

TRANSVERSAL APPROACH IN THE SYSTEM OF SPECIFICALLY-SCIENTIFIC SOCIAL-PEDAGOGICAL RESEARCH METHODOLOGY

The article highlights transversal approach analysis in methodologies of social-pedagogical studies on the basis of historical, theoretical, technological and managerial aspects.

It is shown that strategy (result's prediction) and tactics (the direct implementation, realization) of any scientific study as a process and result of scientific activity is defined by its methodology, that is by means of combination of theories, conceptions, ideas, approaches, principles, defining the logic of scientific cognition process. Social pedagogy, got in Ukraine new impulse to development, as never requires the development and implementation of new methodological approaches increasing the quality of studies in this sphere, as well as integration of theory with practice. The new impulse in the procedure of the social pedagogy problems scientific studies and introducing the transversal approach, basis of which are introduced in the works of M.V. Firsov

Principles of implementation of the transversal approach, its main concepts are offered in the article. Kinds of social and pedagogical knowledge in the methodology system of science is offered. The characteristics of transversal approach in comparison of social pedagogy and social work problems is suggested. From the position of the transversal approach social pedagogy emerges as that cognitive reality, which allows to mark the borders of identity, to mark not only its state, but to reveal specific features, inherent only to this science. Specific character of social pedagogy is defined by its theory and practice historical origin, particularities of the notional device.