used the following theoretical research methods: analysis and synthesis of researches in historiography, source studies, pedagogical historiography and pedagogical source studies in order to discover the approaches and highlight the classification of pedagogical historiography sources. We have used as well methods of observation and analysis of the modern types of pedagogical historiography sources to find out and describe them.

4. Results

Since the classification of knowledge objects is an important component for the research activity organization it seems necessary to develop a source classification for deepening understanding the nature of the historical and pedagogical source, for contributing to the further development of the sciences that study the sources. As the source classification serves the theoretical basis of historical and logical cognition. It is necessary for the best possible getting the historical information contained in the same type of sources, using ideas about the general features and properties of a source type.

Recognizing the special importance of the classification in any science, D. Raskin notes that the scientifically determined classification of

sources is the first methodological task. It allows addressing issues of authenticity, representativeness, authenticity and relative value of diverse sources.

The classification is also a prerequisite for theoretical and historical analysis of sources. The effectiveness of the methods of sources study depends on the depth and conditionality of their classification, that is, the reliability of the results of historical study. "The classification and systematization of historical sources as well as the typology of the information being studied, being one of the stages of a research, is an integral part of every modern scientific discipline" (Raskin, 1989: 83).

Meanwhile, historians unanimously note the lack of a universal classification of sources according to certain common features. The problem is that for each historical epoch, as well as for each historiography period of the science development (and, accordingly, historical and pedagogical one), there are certain specific varieties of sources that, in turn, differ in origin, the way of reflecting reality, form, and other properties. So, it is natural that today's pedagogical historiography is represented by modern innovative types of its sources.

To our mind, the issue of source classification is complex and controversial. Supporting the approach proposed by many historians to the classification of sources, the most expedient distribution of them we consider the division into types (categories differed in storage and coding information), families (for example, documentary, storytelling etc.) and kinds.

Among the types of historical sources it was accepted to distinguish written, verbal and oral sources. It should be noted that the given types of sources are involved in any historical research, that is, they have value for historical, historical and pedagogical, historiography, and pedagogical historiography sciences.

We have considered the types of sources from the point of view of traditional pedagogical historiography and have composed the traditional classification. It is presented in figure 1.

Figure 1. Traditional classification of source types in pedagogical historiography

But at the present stage of society's development new modern types of sources have appeared. We consider that it is connected with innovative ways of information storage and transmission with the help of internet, television and radio. These modern types of sources spread on different kinds of oral and written sources of pedagogical historiography except material ones.

Considering oral and written kinds of sources in pedagogical historiography it is worth noting that today all traditional ones are or may be presented in internet, so they get a new form. The modern classification of new types of pedagogical historiography sources is presented in figure 2.

Figure 2. Modern classification of source types in pedagogical historiography

Thus, modern oral sources are supposed to be more influential and so may be more significant than traditional ones because they provide easy access for the general public. They, on the one hand, reflect the unity of pedagogical thought and pedagogical action. On the other hand, they have the public importance (in particular, lectures and seminars) as serve for the development of people's understanding of pedagogical phenomena. Oral sources of pedagogical historiography exist along with written pedagogical science. They allow us to trace the imprint of distributed scientific views and the reciprocal influence of social pedagogical consciousness on the outlook of scholars and educators.

Such kinds of sources as oral scientists' reports, speeches in debates, lecture courses, consultations of scholars, discussions of educational issues, on-line pedagogical conferences and webinars, popular talk-show on TV and radio programs belong to specific oral sources of pedagogical historiography. They are stored and transmitted with the help of internet, television and radio. The first five listed kinds of oral sources exist both in

traditional and modern forms. On-line pedagogical conferences and webinars, popular talk-show on TV and radio programs were not represented in traditional sources.

General modern oral type of sources contribute to the knowledge of the “climate” and, in particular, the “microclimate” of science, determine the effectiveness of the development and dissemination of scientific knowledge, reveal what influences on the way of scientists’ thinking, shapes their worldview every day, give possibility to understand which problems they are worried about the most.

We believe, the most important and most numerous type of sources in pedagogical historiography are written sources. They reflect practically the entire development of pedagogical science in the most concentrated form. Written sources usually are divide into three families as “the logic of classification requires the allocation of large unities of written sources that would reflect the most significant relationships and differences between them according to the method of encoding the information that is generated by their social functions” (Raskin, 1989: 90). Such families of sources of pedagogical historiography are narrative, didactic and documentary ones.

Considering modern narrative sources we suppose that in pedagogical historiography they play an equally important role, as in the history of pedagogy, but they are more significant for pedagogical historiography of nowadays science than the traditional ones. As today practically all scholars fix their scientific thoughts, views and works with the computer help and nearly all their advantages as well as development of scientific knowledge can be found and traced in the internet.

The value contribution of certain kinds of modern narrative sources differs depending on their specificity. So, they include the following kinds of sources: scientific (monographs, scientific articles, conference materials etc.); journalistic (journalistic articles, performance recordings etc.); popular science; personal origin (teachers’ autobiographies, memoirs); critical and bibliographic (bibliographic references, bibliographic reviews, chronicles of scientific publications, reviews etc.); pedagogical fiction (stories, novels, essays); blogs.

Taking into account that pedagogical historiography is a science, and any science is based on the results of the scientists’ work, the main or dominant kind of narrative pedagogical historiography sources are considered the scientific sources, as they better than others reveal the scientists’ views. They are expressed in the scientists’ works. These are scientific studies that can be monographs, articles, conference materials, brochures, printed notes etc. Historiographers unanimously recognize

monographs, which are scientific reflections devoted to one specific problem, as the priority bearer of the science development. They found the creation of generalized works and they are the main source of dissemination of historical and pedagogical knowledge and the science development.

Today scientific pedagogical historiography sources, which cover the same pedagogical problem, may be characterized by belonging to different periods of development of historical and pedagogical science. It contrasts with scientific historical and pedagogical sources belonging to the same time as the study problems or phenomena. As for such peculiar scientific sources of pedagogical historiography as the preliminary materials of scientific works (large arrays of processed material, drafts, test sketches, rejected texts, editorial texts etc.) nowadays they are mostly stored in scholars' personal computers.

No doubt, the significance of journalistic articles for historiography is determined by the special role played by the pedagogical issues in the social life of the society. The views of many outstanding educators and thinkers were reflected in the journalistic articles. Thus, scientists note "a significant proportion" of journalistic speeches in pedagogical thought and a strong connection of pedagogical journalism with a pedagogical theory (Raskin, 1989: 96-97). Therefore, it often serves as a source, which reveals the genesis of pedagogical thought. The popular science differs the specific way of presenting the material and often gives an initial reflection and generalization of phenomena in pedagogical science.

We know that an important modern kind of pedagogical historiography sources are those of personal origin, which include teachers' autobiographies and memoirs. As for diaries, letters, personal archival funds, private collections, they are usually stored in traditional ways, although some of them can be found in a digital variant. The value of these materials to study a teacher's biography, the characteristics of his personality, his views, and activities are generally accepted.

But for a pedagogical historiography, the role of these sources is more significant. With the help of the emotional and rational unity in the sources of a personal origin, the researcher determines and traces the development of his pedagogical principles, tries to establish the peculiarities of his thinking, his mental description, behaviour, the peculiarities of his perception and reflection to pedagogical phenomena and ideas in his work, the distinctive techniques of pedagogical skill, literary and research talent, his place in the social life in the society, the attitude of his contemporaries and subsequent generations.

We see that the study of modern critical and bibliographic sources supplements also the information about famous teachers' life and creative path. Nowadays, bibliographic reference books, bibliographic reviews, chronicles of scientific publications, reviews of scientific works and educational literature are widely represented in the digital version and may be found on the internet. They are not only another peculiar and distinctive feature in pedagogical historiography sources, but also the genre of historiography discourses.

Many famous book chambers, national libraries and other libraries not only publish the books regularly, but make also electronic and digital versions of bibliographic pointers, among them pedagogical and thematic. It is very important, on the one hand, they give to a historiographer an idea of the thematic research orientation, their quantitative parameters, and scientific experience of individual scientists, on the other hand, their accessibility simplify the work of an historiographer.

We notice that especially important is the study of reviews scientific literature, since they not only include the assessment of these works by modern specialists, but also allow us to find out the way of the concept in the scientific environment and its impact on the development of pedagogical thoughts and science. In addition, they themselves often offer new interesting solutions to the problem under consideration.

Let us underline that pedagogical fiction as a modern kind of pedagogical historiography sources, namely: novels, stories, essays, lyrics, plays, above all, reflect the spread and perception of certain pedagogical phenomena, problems of education and educational system in the society. They help to identify the preconditions, and sometimes justify the socio-pedagogical movement. The use of these sources for the analysis of the historical period when the scientific and pedagogical literature and pedagogical fiction were not strictly delineated gives an historiographer the opportunity to see the era "from within". However, in the fiction study it is necessary to take into account the fiction specificity of works.

Considering blogs it is necessary to note that they are quite new kind of sources in pedagogical historiography. They share pedagogical specialists' views and thoughts as well as discuss the essential problems of an educational system, teaching and upbringing in the society. Due to the discussion in written form this kind of sources allows a historiographer to understand deeper all the nuances of the scientist's pedagogical ideas and to trace the development of these ideas.

One of the important and, at the same time, specific pedagogical historiography source is as it is known the didactic sources, which are

directly related to the pedagogical process and serve as an expression of the unity of pedagogical thoughts and pedagogical practice. They include the following kinds of sources: textbooks, tutorials etc.; curricula, programs, lesson plans etc.; protocols of pedagogical councils, reports of teachers etc.; lecture notes, students' notebooks. Today they all except students' notebooks are fixed and stored in computers.

The specific of this family of sources is their functional purpose and practical absence of the distance in time from the facts recorded in them. The first kind of these didactic sources – textbooks and tutorials – is a definite reflection of pedagogical thought and the development level of a pedagogical science. The educational literature synthesizes basically the most recent (for its time) achievements in the science field. It can be compared with academic works, especially since in the twentieth century the textbooks about pedagogy and history of pedagogy were published by prominent scholars. This kind of didactic sources is intended for teaching (and related to it, upbringing) for the next generation, transferring pedagogical knowledge, maintaining their continuity and developing a social pedagogical consciousness.

Definitely, curricula and teaching programs represent the official documents regulating the educational process. This kind of sources performed some practical functions in their reality; therefore they are more than textbooks or popular science literature reflecting the reality. That is, curricula and teaching programs are a valuable source for the history of pedagogy and pedagogical source study.

But, at the same time, they are indispensable for historiography as studying them and comparing them with curricula and teaching programs of other years, a researcher has an opportunity to trace the development of education and upbringing in the society. A researcher can find out how the education content was changing, its goals and objectives as well, can establish the relationship between the state and the education and upbringing genesis with the social conditions in a society.

No doubt, modern lecture notes are often made with the computer help. They will also help historiographers to trace the education development, changing in content and target guidance. In addition, lecture notes, as a rule, reflect teachers' opinion, that is, they represent the material for studying the evolution of pedagogical thought and pedagogical knowledge.

We find that another family of sources of pedagogical historiography with its specificity is represented by documentary ones. They play a priority role in a specific historical research. The historiographers use the kinds of

documentary sources that directly or indirectly had any influence on the development of pedagogical science, the education system and upbringing at all levels, the activity of scientific pedagogical colleges, the professional teachers' training etc. These sources are divided into the following kinds: the act; official documents; maps; statistical documents. Nowadays, these kinds of sources exist not only in a traditional, but also in electronic and digital version.

The historiography significance of act sources is determined by the fact that they reflect the official guidelines of the education boards, state bodies and public organizations of education and upbringing. For example, earlier, as we can consider, they had a directive-binding character and defined strictly the education content, its goals and objectives, had a significant impact on the development of pedagogical science in general. Statistical sources are of interest in the quantitative characteristics in the distribution of certain pedagogical phenomena, education and upbringing issues, teacher training etc. By comparing statistics, a historiographer reproduces the genesis of various pedagogical aspects. Cartographic sources (or maps) (Westhof, 2012), on the other hand, contribute to the study of the development of the distributed pedagogical aspects.

5. Discussion

The analysis of modern scholars' works about development of pedagogical history shows the process of changes in the history of pedagogy (Vellas, E., n.d.), the influence of new tools as digital ones in pedagogy (Hirsch, 2012), "the paradigm shift in the history of education through different time periods; the realization of the challenges of the so-called 'new cultural history of education' by a new academic approach invites to experience so necessary historical contextualisation" (Depaepe, 2013). M. Depaepe in the works has discussed recently professionally relevant education history for teachers (Depaepe, M., 2001), paradoxes of education, "new" cultural education history (Depaepe, 2008), different sources in developing education history (Depaepe & Simon, 2009).

The problem of classification of modern trends and approaches in education and learning (Chesser, 2019), development of pedagogical science in researches in different countries (Hupan, 2002), (Strazhnikova, 2015), definition "pedagogy as a field of knowledge with the links between pedagogy and power" (Gallego, 2000) have shown that the scientists solve the problem of selection criteria for the classification of the source base of historical and pedagogical research from different position.

In particular they consider different kinds of written sources and do not divide all source bases into types, families and kinds. Neither they distinguish modern sources of pedagogical historiography. However, partly in the description way of some kinds of written sources we coincide with the results of the listed studies. In other words, our study confirms partly other scholars' conclusions about the problem of classification of traditional pedagogical historiography sources.

Transferability of our research is established by the statement that the findings could be applicable to other educational contexts. We believe strongly that it is possible to transfer the research results to other educational contexts as the presented classification can be useful for historiography of different Humanities. It is true that described details of the sources can be characterized in other Humanities and can be applied to other educational contexts. The classification of pedagogical historiography sources we have made is systematized with criteria, facilitators, and barriers.

No doubt, transferability of historiography sources is a complex concept, which needs systematic consideration in many Humanities: history, sociology, psychology, and pedagogy as well. Further research is needed to develop a practical tool for investigation historiography sources and to evaluate the tool's usefulness for Humanities transfer. However, the meaning of the mentioned types of sources for studying other sciences may differ.

6. Conclusion

Thus, the study of modern types of pedagogical historiography sources allows drawing the following conclusions. Both modern pedagogical historiography sources and traditional ones can be divided into types, families and kinds. Two of three types of pedagogical historiography sources (namely oral and written) have their reflection in modern means of storage and transition information. Modern kinds of oral sources can be represented by oral reports, speeches, discussions etc. All traditional families of written sources in pedagogical historiography (namely narrative, didactic and documentary) have their reflection in modern means of storage and transition information.

All varieties of sources have an important, but not the same meaning for pedagogical historiography. As we noted above the conditional classification of modern pedagogical historiography sources was deliberated and presented in the manuscript. The study of various types of criticism sources can be considered as prospects for a further research.

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