

SCIENTIFIC AND PEDAGOGICAL SCHOOL OF PROFESSOR E.G. OSOVSKY: ESTABLISHMENT AND DEVELOPMENTAL PROSPECTS

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Abstract: This paper has endeavored to analyze the scientific and pedagogical school of Efim Grigorievich Osovsky (1930-2004), provide an overview of its main research directions, and reveal the multifacetedness and depth of academic interests of the scientist and his contribution to raising several generations of researchers, university teachers and educators. The authors show that E. G. Osovsky was a founder of the priority directions in pedagogical science – the split of the history of professional-technical education into an independent branch of the history of pedagogy; the study of the history of education in the region as an integral part of the Russian and global historical and cultural process; the study of regional historical and pedagogical problems using an interdisciplinary geopolitical approach; the study of pedagogy of Russian emigration.

Keywords: scientific school, scientific and pedagogical school, E.G. Osovsky, research team, history of pedagogy, pedagogical regionology, professional-technical education, pedagogy of Russian emigration.

1 Introduction

Scientific and pedagogical school is not only a unique phenomenon of consolidation and self-identification of the scientific community, but also a rather effective mechanism for preserving and passing on to future generation the best scientific traditions thus fueling the forward development of a scientific thought. As integration of education and science within the university is gaining pace, it is hard to overestimate the value of a scientific and pedagogical school for raising highly qualified scientists-educators. Therefore, appreciation of the splendid heritage of scientific and pedagogical schools of Soviet and Russian scientists becomes especially relevant, inter alia through the prism of challenges faced by pedagogical science and education today.

Universal recognition from the Russian and foreign historical and pedagogical community was received by the scientific and pedagogical school of Efim Grigorievich Osovsky (1930-2004), a corresponding member of the Russian Academy of Education, an active member of the International Pedagogical Academy, Doctor of Pedagogical Sciences, Professor, Honored Scientist of the Republic of Mordovia.

Being an outstanding scientist-educator, mentor and teacher, E. G. Osovsky built a team of like-minded people - scientists and educators, teachers, post-graduates and doctoral students from Russian universities, who were highly efficient at carrying out the scientific research. Under his leadership, about 40 PhD theses for Candidate of Science and Doctor of Science degrees were defended. During the lifetime of E. G. Osovsky, a bridge was built between the generations of researchers who grew up on his bold and original scientific ideas and amazing experience of creative professional communication, which has become a genuine school of scientific exploration and research culture. Led by E. G. Osovsky, the Department of Pedagogy has established close scientific ties with many Russian universities and research institutions: scientific institutes of the Russian Academy of Education and the Russian Academy of Sciences, the International Pedagogical Academy, the University of the Russian Academy of Education, the St. Petersburg University of Advanced Pedagogical Skills and the Academy of Culture, pedagogical universities of Moscow, Nizhny Novgorod, Chuvash, Kazan, Vladimir, Bashkir and other cities, many

classical universities (Kazan, Tyumen, Saratov, Saransk, Penza, Samara, Arzamas, etc.), and many others.

2 Literature Review

The most effective force in training researchers and scientists and in propelling the science are scientific schools (schools in science).

As the analysis of literature shows, scientific schools emerged long ago in ancient Greece (schools of Pythagoras, Hippocrates, Plato, Aristotle, etc.). Philosophical schools were pedagogical, and addressed the tasks of teaching and education (Grezneva, 2004).

The first scientific schools as a form of organizing collective scientific activity were created on the model of art schools of the Renaissance, because up to the second half of the 18th century scientific activity had an individual character. Such schools emerged on the basis of universities around scientists as "schools of experimental skill" (for example, the chemical school of J. Liebig).

At the outset of the 20th century, due to the opening of scientific laboratories at the developing industrial enterprises and research institutes, scientific schools began to appear in research institutions.

The term "scientific school" is used "in relation to a relatively small research team, united not so much by organizational frames and a specific topic, but rather by a system of shared views, ideas, interests, traditions that are preserved, transmitted and developed in the course of generational change" (Leading scientific schools in Russia. Guide, 1998). With the main features of the scientific school being as follows: the commonality of scientific interests of the school representatives and the scientific relevance of the problems under research; the level of scientific results of the school and its recognition in the country and abroad; role of the scientific leader; stability and prospects of the school (succession of scientific generations, work with scientific youth, permanently run academic seminar) (Grezneva, 2004).

A traditional approach to examining scientific school is to view it as a historically conditioned organizational form of activity of a group of researchers. Since this activity is aimed not only to "produce" scientific ideas, but also to "produce" scientists.

The problems of scientific schools' establishment and development, identification of their distinctive features and characteristics, criteria and indicators receive considerable attention from the Russian and foreign researchers in the field of science studies, history of science and social disciplines (Vladimirov, 2013; Grezneva, 2004; Ustyuzhanina et al., 2011; Kuzoro, 2019; Loginova, 2000; Mirskaya, 2002; Yaroshevsky, 1977).

Social and psychological phenomenon of scientific schools and the history of development of scientific schools in psychology are explored within social psychology (M. G. Yaroshevsky (1977) and his scientific school). M. G. Yaroshevsky (1977) believes that "schools in science... have a dual function - educational (developing creativity) and research...". His suggestion is to classify scientific schools into three groups: 1) Scientific and educational school (scientific-pedagogical); 2) School as a research team; 3) School as a direction. Difficulties associated with differentiation, according to M. G. Yaroshevsky (1977), are caused, firstly, by the fact that one and the same scientist may be the leader in the schools of all three types, and secondly, by the fact that, as in any other typology, "pure" forms are the rarest occasion; and the mixed types are most common...

According to N. A. Loginova (2000), the attributes of a scientific school include the presence of a program developed by its

leader, direct communication between members of the school, availability of methodological tools, and the established internal standards for performance evaluation.

Professor E. Z. Mirskaya (2002) believes that "the term 'school' is used to designate a research team or community of informally interacting scientists united around an academic leader and sharing his scientific ideas and implementing a single, usually innovative, research program. The cornerstone of the scientific school is self-organization.

In pedagogical science, schools of science are usually differentiated only for appreciating the ideas developed by this or that pedagogical scientific school. Thus, Grezneva (2004) has offered the following classification of scientific schools: by the type of links between members of a scientific school - a scientific movement, "an invisible college", or a research team; by the status of a scientific idea - experimental or theoretical; by the breadth of the subject area under study - narrow-focused or broad-focused; by the functional purpose of the knowledge produced - fundamental or applied; by the organizational form of students' activities - individual R&D or group R&D; by the nature of intergenerational links - one-level or multilevel; by the degree of institutionalization - informal, clubs, or institutional; by the level of operation - national, local, personal.

Many studies (Bokareva & Bokarev, 2014; Laptun & Tikhonov, 2018; Ronzhina & Efano, 2018) are devoted to the analysis of the history of establishment and development prospects of certain scientific schools. For example, A.I. Vladimirov (2013) and other researchers reveal the problems of development and preservation of scientific and pedagogical schools at Gubkin University.

Speaking about scientific schools that are created and developed under the auspices of universities, it should be noted that the most important task of the scientific school at the university is to train scientists-educators, and that is the case when we should speak about the scientific and pedagogical school.

Studying the establishment and development of the scientific and pedagogical school of E. G. Osovsky, several works should be highlighted that cast light on various aspects and directions of its multifaceted activities. Thus, in the works of T. I. Shukshina (2005), I. L. Naumchenko (1990) the versatile scientific and pedagogical creativity of E. G. Osovsky is explored.

The publications of P. N. Osipov (2016) and other researchers show the enormous influence wielded by E. G. Osovsky over establishment and development of professional pedagogy.

The works of M. V. Boguslavsky (2005a, 2005b) reveal the role of Professor E. G. Osovsky in the study of establishment and development of pedagogy in Russian emigration.

Publications of T. I. Shukshina and I. A. Zetkina (2006) provide the analysis of the research laboratory "Education in the Mordovian Region" as a line of research on regional history of education.

Publications by V. P. Kirzhaeva and O. E. Osovsky (Kirzhaeva et al., 2019) pursue further research to trace the development of the direction related to the history of education in Russian emigration.

3 Research Methodological Framework

The purpose of this paper is to study the establishment and evolution and to predict the development prospects of the main directions of scientific and pedagogical school of Professor E.G. Osovsky.

The study is based on historical-pedagogical, anthropological and hermeneutic approaches. Taking into account the specifics of pedagogical research, the following methods were employed: theoretical (analysis and synthesis, systematization, classification, concretization, conceptual-terminological, biographical); empirical (observation, study and synthesis of

scientific heritage and teaching experience, etc.). The main research objectives were as follows: 1) Identify specific features incidental to E. G. Osovsky's scientific and pedagogical school; 2) Analyze the priority lines of research pursued by E. G. Osovsky's scientific and pedagogical school - establishment and development of professional-technical education, specifics of education and pedagogical thought in the Mordovian region, history of pedagogy and education in the Russian emigration (1920-1950ss); 3) Evaluate the scientific contribution of E. G. Osovsky to the pedagogical science.

4 Findings and Discussion

A scientific and pedagogical school is a cohesive team of scientists and educators working together for several years and conducting research and training of highly qualified personnel. With regard to the university, it is a team of scientists and educators united by a common scientific direction, working under the guidance of a leader, who is well-known in the scientific and pedagogical community, and comprised of doctors and candidates of science, young scientists, teachers, associates and postgraduates. The main characteristics of a school are productive scientific and pedagogical activities, succession of generations, recognition of the scientific direction and the high level of research by the international and domestic scientific and pedagogical community.

Drawing from the research of B. Ostwald, who identified four main groups of the inherent qualities of a scientific school founder, essential for its establishment, we should point out that Professor E. G. Osovsky possessed all the necessary qualities, namely: the qualities that characterize school founder as a researcher - personal interest in the development of certain scientific problems, high motivation, ability to focus on relevant problems of practice and theory, sensitivity and susceptibility to novelties, ability to generate ideas, critical talent, clear intellectual position, etc.; qualities that characterize the scientist as an organizer; pedagogical capabilities of the school leader consist in the ability to express his thoughts and beliefs in a vivid and clear way and to convince others, the ability to inspire and spark enthusiasm, etc., as well as other personal qualities - spiritual and moral-ethical qualities (Grezneva, 2004).

E. G. Osovsky was the founder of a number of priority directions in pedagogical science: establishment and development of history and theory of professional education; education and pedagogical thought of the Mordovian region; pedagogy of Russian emigration (1920-1950ss). The fundamental nature of his research became a solid foundation for the activities of the scientific and pedagogical school established by him (Shukshina, 2005).

One of the main directions of his scientific pursuit was exploration of the problems of pedagogy and psychology of professional-technical education. In his monographs and doctoral thesis, the theory of professional-technical education was first considered as a subject of historical and pedagogical research. The result of these scientific pursuit was the split of the history of professional-technical education into an independent branch of history of pedagogy. In addition, the methodology and methods of research were developed, a holistic historical picture of the development of professional-technical education in Russia was restored, the theoretical foundation for the development of professional-technical education in the historical context were laid (Osipov, 2016; Shukshina, 2019).

Today the problem of professional-technical education modernization has become of particular relevance. In order to render this process more effective, we need to draw on and benefit from the knowledge on the history of professional-technical education. The theoretical core formed in his heritage on the professional-technical education is of great interest for researchers. Candidate's theses were written and defended in this research field (by N. I. Enaleeva, O. B. Kiryakova, N. A. Savinova, E. G. Sergushin and other teachers from different Russian universities).

The next research direction pursued by the scientific and pedagogical school of E. G. Osovsky is examination of the problems of development of education and pedagogical thought in the Mordovian region.

Targeted research on the history of education and teaching in the Mordovian region began long before institutionalization of this direction. Back in the 1970s, E. G. Osovsky showed research interest to the historical and pedagogical aspect of the region study, which was triggered by the need to develop local history sections of a university course on the history of education.

The ideas of the research direction "Education and Pedagogical Thought in the Mordovian Region" are reflected in the works of E. G. Osovsky, as well as in the works of his numerous pupils and followers. He managed, within the framework of a dominant ideological paradigm, to overcome the one-sidedness of scientific judgments on the essence of pedagogical phenomena. The scientist was committed to view the history of education in the region as an integral part of the Russian and global historical and cultural process, characterized by the uniqueness of national authenticity. His lecture course became a stepping stone for the development of principles of historicism, cultural expediency, socio-cultural and axiological approaches to the study of problems of pedagogical regionology. Exploration of regional historical and pedagogical problems from the angle of interdisciplinary geopolitical approach to the study of the history of education in the Russian regions, proposed by E. G. Osovsky, has a fundamental importance for the research team that continues to pave the way forward for this scientific direction (Shukshina & Zetkina, 2006).

It should be noted that within this research direction, both single-author and collective monographs were prepared, candidate's theses (I. A. Klimashin, L. V. Kudaeva, V. I. Laptun, I. G. Zubareva, S. A. Ivliev, etc.) and doctoral dissertations (S. V. Grachev, I. A. Zetkina, T. I. Shukshina, etc.) were defended. As concerns the research potential of this direction, the major goal is not to lose momentum in the achievements of the research on education and pedagogical thought in the Mordovian region and the development of pedagogical regionology and constantly monitor the present-day historical and pedagogical process within the regional educational space.

The quintessence of E. G. Osovsky's scientific creativity is the study of problems related to the history of pedagogy and education of Russian emigration. In 1993, upon his initiative, an inter-university laboratory was created, which set the stage for the study of problems of the Russian school and pedagogy in the "first wave" of Russian emigration. It included researchers not only from the Mordovian Pedagogical Institute, but also from the Mordovian State University, universities of Moscow, Nizhny Novgorod, Tomsk, St. Petersburg, Kazan and other cities. In 1996, his anthology "Pedagogy of the Russian Emigration" was published, which first made the philosophical and pedagogical heritage of emigration known to public. In the following years, under his guidance another monograph "Essay on the History of Education and Pedagogical Thought of the Russian Emigration (1920 - 1950s)", collections of selected works by S. I. Hessen (2001), V. V. Zenkovsky (2003), and several academic papers were published. Russian nationwide conferences on this topic were held in Saransk (1994, 1997, 2000). The grants received by the scientific school from the Russian Foundation for Humanities (1966-1999; 1997) should be considered as evidence of its recognition.

This topic has been successfully explored and continues to be elaborated by the students of E. G. Osovsky. Candidate's works (V. E. Deryuga, E. V. Kiryashova, S. K. Kudryashova, V. A. Sukhacheva, etc.) were defended in this field of research. The layer of historical and pedagogical material discovered by E. G. Osovsky today finds reflection in the works of many Russian and foreign researchers (Boguslavsky, 2005a, 2005b).

The above research directions do not represent the full spectrum of E. G. Osovsky's scientific interests; his scientific pursuits were multifaceted and fruitful. Scientific interests of the scientist

also included the problems of methodology, theory and practice of general education, innovative processes in pedagogical education, issues of practice-oriented training. Back in 1971, he was the first to raise the problem of pedagogical profession and standards of teacher training. He was the author of the complex of original programs for normative and special courses: on educational methodology, social pedagogy, history of education and pedagogy, etc.

Work of the scientist in the post-Soviet period was directed at conceptualizing new approaches to the problems of the history of education and reinvigoration of its aspects, which had not received objective examination in the past (alternative pedagogy in 1920s, M.M. Bakhtin and pedagogy, problems of social pedagogy, etc.). E. G. Osovsky is the author of over 400 scientific works of various genres. The scientist's works have a high citation index in various literature: encyclopedic, scientific, educational, dissertation works (Shukshina, 2005).

Efim Grigorievich possessed a great combination of the traits of scientist and of organizer of pedagogical science and innovative educational practice. He developed, published and implemented an original concept for preparing and holding pedagogical olympiads based on the technology of sharing of responsibilities (Savinova et al., 2018).

Along with that, the scientist had done a remarkable job concerned with organization of science. Only in recent years, he was a member of three dissertation councils: on defense of doctoral dissertations for pedagogical specialties at Mordovian State Pedagogical Institute and Nizhny Novgorod State Pedagogical University, as well as on philosophy at N. P. Ogarev's Mordovia State University.

5 Conclusion

Research team of the scientific and pedagogical school of E. G. Osovsky, the scientist's followers carry forward and develop the cause started by their teacher. The dissertation studies are undertaken. International Research and Practice Conference Osovsky's Pedagogical Readings "Education in the Modern World: New time - New Solutions" is held annually. Thus, in 2019/2020 academic year the 13th Osovsky's pedagogical readings took place and attracted a wide range of participants not only from different Russian regions, but also from abroad. MSPI pursues exploration and experimental activities as a federal innovation forum of the Ministry of Education and Science of the Russian Federation and as a scientific innovation platform of the Russian Academy of Education for the development of a model of a higher education institution to act as a center of pedagogical education and for the scientific and methodological support of general, secondary vocational and additional education in the region. With the support of the Russian Foundation for Basic Research, the research is carried out on methodology, theory and technologies of practice-oriented training in the innovative educational environment of the university. Vigorous research and publishing activities unfold. The traditional interuniversity theoretical seminar "Modern Problems of Pedagogical Science and Practice", where the results of research are discussed and consolidated, continues its work.

Still, the stature of Efim Grigorievich Osovsky as a scientist, an educator and an innovator has yet to be thoroughly and comprehensively examined. We believe that this is a promising direction for the research by not only young scientists from MSPI, where Efim Grigorievich spent most of his working life, but also from other universities across Russia, with which the scientist has a close contact.

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