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*СОКОЛ Мар'яна* – кандидат філологічних дисциплін, Тернопільський державний медичний університет, вул. Качали, 1/41, Тернопіль, 46000, Україна ([maryanasokol@ukr.net](mailto:maryanasokol@ukr.net))

**ORCID:** <http://orcid.org/0000-0003-3876-026X>

**ResearcherID:** <http://www.researcherid.com/rid/G-4104-2018>

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### THE CONCEPTUAL ANALYSIS OF THE CONCEPT «EDUCATION»

### КОНЦЕПТУАЛЬНИЙ АНАЛІЗ КОНЦЕПТУ «ВИХОВАННЯ»

*Анотація.* Стаття присвячена проблемі понятійно-категорійного апарату педагогічної науки. Обґрунтовано теоретико-методичні засади процесу становлення і розвитку поняття «навчання» у педагогіці. Проаналізовано стан означеної проблеми тенденціями розвитку зарубіжної педагогіки та науковим доробком вітчизняних учених. Визначено концептуальні характеристики експлікації цього конституента. Розкрито її структуру та історичні особливості дефініції поняття «навчання» у процесі складних і суперечливих обставин становлення української державності. Проаналізовано зміну його змісту, охарактеризовано педагогічні явища і терміни, що лежали в основі цього поняття; уведено до наукового обігу невідомі та маловідомі факти, джерела і документи. Проаналізовано основні подібності та відмінності експлікації поняття «навчання». Охарактеризовано особливості формування поняття «навчання» у філософії, психології, соціології та педагогіці.

На основі системного історико-педагогічного аналізу виявлено закономірності розвитку поняття «навчання» зазначеного періоду, визначе-

*но та охарактеризовано основні тенденції тлумачення його змісту у процесі еволюції освітніх систем, проаналізовано трансформацію понятійно-категорійного апарату досліджуваного періоду, з огляду на використання цього досвіду у вітчизняній та зарубіжній педагогіці. Упорядкування понятійно-категорійного апарату пов'язано зі структуризацією та систематизацією науково-педагогічних знань. У процесі наукового дослідження маємо тезаурусне моделювання знань, визначення і класифікація базових понять, що скорельовані на розробку моделі наукового знання у предметній площині дослідження системи основних педагогічних понять.*

**Ключові слова:** поняття, понятійний аналіз, експлікація, педагогіка, навчання, понятійна система.

**Introduction.** The conceptual system appears as a dynamic unity of the basic components that can function, transform under the influence of historical, political, economic, socio-pedagogical, socio-cultural factors of society development, preserving its essence and, at the same time, changing the content and formal features. The need to study the system of basic pedagogical concepts mainly the concept «education» is due to the growing role of the conceptual-categorical apparatus, as scientific and pedagogical knowledge as a product of culture and its interaction with the social, informational environment is in constant development. This process is closely linked to the evolution of pedagogical concept «education», with conceptualization, rethinking and filling with new meanings, the desire to integrate national terminological systems.

The status of science conceptual-terminological apparatus reflects the degree of its theory development reveals the interconnection of objects and the variety of cognitive situations that arise in the process of teaching and person education. It also allows clearly outlining the subject of the study and, consequently, building its consistent concept. The operation of concepts is a prerequisite for the study and construction of theoretical models, awareness of the processes of teaching, education and training in dynamics and perspective. In our opinion, the precise system of concepts, explication of «education» creates a conceptual-categorical apparatus of pedagogical science.

**Analysis of recent research and publications.** Difficulties in organizing, systematizing and interpreting concepts existed since the beginning of pedagogical science. Those problems have been raised on the pages of pedagogical editions, in monographs and thesis. It is worth noting that S.V. Goncharenko for the first time in pedagogical science tried to systematize the conceptual system. «Ukrainian Pedagogical Dictionary» is a scientific and reference publication, the main volume of which are pedagogical concepts, terms, concepts, categories, theories, etc. In addition, the author included the concepts related not only to pedagogy but to other sciences such as: philosophy, psychology,

logic, medicine, physiology, computer science, etc. The advantage of this research and reference publication is that the author introducing the definition of the constituents of the conceptual categorical apparatus, which belong to other branches of scientific knowledge, reveals only their pedagogical content, but does not go into other details (Honcharenko, 1997).

The article of O.E. Antonova «Basic knowledge in pedagogy: formation, development, technology of formation» is based on the studies of national and foreign scientists and the results of content analysis. This research provides a history of the formation and development of basic pedagogical knowledge and argues that the main form of scientific and pedagogical knowledge is basic pedagogical concepts.

Y.V. Honcharuk in his research «Pedagogical Terminology System: Problems and Ways of Their Solving» states that the systematization of conceptual system of Ukrainian pedagogical science are important in order to enter the international educational space, which is determined not only by the barrier of the national languages, but also by the differences in national and foreign conceptual categorical apparatus and explication of concepts (Honcharuk, 2005, p. 71).

V.I. Luhovyi in «The problem of the conceptual-categorical apparatus of pedagogical science» defines that, «unfortunately, in pedagogy there is a sharp lack of systemic theories, while empirical conclusions predominate. Formation of the system of concepts and categories of pedagogical science is a fundamental problem of its development» (Luhovyi, 2007, p. 134). Thus, in the last three decades several attempts have been made to construct a clear and logical classification of the system of pedagogical knowledge. However, by this time there has not been created a single common system of pedagogical knowledge that could be used in the process of general pedagogical preparation of students.

**The definition of the aim and objectives of the research** – to outline the conceptual analysis of the concept «education».

Certainly, the operation of the conceptual-categorical apparatus is the necessary condition for studying and constructing both theoretical models and comprehension of the processes of practical teaching and education that allows more clearly define the subject of pedagogical research, build its consistent concept, and adequately interpret the results of pedagogical observations and measurements. We think that unclear definition of one or another concept creates a «blurred» interpretation of events and processes of pedagogical reality, and leads to misunderstandings in scientific circles. Taking into account that the «concept» is a «logical idea of general essential properties, connections and relations of objects or phenomena of objective reality» (Voyshvillo, 2017, p. 183), therefore researchers in the field of terminology argue that «it is customary to follow the requirement (principle) of concepts uniqueness

(according to which each of them should have only one meaning), when constructing a conceptual terminology apparatus of any science» (Polonskiy, 2004, p. 4). Consequently, the notion that is chosen to refer to an object (process) in the language of science should not be used to refer to another in the same language. We agree with scientist reasoning that «the broader set of features, the narrower the class of objects satisfying these features, and vice versa, the narrower the meaning of the concept, the wider its scope; this obvious circumstance is often referred to as the law of inverse relationship» (LeVine, 2000, p. 22). Let's add that the formation of this or that concept is a complex and long process of scientific research. After all, the concepts accumulate; concentrate the latest achievements of science and social practice (Kotzee). The source material for the formation of concepts serves the sensory images of the surrounding reality, which are perceived and clearly presented by the recipient. This process is carried out as a result of abstraction and generalization of any aspect of these sensory images. We define concepts as special, different contents of thoughts.

It should be noted that a number of conditions affect the formation of scientific concepts. First of all, this is a separation and generalization of significant signs that are separate from the other external, non-essential features. The second condition of the concept content must be taken into consideration in such form that can be used in the following mental processes, but the goal will be in creating a clear amount of signs of this concept that is, the process of its formation ends with verbal formulation. Despite the fact that «the formation of the concept relies on verbal structure of thinking, so at the moment of concept appearance we have only the process of its origin and it may not have the proper word for it» (Kicheva, 2004, p. 9). Therefore, the process of formation and development of the conceptual-terminological apparatus of any science is rather closely connected with the process of formation and development of the very scientific knowledge. So, the formation of the concept – is a complex dialectical process, which is carried out by using such methods as comparison, analysis, synthesis, abstraction, idealization, generalization, experiment, etc.

A number of scientific studies are devoted to terminological problems of pedagogy. For example, G. Shchedrovitsky noted that «the real processes, bodies, or phenomena being investigated form one or another concept, constitute the object of thought. The content of the concepts never exhausts all the properties of objects, remaining always relatively limited and one-sided. It is through «the development of a community of practice, it is constantly changing, as a result of a change in the content of concepts is changing their structure» (Shchedrovitskiy, 1995, p. 577). In addition, another scientist believes that the scientific concepts «reflect the essential and necessary signs, and

the words and symbols (formulas), which express them, are scientific terms» (Ushakov, 2005, p. 347).

Note that the logic of the «concept» is an integral element of the judgment (subject, predicate) or syllogism. Because, there are concepts in the broad and narrow sense, as well as separately allocate scientific concepts. The first formally distinguish common (similar) signs the general subjects of universal phenomena fix them in words. Concepts in the narrow sense belong to a certain branch of science; clearly define the main features of an object, phenomenon, process or an object (Bøyum, 2010). In general, scientific concepts are characterized by essential and necessary signs of a single object, object, phenomenon or process, and words and expressions (formulas) expressing them are scientific terms. We add that the totality of generalized, reflected, in the concept of objects is called the volume concept, and a set of essential features, which summarize and allocate objects in the concept – its content.

It should be noted that in logic there are different types of definition of «concept» as a form of thinking. Here are some definitions of the term «concept»: the concept is «an integral set of judgments, that is, thoughts, which somewhat argue about the distinguishing features of the object being investigated, the core of which is the judgment of the most and at the same time, the essential features of an object» (M. Kondakov). The concept is «a form of thinking, which is the result of the generalization and allocation of objects of a certain class on the general and specific features of them» (A. Konversky). «The concept is an idea that captures the signs of objects and phenomena that are displayed in it, which make it possible to distinguish between these objects and phenomena from adjacent to them» (D. Gorsky). «The concept is a thoughtful reflection in the form of the direct unity of general, essential features of objects» (I. Chupakin). Summing up, the above definition of the concept reflects the essence of the concept as a form of thinking. However, each determination or definition of a particular concept in science, generally, is incomplete or unclear.

From the point of view of the history of philosophy we have two opposing lines concerning the theory of concepts: materialistic believes that the concept is objective in its content, while the idealist states that the concept is an imaginary entity that arises spontaneously, is completely independent of the objective reality. The philosopher I. Kant believed that any concept is «a general idea of what is common to many objects, and therefore, an idea that can be contained in various objects» (Kant, 2013, p. 154). But according to G. Hegel's «notion» is a «synonym of a true understanding of the essence of the case, and not just the expression of any general, any similarity objects contemplation. In the concept reveals the true nature of things, but does not mention its similarity to other things, and it should find its expression not only the abstract community and a feature of its object» (Gaym, 2006, p. 63).

Analyzing the psychological-pedagogical literature, we can cite several definitions of the term «concept». «The concept is a form of thinking, which displays items in their general and essential features» (M. Toftul). «The concept is an idea that, by pointing out a certain sign, distinguishes itself from the universe and generalizes objects that are characteristic of this class in the class» (I.V. Khomenko). «The concept is a form of thinking, which shows significant signs of single-element class or a class of related objects» (A. Hetmanova). «The concept as a form (kind of) thought, or as a mental formation, is the result of the generalization of the objects of a certain class and the thoughtful allocation of this class in a certain totality of the general objects of this class – and a set of distinctive signs for them» (E. Voyshvillo). «The concept is an idea that captures the signs of objects and phenomena that are displayed in it that make it possible to distinguish between these objects and phenomena from adjacent to them» (D. Gorsky). «The concept is a form of thinking, which is the result of the generalization and allocation of objects of a certain class on the general and specific features of them» (A. Konversky).

We conclude that all of the above definitions are very similar, but some of them reflect the concept as an idea, but the concept is first of all a word for a certain class of phenomena or objects therefore, it is quite difficult to find a suitable concept for a certain class of phenomena or subjects, which, on the one hand, would cover the process construction, and on the other hand – was consistent with established norms and traditions, adopted both in social, teaching and linguistic practice.

Consequently, the majority of professionals in relation to the requirements for the concepts adhere to the theory of uniqueness «in terms of the rules of the conceptual-terminology apparatus it is inadmissible to give the general technical or general scientific concept in the field terminology of any other meaning than that which it possesses in the corresponding discipline. The vague interpretations of the pedagogical concept does not improve the quality of learning, not making the order to scientific circulation, and only complicate and confuse the language pedagogy for teachers» (Polonskiy, 2004, p. 21). Noteworthy is I. Kicheva's research devoted to the analysis and systematization of the modern conceptual terminology apparatus of pedagogy: «the process of entering the author's concept into a broad scientific circle depends on many factors, including the factor of popularity of the concept in the pedagogical community, and the factor functionality of the new concept» (Kicheva, 2004, p. 39). We think that quite accurately about pedagogical polysemy, in her study is noted that «the ambiguity of concepts can be due to the functionalities and is associated with elements of the communicative situation, in particular, with the level of competence communicants. At the same time, this ambiguity in terminology may be due to the possibility of different conceptual comprehension of the same phenomenon. However, it is precisely

about ambiguity, and not about some kind of contextual variability of a special type, since different understandings of one or another phenomenon, first, are similar to each other and, secondly, do not exclude each other in general contexts» (Kicheva, 2004, p. 57).

It is worth to add, that in the work «Meaning and value data» by G. Shchedrovitsky the theoretical distinction and contrasting concepts are examined, author draws attention to the fact that «the thought of the researcher is polarized and how it focuses in two different points – on the object, fixed in knowledge, and on the concept that sets the scheme of knowledge and is realized in it» (Shchedrovitskiy, 1995, p. 187). At the same time, according to the scientist, there is a «paradoxical situation, that is, the contradiction between the two knowledge of one and the same object causes the researcher to refer concepts on the basis of which were obtained this knowledge and transform them so as to relieve and overcome committed to investigate» (Shchedrovitskiy, 1995, p. 188). Thus, we face the main problem of systematization of pedagogical concepts that is the task to correct their determination in science, which is in constant development, and, as is typical for pedagogy, is under the influence of technology oriented society.

In our opinion, a conceptual analysis of the concept of «education» is associated with difficulty the difficulties of an exploratory nature. Note that even the Greek philosopher Aristotle first attempted to theoretically comprehend the problems of the theory and practice of education «cannot be left unclear that in general is education and how it should be carried out. In modern pedagogical science, there is a disagreement about the practice of education. Not everyone agrees with the fact that young people should be educated in order to develop their integrity in them, and for the sake of achieving a better life; also did not find out the purpose of education – whether it is the development of mental abilities, or moral qualities» (Akvinskyi, 2003, p. 437). We can add that many key pedagogical concepts do not have clear boundaries, generally accepted content and use. After all, «true science is knowledge, which includes information about the methods and limits of knowledge» (Carr, 2002, p. 137). I. Kant (as Aristotle before him) defined pedagogy as a science of education, including «care and education» (Kant, 2013, p. 449, 456) and then the author gives an ambiguous interpretation of the concept of «two human inventions can be considered the most difficult, namely, the art of managing and the art of education, and yet there are still differences, even in relation to their ideas» (Kant, 2013, p. 450). However, one cannot avoid the fact that over the centuries the concept «education» has changed and adjusted several times. After all, before the reforms of Peter I, the upbringing meant «feeding, growing», because this word was related to the word «food».

In particular, V. Dal in its « Dictionary» provides an interpretation of the notion «education» as: «care for the material and moral needs of the in-

fant to age; education in the lowest sense, cultivation (the plant), feeding and dressing; in the highest sense of learning and teach what you need for life ...» (Dal, 1863, p. 67). *Therefore, by definition of F. Brockhaus and I. Efron in «Encyclopedia dictionary» (as amended 1892) the concept of «education» – is «intended to influence an adult child or youth, which aims to bring it to the given independence, people needed to fulfill its destiny of man on earth» (Brokhauz & Yefron, 1892, p. 237). Interesting is the fact that S. Ozhegov in the «Dictionary» defines «education» as «skills behavior of instilled family, school environment that can appear in public life» (Ozhegov & Shvedova, 1992).*

Indisputable is the fact that «education» is a general and eternal category; it is the basis of social reproduction of generations' natural needs and aspirations that prepare future generations for life and social activities. The successful resolution of this problem is to consider the genesis of concept «education» formation taking into consideration its long history, different manifestations and interpretations. In English, the term «education» means education activities and a science of education, although English dictionary sometimes gives one more word for this concept – «pedagogy». It is noteworthy that the American educational dictionaries do not cover the term «pedagogy» because is absorbed by the concept «education». In the absence of a clear separation of conceptual and categorical apparatus, we have the following derivative notions: «aesthetic education», «character education», «Christian education», «cultural education», «health education», «moral education» (Sokol, 2017). In Ukrainian language «education» is derived from the word «chovati» – hide, grow, because the Ukrainian folk pedagogy used this term in the meaning «to protect (hide) child from danger» and then began to mean «grown children, teach the rules of good behavior». Later, it became closely associated with the concept «teaching» and often used as equivalent.

In psychology «education» is «the activity of transferring new-generation social and historical experience; systematic and purposeful influence on the consciousness and human behavior in order to form certain settings, concepts, principles, value orientations that provide conditions for its development, preparation for social life and work» (Newman, 2011, p. 467). Thus, the sociological analysis of the concept «education» includes three basic aspects of the transmission of socio-historical experience to the next generations; the processes of socialization of the individual in the main spheres of public life and understanding of education as a 'process of purposeful, systematic formation of personality in accordance with the normative models within the society» (Polonskiy, 2004, p. 44).

So, modern pedagogy (as science and practice), which seeks to justify theoretically and practically implement the increase of the impact factor of education in development of the person objectively replenishes its conceptual and terminological apparatus with the current deeply interconnected concepts.

Their correct understanding and practical application will enable to increase the efficiency in the implementation of its generic mission in the continuous socio-cultural development of a person throughout life by teaching, provided with high-quality educational outcomes and competitive concepts and qualifications of each person in conditions of globalization and European integration.

The process of formation and development of concepts and terminology of any science is closely associated with the process of formation and development of scientific knowledge. The integration of a concept in pedagogy is a complex and lengthy process of scientific investigation. Indeed, the latest achievements of science, social practice are accumulated and concentrated in terms. The starting material for the formation of concepts serve as sensory images of reality perceived and clearly serves the recipient. This process is carried out by abstraction and generalization of any of these parties' sensory images and understanding them as a special, independent content of thought. As a conversion tool practice, pedagogical integration can eliminate duplication, that optimize the teaching process, lead to the creation of new objects (concepts, theories, educational systems, new courses, activities, change of environment, new models, technologies, teaching tools). The integration of conceptual and categorical apparatus of pedagogy is a purpose for association (synthesis) certain pedagogical concepts into independent educational purpose system which has the aim to ensure the integrity of knowledge and skills.

The integration of pedagogical concepts allows recipients to open new opportunities, to master generalizations cumulative knowledge that freed them from the one-sided development and will improve the conditions for full formation of each individual. Preparation of conceptual and categorical apparatus is connected with structuring and systematizing the scientific pedagogical knowledge. In the process of scientific investigation thesaurus knowledge modeling, identification and classification of basic notions, that are correlated to develop a model of scientific knowledge in the subject plane study of basic educational concepts, takes place. The elaboration of the conceptual apparatus with application of foreign sources lead to better theoretical analysis of the problem of conceptual and categorical determination of pedagogical science apparatus, and thus for further experimental work.

**Conclusions.** Therefore, we may sum up that the problem of specification of major pedagogical concepts is actualized with the gradual consolidation of individual oriented education, result approach to training, qualification measurement of human development, rapid technologizing educational activities. We performed a comparative analysis of basic notions in different countries and we have concluded that scientists speak different languages, in fact, this phenomenon is often observed within the same country. In functional aspect, the issues of concepts are important for evaluation of specialist's professional competence. The skills in scientific research, free and cor-

rect handling of individual concepts are the evidence of professionalism, ability and willingness to scientific and educational activities.

Taking into account all the above mentioned definition of the concept «education», concluded that education is a system of purposeful actions aimed at the comprehensive development of personality (physical, spiritual, and social), the development of specific skills necessary for the life of the individual (safe existence, interaction in society), the incorporation of those or other foundations (values, self, etc.), that are necessary for further independent functioning and development, including for the full potential of the individual. Let us summarize, the wrong (or inaccurate) understanding of the concept sometimes leads to wrong conclusions, and then these inferences affect the behavior of the teacher and, ultimately, the results of educational process. In our opinion, the ordering of conceptual-categorical apparatus is connected with the structuring and systematization of scientific and pedagogical knowledge. In the process of scientific research, the thesaurus modeling of knowledge takes place. The definition and classification of basic concepts are correlated to the development of a model of scientific knowledge in the subject research sphere of main pedagogical concepts. Thus, the use of «blurred» concepts in the practical activities of the teacher generates «visibility of knowledge» professional vocabulary, that is, in the end forms a conceptual field in which different participants in communication understand the same concepts in the form differently, or invest them in other content.

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**SOKOL Mariana** – Candidate of Philology, Ternopil State Medical University, Kachaly str., 1/41, Teropil, 46000, Ukraine ([maryanasokol@ukr.net](mailto:maryanasokol@ukr.net))

**ORCID:** <http://orcid.org/0000-0003-3876-026X>

**ResearcherID:** <http://www.researcherid.com/rid/G-4104-2018>

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### THE CONCEPTUAL ANALYSIS OF THE CONCEPT «EDUCATION»

**Abstract.** The problem of conceptual analysis of the concept «education» is analyzed in the article. It explores the meaning of conceptual-categorical apparatus of pedagogical science. The problem of notions' explication is one of the priorities of teaching pedagogy. Notions explanation is a necessary condition for learning and building theoretical models, understanding the processes of education and training in the dynamics and perspective. The aim of the article is to explain the concept «education» and the basic problems of conceptual-categorical apparatus determination. The main similarities and differences of concept «education» interpretation are analyzed. The formation peculiarities of the concept «education» in philosophy, psychology, sociology and pedagogy are characterized. It is emphasized that the formation of a conceptual system is in constant development and it follows the cyclic spiral of social evolution. The positively-progressive nature of development process of pedagogical conceptual-categorical apparatus is associated not only with the change of the empirical industry, its vision in a different perspective, but also with the introduction of new elements in it, the further improvement of scientific and pedagogical concepts as tools for pedagogy conceptualization.

The need to study the system of basic pedagogical concepts is due to the growing role of the conceptual-categorical apparatus in order to study the historical-pedagogical process. Scientific and pedagogical knowledge as a product of culture and its interaction with the social, natural, informational environment is always in constant development, which imitates the cyclic spiral of social evolution. It develops in two ways: firstly, evolutionary, as the perception and development of knowledge of previous generations in national pedagogical cultures; and secondly, it is jump-free and discrete. In the pedagogical science there are transformations of a global scale, which form a unified system of concepts due to a special type of human activity, that is, professional activity on the exchange of conceptual elements of the international

educational system, which can take place only in the form of communications – simple or complex, informational and many other components.

The operation of concepts is a prerequisite for the study and construction of theoretical models, as well as for the study of educational processes in dynamics and prospects. We believe that the very understandable system of concepts creates a conceptual-categorical apparatus of pedagogical science. The study of the historical features of the system of pedagogical concepts in the history of the development of pedagogical science will positively influence the decision of the pedagogical problem of systematization of knowledge about the conceptual-categorical apparatus and will improve the intellectual level of society.

**Keywords:** concept, conceptual analysis, explication, pedagogy, education, conceptual system.

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