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**THE MAIN DEFINITIONS OF RESEARCH INTO THE PROBLEM
OF THE SCIENTIFIC THESAURUS DEVELOPMENT
OF THE NATIONAL THEORY OF EDUCATION MANAGEMENT
(THE LAST QUARTER OF XX – THE BEGINNING OF XXI CENTURY)**

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The Main Definitions of Research into the Problem of the Scientific Thesaurus Development of the National Theory of Education Management (the Last Quarter of XX – the Beginning of XXI Century)

An attempt to solve the problem of the correlation between the terms "conceptual-categorical apparatus", "terminology", "term system", and "thesaurus" was made. The criteria which can help to separate pedagogical categories from concepts were determined. The author's position as for correlation and usage within research into the problem of the scientific thesaurus development of the national theory of education management (the last quarter of XX – the beginning of XXI century) and the definitions of terms "conceptual-categorical apparatus", "terminology", "term system", "thesaurus" were substantiated. On the basis of deep analysis of the term "thesaurus" three meaningful groups of its definition ("the dictionary one", "the information and search one", "the knowledge one"), the essence and the contents of the key research term "scientific thesaurus development of the national theory of education management" were specified. The term is considered in both the broad and narrow meaning. In the broad meaning it is regarded as a complex, open, composed, hierarchic system of categories, notions, terms, which are the basis of the principle statements of education management theory. In the narrow meaning it is regarded as a universal terminology model of education management theory (thesaurus is a specially organized system of words and expressions of the national theory of education management). The analysis of the main terms of the researched problem made in this article allows us to solve the task of justification the criteria of development of the scientific thesaurus development of the national theory of education management (the last quarter of XX – the beginning of XXI century)

Key words: notion, category, term, thesaurus, thesaurus of education management theory.

Research into the problem of the scientific thesaurus development of the national theory of education management (the last quarter of XX – the beginning of XXI century) is impossible without defining the essence of the key notion “thesaurus of education management theory”.

The totality of notions of one or another sphere of scientific knowledge in modern scientific literature is called “conceptual-categorical apparatus”, “terminology”, “and term system”, and more often “thesaurus”. In this regard, the necessity to analyze these notions arises. And it has to give the answer to the question if they are identical.

As V. Krayevskiy remarked, indiscriminateness to terminological unambiguity is a significant flaw that affects the development of our science and forces to question the affiliation of some works, which claim to be scientific, with the field of the scientific knowledge at all. The requirement of unambiguity is a part of the number of indicators of the scientific nature of a dissertation research [2].

The article aims at considering the main definitions of research into the problem of the scientific thesaurus development of the national theory of education management from the last quarter of XX till the beginning of XXI century and to specify the essence and content of the key term “thesaurus of education management theory”.

Different aspects of the problem of thesaurus have been studied by such Ukrainian and foreign scholars as: V. Demchenko, M. Epshtein, O. Zbanatska, S. Klepko, A. Kostyna, Val. Lukov and Vl. Lukov, T. Markarova, Sandra K. Roe and Alan R. Thomas, S. Sysoyeva, I. Sokolova, M. Tchursin and others. In spite of this fact, it should be noted that the complex systematic research into the problem of the scientific thesaurus development of the national theory of education management from the last quarter of XX till the beginning of XXI century has never been conducted in Ukraine.

As for the term “conceptual-categorical apparatus”, some scholars do not differentiate between the terms “concept” and “category” at all, using them as synonyms. However, in the vicinity of the terms “concept” and “category” there are

significant differences between them. Any category is a notion, but not any notion can become a category. Transition of a notion into a category is a rather long and complicated process.

The criteria, with the help of which we can distinguish between pedagogical categories and notions are substantiated by V. Hershunsky: first of all, unlike notions, the pedagogical categories cover wider branch of educational activities and characterize not separate specific features of a certain object, but more essential properties of all subjects of these kind; secondly, categorical structure of scientific-pedagogical thinking changes more slowly than education conceptual apparatus does. Pedagogical categories are more historical than pedagogical notions. Their scientific significance, stability and solidity are confirmed by wide and long pedagogical practice; thirdly, peculiarity of pedagogical categories is in fact, that each of them reflects pedagogical phenomenon not only in state, but also in normative state. Inherently, they provide categorical requirements. That is why pedagogical categories determine content and the list of relevant pedagogical principles. In this regard, the level of the elaborated categorical apparatus mostly determines the level of pedagogical science development [11, p. 64 – 71].

I. Kantor mentions, that the whole system of notions concentrates around the categories of the greatest degree of depth and universality, base of a system [11, p. 45].

Thus, taking into account everything given above we can conclude that in the process of scientific research theoretical systems are created. They consist of abstractions totality: categorical apparatus, i.e. system concepts, where the object of this sphere of knowledge is reflected. In such a way, pedagogical categories are pedagogical concepts of scientific importance, stability and solidity which are confirmed by extensive long pedagogical practice.

As it was mentioned before, the process of notion formation is rather hard and long. The latest achievements of science and social practice are accumulated and concentrated in definitions. Verbal clearance is the last stage of notion's formation. Verbal clearance of notion is a term. One of the essential features of a science term is

its operation in terminology or terminology. Notions “terminology” and “and term system” are ones of fundamental notions about terms. The problem of definition of these concepts, the same as the question of their value have become the subject of such leading experts in terminology studies: D. Lotte, V. Danilenko, S. Grinyova, B. Letchyka , O. Akhmanova, A. Superanskoyi, O. Shmelev and others.

The analysis of scientific and educational literature that was made, has showed that that the main criteria for distinction between the terms “terminology” and “and term system” is the criteria of spontaneity or wise versa ordering together terminological units that serve a particular area of special knowledge.

However, not all scalars agree with such approach to the questions that are discussed. Thus, V. Tatarinov mentions “...if it had not been called a set of terminological units that serve a particular industry or sphere of human activity, these items are interrelated into a “set “ of terminological units located in a certain equilibrium, that is used to say, starting for the 30s of 19 century, a terminological system. From what a terminological system is often called a terminology, they should not be refused in consistency. The word “term system” appeared under the influence everywhere enthusiasm by a system method in a mentioned period of time. Basing on this situation, it seems to be irrational to fix the word "terminology" as a spontaneous understanding of the terminology of the existing terms and “term system” as ordered terminology [22, p. 268].

This point of view is based on rather serious reasons: first of all non organized collection are also consisted of elements; secondly, the elements of this system are connected in certain way, and it isn't important that this connection has external or casual nature; thirdly, this link combines the elements together in some forms, differently named, according to the elements` quality that this link contains; fourthly, as there is a link between the elements, then there is an inevitable manifestation of certain laws, and as a result availability of temporary or spatial order[1, p. 40-41; 7, p. 37].

Therefore, the notion of “category” (as notion of the depth and universality largest degree) and terms, as their oral expressions, appear as elements of

terminology and make its basis. That is why we think, that that in determining the set of concepts and categories of a science, it is more correct to use the term “terminology” than the term “conceptual-categorical apparatus”. As for the correlation between the terms “terminology” and “term system” within our investigation, according to V. Tatarinov and other point of view, we will not make a difference between them and will use them as equivalent. However, despite of this, it should be mentioned that today there is another approach to delimitate the notions “terminology” and “term system”. Cognitive approach brings a new accent into a long discussion around the notions that we are examined. From its position, “a term system” is determined as a structure which conceptual design reflects the knowledge of the world, on which operations are being carried out in the human cognitive system in the process of perception and speech generation [24, p. 8].

In her turn, L. Manerko basing on the postulate of multi-linguistic mental existence of a human being offers term system as a deliberately designed set of terms that is revealed with the help of categorized and conceptualized information based on logical and conceptual, cognitive-linguistic, discursive and proper terminology requirements [10, pp. 119 – 120].

According to this information, the researcher believes that we should not line up between the notions “terminology” and “term system” as the notion of "terminology" is relevant to regulative human activities within the process of nomination, while “term system” is linked to human classifying activities, directed at sorting and quantification of relations between terms that are marked by them. In such a way, terminology is a verbalized result of specialist’s cognitive activity, connected with understanding and development of his professional experience . Term system of a specific field of knowledge or activity is a kind of "reflection" of how expert conceptualizes and categorizes surrounding reality, which elements are relevant and the most important for him.

So, according to this approach, “terminology” is a set the terms of a branch of science that are directly or indirectly linked logically and conceptually, semantically and with the help of other relations, and “term system” is a deliberately constructed

set of terms, detected by conceptualized and categorized information based on logical and conceptual, cognitive-linguistic, discursive and terminological requirements [17].

From our point of view, such approach to the determination of the notion “term system” is very close to the essence understanding of such notion as “thesaurus”. T. Cherv’yakova and L. Sharikova mentioned that according to the new studies thesaurus can be described as a system of conceptual meanings verbally presented by terminological units.

For the first time the term “thesaurus” was used by the Florentine scholar Brunetto Latini in the title of a systematic encyclopedia. He called his work “The Book of Treasure”, which corresponded to the semantics of the term “thesaurus” – treasury, wealth [17].

The term “thesaurus” is scientifically relevant and conventional in the Pedagogy. It is widely used in scientific and educational literature. But, despite this, there is no unambiguous and universally accepted definition of this term hitherto. Some interpretations of the notion of “thesaurus” are shown in Table 1.

Table 1.

Interpretation of the notion of “thesaurus”

№	Author/Resource	Interpretation of the term “thesaurus”
1.	Velykyi Tlumachnyi Slovnyk Suchasnoi Ukrayinskoi Movy [The Great Explanatory Dictionary of Modern Ukrainian] [1]	Thesaurus, masc., ling. 1. A monolingual (explanatory or thematic) dictionary that aims at maximum coverage of vocabulary of a given language. // A dictionary that presents the full-scale vocabulary of a definite language with examples of using it in a text. 2. A dictionary in which words belonging to a certain field of knowledge are placed thematically, and in which semantic relations between lexical units are displayed.
2.	O. Demchenko [4]	Thesaurus – is a complete and systematic list of definitions for specifying some key notion.
3.	Entsyklopedychnyi slovnyk z derzhavnogo upravlinnya [Encyclopedic Dictionary of Public Administration] [5]	Thesaurus – is a dictionary which presents the full-scale vocabulary of a definite language with examples of using it in a text. In a thesaurus words belonging to a certain field of knowledge are placed thematically, and semantic relations between lexical units are displayed.

Continuation of table 1

4.	Val. Lukov ra Vol. Lukov [6]	Thesaurus – is a full-scale systematic construction of knowledge acquired by a social individual. This knowledge is essential for him as a means of orientation in the environment. This is also the knowledge that expands his understanding of himself and the world, gives impulses for a happy, interesting, and a multi-faceted life.
5.	Pedagogychnyi slovnyk: Dlya studentiv vyshchyykh i serendykh pedagogichnykh navchalnykh zakladiv [Pedagogical Dictionary: For students of higher and secondary Teacher's Training Establishments][8]	Thesaurus - 1) a linguistic dictionary of a language with complete semantic information; 2) a complete systematic collection of data on any branch of knowledge that allows a man or a machine to freely navigate in it; 3) a dictionary of a discipline, a state educational standard.
6.	O. Petunin [9]	Thesaurus – is a full, detailed and systematic list (set, dictionary) of terms, definitions, characteristics which clarify or specify a particular key notion or category.
7.	A. Reshetnichenko [10]	Thesaurus – is an ideologically ordered notion and category conceptualization system of methods of cognition and further development of a human, state and society.
8.	S. Sysoyeva, I. Sokolova [11]	Thesaurus – is a system of concepts that are meant to be mastered and actualized by a person with the aim of successful understanding the subject of the scientific knowledge.
9.	Slovnyk inshomovnykh sliv [The Dictionary of Foreign Words][13]	Thesaurus (Gr. treasure) – is a set of concepts of a certain science accumulated by a person or a group. In a narrow sense, it is a dictionary for finding words of a language according to their contents.
10.	Slovnyk Systemnogo Analizu Problem Derzhavnogo Upravlinnya [The Dictionary of Systematic Analysis of Public Administration Problems] [14]	Thesaurus (Gr. treasure) – is a collection of data about a system; a dictionary the units of which possess the indicators characterizing the genus and group relations, and grouped according to the semantic proximity.
11.	Slovnyk ukrayinskoyi movy [The Dictionary of Ukrainian] [15]	Thesaurus, masc., ling. A dictionary which presents the full-scale vocabulary of a certain language.
12.	Slovnyk-dovidnyk z pedagogiky [The Reference Book in Pedagogy] [12]	Thesaurus (Gr. thesaurus – treasure, store) – 1) a dictionary which provides the maximum representation of a language vocabulary and semantic relations (the genus, family, synonymic etc.) between the lexical units. A traditional thesaurus consists of two parts: a list of words and set expressions grouped according to the semantic (thematic) headings, and a “key” – an alphabetical dictionary which indicates a heading for each word; 2) a full-scale systemic set of data about any field of science which allows a

Continuation of table 1

		computer or a person to navigate this field; 3) a reference book which enumerates all lexical units of a descriptive information and search language, as well as, the most important semantic relations between descriptors.
13.	Tlumachnyi slovnyk rosiyskoyi movy [The Explanatory Dictionary of Russian] [7]	Thesaurus; 1. A dictionary of a language aimed at a full-scale display of its vocabulary. 2. A dictionary or a collection of data which fully comprises terms and notions of a special sphere.
14.	Ukrayinskiy pedagogichnyi slovnyk [The Ukrainian Dictionary in Pedagogy] [3]	Thesaurus (from Gr. θησαυρός – treasure) is a collection of notions of a certain field of science accumulated by a human or a group. Thesaurus reflects the volume and the quality of the information that the science has about the subject of its research. Thesaurus of any science, as well as, the one of Pedagogy, is constantly changing: new notions come into being; the sphere of the scientific vocabulary application is deepened and broadened. In the narrow sense, thesaurus – is a dictionary which reflects semantic relations between words of a certain language, the set of terms belonging to one or several fields of knowledge with relations set between these terms.
15.	T. Tchervyakova, L. Sharikova [16]	Thesaurus – is one of the possible patterns of a vocabulary semantic system; virtually - a means of enriching one's writing vocabulary; in a broad sense, it is the whole body of knowledge accumulated by mankind.

Analysis of the definitions given in Table 1 and various literary resources on the problems of our research allowed us to identify three semantic groups of definitions of “thesaurus”:

– the first group – “the dictionary one”, the main characteristic units: thesaurus is a system (a specially organized system of words and expressions); thesaurus – is connections (thesaurus presupposes semantic relations – the direct and reverse ones between its semantic elements); thesaurus – is a monolingual dictionary.

– the second group – “the information and search one”, the main characteristic units: thesaurus is a system; thesaurus - is connections between lexical units of a descriptive (information and search) language; thesaurus – is a system of links between elements of the information and search language, and the natural language;

thesaurus – is a component of informational and educational environment or software in general; thesaurus – is a monolingual dictionary.

– the third group – “the knowledge one”, the main characteristic units: thesaurus – is a complex system of notions and knowledge; thesaurus – is connections between notions of any field of knowledge; thesaurus – is connections between different fields of knowledge; thesaurus – is a component of human imagination; thesaurus – is not necessarily a monolingual dictionary.

In the first semantic group thesaurus is regarded as a type of a monolingual dictionary construction. In the second one, thesaurus is an operating basis for the information and pedagogical environment, the information and search language. The third group considers thesaurus as a system of ideas and knowledge of a human about the surrounding world or some of its spheres.

Thus, taking into account everything given above, we have concluded that in our research the term “thesaurus” should be considered both in broad and narrow senses. At the same time, when solving the problem of clarifying the content and defining the essence of the key term of our research – “thesaurus of education management theory” - in the broadest sense, should be based on definitions of “thesaurus” of the third semantic group, in which it is understood mainly as a complex system of notions, knowledge, relations between notions of some field of knowledge.

Hence, in our research we will understand the term “*thesaurus of education management theory*” in the broad context as *a complex, open, orderly, hierarchical system of categories, notions and terms that are the basis of assumptions of the education management theory*. In the narrow context, we will consider thesaurus of education management theory as *a universal model of terminology of the education management theory* (thesaurus – is a dictionary of the basic notions of the national education management theory).

Clarification of the nature and content of the key term of “thesaurus of education management theory” performed in the article allows for further study of this problem to solve the task of substantiating criteria for assessing the development

of the scientific thesaurus of the national education management theory of the last quarter of XX – the beginning of XXI century.

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