

## Philosophical principles of expertise And their significance for educational expert activity

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Paper received 27.01.17; Accepted for publication 05.02.17.

**Abstract.** This article is dedicated to examination of philosophical outlook to expertise as a main tool of objects assessment in education. The author analyses the theory of knowledge and cognition by philosophical concepts, categories and notions. The article determines types, forms, models of cognition and their criteria. It also substantiates significance of philosophical principles of scientific and expert knowledge for work of educational expert.

**Keywords:** *idealistic and materialistic cognition, scientific and expert cognition, subject, knowledge, expert, expert work.*

**Introduction.** Social and cultural processes of formation of Ukraine as an independent sovereign state have determined looking-for mechanisms of reformation and modernization of general secondary education in view of its transformation into the European educational space. Since the regional systems of secondary education are the integral parts of national public institutions, their development is directly influenced by social and psychological processes of world and Ukrainian state formation, achievements of modern pedagogy and philosophical generalizations.

Analytical and expert component takes quite an important place in the management of general secondary education in the region. It forms the basis for implementation of innovative changes, updating of functioning and development of general educational institutions. Therefore analysis of formation of analytics and expertise in philosophical and social aspect is a topical item.

**Overview of related works.** Person-oriented competency paradigm of education declared by philosophers determines such characteristic as a human centricity, which according to G. A. Dmytrenko, "... will be intensified by technological approaches to the implementation of this direction, it may become the essence of the national educational system, its strategic core" [2, s.8]. So today it is important to apply expertise technology for assessment of quality of education. Since the educational experts are not quite familiar with the philosophical basis of management assessment, we suggest studying mental activity of expert in the light of philosophy. One of the peculiarities of modern research on educational management is the diffusion of philosophical, psychological and pedagogical aspects of expert assessment. Today philosophical aspects of expertise in education are not sufficiently studied. The major contribution to the research was a philosophical concept of clarifying of the conceptual set of educational expertise developed by L. H. Ionin [3]. Klepko S. F. studied the expertise like a tool of knowledge management [4]. Works of Krymskyi at al. allowed distinguishing the problem of object learning process by expert [5]. A. I. Prygozhyn studied rational approach to knowledge that enables understanding of the criteria of expert opinion formation [9].

**Purpose of the study.** The purpose of this research is to study the genesis of formation of philosophical views on analytics and expertise as assessment tools used in the

educational system and to demonstrate the importance of application of philosophical concepts in the process of expert assessment of educational objects.

**Materials and methods.** Genetic method which allowed studying the process of use of philosophical ideas in educational assessment was used in this research. Dialectical approach to cognition of reality, the doctrine of unity of sense and rational helped to understand philosophical concepts in expertise. Structural and functional method was helpful in selection of basic semantic units in the text and determination of their functional purpose. Method of terminological analysis and operationalization of concepts was applied for development of conceptual part of research.

**Results and discussions.** Scientific interest in analytics and expertise in philosophy comes from ancient times. Knowledge and analysis processes have always been the subject of research on gnoseological range of problems of philosophy as they deal with ascertaining of the essence of things and phenomena. Such philosophical characteristics as empirical and theoretical, abstract and concrete, analytical and synthetic, theoretical and practical, general and individual, subjective and objective and the others are important for philosophical understanding of expertise.

At the initial stage of formation the theory of cognition was used to discover and characterize objective, independent of human truth empirically. Therefore such knowledge was identified as pre-scientific spontaneous empirical. It had no own specific methods and tools and was not related to any particular object. The results of this knowledge were used to improve practical activity. Its main forms were everyday human experience; game; mythology; religion; philosophy; science; art.

Later knowledge was considered as "human dimension event, valuable act of strengthening of human nature", Ancient philosophical concept of knowledge were not uniform: when Athens-Plato mentality leads thinking away off objectivity, the Alexandria-Bible tradition dramatized knowledge, regarding its as a divine revelation, guarantee of personal joining to the world of freedom and high spirituality [5, c.4].

In addition, knowledge was considered as *idealistic* (self consciousness) and *materialistic* (the process of creative reflection of objective reality in human consciousness). History of philosophy contains some doctrines that deny the human ability to cognize the world and ideas which consider such ability limited. Different

approaches to resolution of this problem have formed various directions in the theory of cognition: dogmatic, sceptical, agnostic, problematic, phenomenological and conceptualistic [9].

The initial concepts of gnoseology is a subject (as the source of life and cognitive activity) and an object (a part of any reality (natural, social, subjective, mental, emotional) that is apart of cognitive intellect, and to which cognitive activity is directed. Descartes was the first philosopher who grounded the notion of *subject* as a special instance, some "thinking matter". His theory was developed by such philosophers as Kant, Hegel. In particular, Hegel interprets the subject as a definite "... absolute essence."

Philosophy classifies knowledge (which we observe at the sensible, rational and logical and synthesizing levels) as life-experience, artistic, scientific, religion and mystical. At the sensory level knowledge gets through sensation, perception, ideas; rational and logical level of knowledge is characterized by notion, judgment, reasoning; synthesizing level includes experiment, experience and practice. Not all philosophers admit the synthetic level of knowledge, in spite of the fact that just the practice made gnoseology the science which explains the objective laws of origin and formation of knowledge. In other words practice is understood as "subject, targeted human activities" [1, c.225-226].

Classical philosophy treated the context of knowledge rather narrow-minded: it was studied as interaction of subject and object associated with the display of the latter in human mind. S. B. Crymskyi et al. define four models of cognition in philosophy:  $O \rightarrow S$  (one-direction movement from prototype to image as a subjective notion);  $S \rightarrow O$  (movement from subject to object, as a result of cognitive processes objectivation);  $O \rightarrow O$  (differentiation of objectivity levels: primary and secondary);

$S \rightarrow S$  cognitive process as a subject-subject interaction). The author proves that no one model can give effective results, so we must study the process of cognition in all its diversity, taking into consideration the context of immateriality and culture [5, c.13-14].

Since the concept of subject and object are studied in integrity, the cognition represents itself as a process of getting knowledge, making of images, models of reality, striving for mastering reality, to discover its depth; desire to achieve the most important, the most positive state of human perfection [8, s.168]. So it may be declared that the expert improves his/her skill during his/her expert work.

Cognition is divided into various forms of spiritual and practical development of the world: aesthetic and linguistic consciousness, wisdom, art. Human is mastering reality in three forms: spiritual and theoretical, spiritual and practical and practical. The modern philosophical theory proves that practical work has moral limits and ethical value that can not be blocked even by the greatest aims and intentions. That is why consequences of practical deeds need to be morally adequate [2, s.81]. It generates the problem of observance of ethical norm by experts.

Knowledge is a result of cognition. The existential nature of education is in achieving the completeness of

life that is given through education as a triumphal knowledge [11, s.22]. Plato said in his "State," that it is not possible to teach anybody anything, as it is not possible to make blind one who can see, you can only help people to learn how to study that is to awake sole from sleep and direct face of the spirit to the sun of truth. This philosophical view is important in learning experts, especially when you working out programs.

Expertise is referred to spiritual and practical activity of a man, dedicated to transfer objects and cultural phenomena to the results of human activity. The specific features of this activity are "sensual implementation of verity as the scheme of understanding and intuition," because it is the very thing forming world outlook of personality (in our understanding of an expert) as one of the results of cognition. Any professional expert assessment contains a set of social and political, moral and aesthetic evaluations. Its standard criteria are efficiency, successfulness, feasibility [2, s.14-27].

A. I. Prygozhyn emphasized that all the course of cognition is connected with ability of a person to ask the nature some questions. At the same time, the dialogue of human with nature isolated him from it, instead of making closer. He underlined that the world of science and technology even if it excluded the man from objective contexts of activity, gave him the benefits of system that can be managed. Supported by religion and philosophy scientists have come to conclusion on self-sufficiency of its activities, which uses all the possibilities of rational approach to natural phenomena [9, s.44-48, 96].

It is important for experts-analysts to know the philosophical aspects of cognition because they use such forms of rational thinking as a concept, opinion and conclusion. The *concept* is a logical form, which displays general features, characteristics, properties of certain things, phenomena or objects. Any concept is the result of generalization and abstraction stated in the definitions. *Opinion* is a form of thinking which confirms or denied something. *Conclusion* is a form of rational thinking which helps to get knowledge on the base of at least two opinions [4, c.231]. Y. M. Shvalb considers that expert opinion differs from conventional assessment opinions with "reflexive certainty" of definite point of view [12, s.4].

Rise of the theory of scientific cognition is associated with substantiation of the term "method", i.e. with the advent of experimental science in the XVII century. The definition of the method by Descartes in particular gave an idea of existence of rules that will become a barrier to distinguish between true and false through intuition and deduction. Discourse on the Method by Descartes as well as Leibniz theory has become the background for the development of mathematical logic.

Modern methodology of science interprets method as systematic procedure that consists of a series of operations, application of which helps to achieve goals. Difficult way of scientific methods development resulted in distinguishing of dialectical, systems and experimental methods. Understanding of the philosophical principles of a method allows experts reasonably choose the most efficient means for analysis and assessment. Such methods as induction and deduction are used by educational experts for modelling of expert conclusion,

when you need to assess objects with constantly variable characteristics.

Substantiation of hipoteko-deductive model of research analysis has become an important aspect of philosophical studies in the field of scientific cognition, based on which contemporary science clearly shows correlation between logic of revealed findings and hypotheses [10, s.18-19].

Interpretation of expertise is associated with researches. That is why competent expert always uses method of hipoteko-deductive analysis, which supposes application of statistical methods of information processing.

Although philosophers have not considered the notion of expert cognition itself, yet the development of scientific ideas in the field of cognition went by three courses: empirical-natural cognition (today it is called 'ordinary'), expert cognition (when there is a knowledge between a subject and an object) and scientific cognition, directed to application of rational thinking, strict hipoteko-deductive logic and outlining of definite criteria for novelty of acquired truth.

Scientific cognition differs with such elements as object and subject of cognition, special methods (philosophic: dialectic, hermeneutical, phenomenological, etc.) scientific methods (structural-functional systems, probabilistic, etc.) general logical methods (analysis and synthesis, induction and deduction, modelling, etc.), forms and linguistic means, goals and participation of prepared group of people.

The forms of scientific cognition is the idea (logical form of reflection of certain connections, which is directed to practical implementation); problem (some form of ignorance, in other words it is contradiction by itself); concept (a form of scientific knowledge, which reflects integral cognition of object and understanding of its results); hypothesis (hypothetical knowledge, important form of science development) [1, s.233-234].

Ideas, concepts, hypotheses are important attributes of expert activity. Although expertise in education is carried out according to plan, definite programs, expert ideas may contribute a lot. These ideas are important in terms of working out of a program of educational institution development which may be enriched by suggestions of experts.

Ideas of Karl Mannheim, which proved that between subject and object certainly there is a "certain knowledge" is very important in terms of expert cognition. Karl Mannheim describes these stages of cognition: 1) the subject achieved knowledge, reproduce that which is to be known (copy-theory); 2) the object world is evolved by unaided efforts of a subject (spontaneity theory); 3) knowledge arises on the basis of an order pervading the subject and the to-be-known alike [7]. Indeed, experts often make copy (similar, repeated) acts when working with the same type of objects. When he/she have to think, consider the problem he/she uses spontaneity theory. And sometimes, when expert has no grounds he/she applies intuition and creative thinking.

These philosophical epistemological views clearly reflect on expert cognition, since both expert and the object always deal with knowledge on the specific field of science. Depending on the level of knowledge and methods used in a particular science, expert identifies

educational and management situation, forms his/her judgement, makes expert opinion, analyzes trends of functioning and operation of the object and offers solutions on the prospects of its development. For example, the teaching staff can be evaluated in terms of psychological, pedagogical, administrative knowledge of expert. Therefore, speciality of expert should be taken into consideration at selection of expert.

The main issue of the expertise is "the nature of truth" [6, s.156], that proves well-known Sokrat doctrine: "There is only one correct tool, which must be used for evaluation of everything. It is mind," "wrong deed without knowledge ... is the result of ignorance."

There are no doubts that expertise engages laws of dialectics as "the art of finding the truth by disclosure of contradictions in thinking," which is associated with the etymology of the word - to have a conversation, discussion, that is to say the truth by Plato lies in transition from one hypothesis to another [8, s.111]. We know that Socrates called such art maieutics that helps to originate new opinion. Dialectical contradiction between a form and content in expert examination is manifested in the way that the expert should give an objective assessment using subjective methods of evaluation. Thus, not each knowledge can be considered expert. If truth is important for knowledge, then it is scientific, but if thoughts of competent person are of importance then it is expert knowledge.

Method of abductive thinking which starts with an analysis and clear assessment of facts determining the choice of hypotheses for their explanation may also contribute understanding the essence of expert work. This method does not guarantee the revelation of truth, but facilitates its search because it is able to explain the relevant facts.

According to Peirce the main difference between abduction and classical induction is that hypothesis must explain not only the facts that are subject to empirical observation, but that ones obtained indirectly; hypothesis should include a question that must be answered. Any hypothesis must meet the criteria of checkability [9, s.128-130].

During its development expertise used a full range of achievement of philosophy in study of truth as a result of scientific cognition. If we take into consideration philosophical principles of distinction between truth and opinion, which first were proposed by Parmenides, we may say that this epistemological problem in educational expertise has not been solved till today. Subjects of educational management always use just an expert (opinion) and to prove the truth of opinion you should again make examination of expertise.

Appearance of philosophical concept of scientific cognition and beginning of analytics as a science gave impetus to popularization and application of logic models of cognition. Since a human is not only an initiator, creator and performer, but also a tool of analysis and assessment, for the understanding of subject of expert cognition and analysis the following philosophical concept are of a special importance: *the role of subject and object, subjectivity, subjectivization, knowledge, symbolization of things and ideas, Plato structure of the world of culture and creativity archetypes, a word as an*

*ontological principle of comprehension of being, criteria of truth, the concept of primary and secondary, meaning of mind in the analysis and evaluation, acmeological aspects, human activity, human experience.*

**Conclusions.** Thus, the philosophy for the entire period of its development through centuries studied expert cognition modifying and specifying philosophical conceptual foundations of knowledge development. In particular, philosophy of expert cognition and analysis comprises the following aspects: *ontological* (subject and subjective nature of cognition); *gnoseological* (truth, sense), *psychological* (consciousness and mind, senses and mind); *expert* (faith, intuition, knowledge); *praxeological* (empirical and theoretical level of

cognition, structure and form of experience); *sociological* (science, religion, art and ideology as social institutions determining way of cognition and analysis); *axiological* (peculiarity and criteria of scientific cognition).

Knowledge and understanding of the philosophical principles of expertise is important for experts engaged in updating of quality of general secondary education in the region. In other words assessment of educational objects is performed directly through expert knowledge and analysis based on philosophical contemplation of the world, projection of philosophical ideas on the assessment of educational objects, study of educational processes through laws and rules of philosophy.

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**Аннотация.** Стаття посвящена рассмотрению философских взглядов на экспертизу как основной технологии оценивания объектов в образовании. Проведен анализ теории познания через философские концепции, категории, понятия. Очерчены виды, формы, модели познания, их критерии. Обосновано значение философских принципов научного и экспертного познания для работы образовательного эксперта.

**Ключевые слова:** *познание идеалистичное и материалистическое, научное и экспертное познание, субъект, знание, эксперт, экспертная работа.*