

Lecture №3

Concept of a scientific paradigm, or a paradigm of knowledge

Widely used in a modern historiography of sciences the term "paradigm" has been entered into a scientific turn by the American physicist-theorist sciences Thomas Kun who wrote: " I mean the scientific achievements recognized by all which during certain time give scientific community model of statement of problems and their decisions " (Kun 1977, 11) paradigms. Naturally, as well as any definition, the resulted definition demands the specification and an explanation by means of the list of examples, the facts or by means of comparison to other concepts and terms. In T.Kun's works uses also the term " a disciplinary matrix ", meaning under it system of philosophy-methodological principles and system of the research receptions providing unity of this or that scientific school or this or that scientific direction. Besides the disciplinary matrix characterizes the features of the scientific reflection inherent in given scientific community, a special way of vision of investigated object (including world as a whole), dominating in this or that period of development of a science. This way of vision of the world, this sight at it becomes standard and for scientific community as a whole, and they impose a choice of problems, the purposes and problems of a corresponding science in the certain degree and almost algorithmically impose also ways and ways of the decision of these problems.

Essential position of the paradigmatic concept of T.Kuna is also allocation of two conditions of a science which it designates terms " a normal science " and " an extraordinary science ". When over the scientific community is dominated with this or that paradigm which not only serves as the sample and model of statement of problems and their decisions, but also defines a sight at investigated object T.Kun's such condition is characterized concept with " a normal science ". However anomalies gradually collecting as a result of scientific searches and contradictions lead to destruction of an old paradigm and becoming of new standards of vision of the world, new models of statement of problems and their decisions. In it the phenomenon of scientific revolution is shown, and such moment of history of a science of T.Kun names " an extraordinary science ".

Actual for a modern condition of a science in general and linguistics also T.Kuna's position about scientific community in particular is. It is a question not only that a science, since second half XX of century, more increasing and gets features of collective human activity (most precisely this tendency, as is known, it is shown in natural-science branches of knowledge), but also that modern paradigms of knowledge (and it distinguishes them from positivistic views on essence of a science) include the person as the subject defining research result more: " Application of sociological concept has allowed T.Kunu to enter " scientific community " into the concept of development of a science of the person, i.e. to a certain extent to overcome the is abstract-logic approach, and also the understanding treating a science as history of ideas. Differentiation of a "normal" and "extraordinary" science, the description of change of paradigms, ways of vision is, in essence, aspiration to reflect the evolutionary and revolutionary moments in a science on the basis of synthesis of logic-methodological, historic-

scientific and sociological approaches to scientific knowledge ” (Mikeshina 1991, 16).

Introduction in the concept of scientific knowledge of the person as active subject of reception of data on studied object has led to occurrence of new approaches and aspects in scientific researches, especially in humanitarian areas of knowledge to which number the modern linguistics concerns also, putting to one of the purposes studying of the so-called human factor in language.

The concept of a scientific paradigm considered in the previous paragraph can form methodological base for the description of a condition of modern linguistics, its basic concepts, schools and directions: “ Entered originally T.Kun, repeatedly subsequently, rejected one методологами sciences and still used by others, the concept of a scientific paradigm, or a paradigm of knowledge, has found the place and in a linguistic historiography ” (Kubrjakova, 1995, 279). However in modern linguistics the concept of a scientific paradigm not only is interpreted ambiguously, but also frequently used in relation to different aspects of language and to different components of the science about language. In one cases the scientific paradigm is understood as this or that direction of linguistics (for example, “a descriptive linguistics ”, “a glossemantic paradigm ”, “a generative paradigm ”, etc.), In others - one of aspects of language-object (“ a communicative paradigm ”, “ a functional paradigm ”, “a cognition paradigm ”, etc.), in the third - the certain branch of linguistics (“ a typological paradigm ”, “a sociolinguistics paradigm ”, “a psycholinguistics paradigm ”, etc.). The term “ a paradigm and in the methodological-philosophical attitude is ambiguously treated: besides Kun’s understanding of a paradigm as in the given scientific community, in linguistics its treatment as “ a sight at language, it онтологию ”, “ style of linguistic thinking ”, “ position of the certain linguistic school in the scientific world ”, “ communication of linguistic school with the certain cultural tradition ”, “ philosophy of language ”, “ эпистемология language ”, etc. (it is detailed about it see Rudenko 1990, 19 is presented to model of statement of problems and their decisions; Linguistics: interaction of concepts and paradigms 1991).

Apparently from the resulted citations, the concept of a linguistic paradigm is used for the characteristic of various concepts inside of a separate direction or independent school of modern linguistics. Alongside with it one of the listed paradigms (descriptive, glossemantic, generating) differ from each other first of all the research device within the limits of uniform "sight" at language, “ uniform statement of problems ”, others (cognition and communicative) - different "sights" at the nature of language. Such seeming contradiction speaks that circumstance, that general scientific concepts (and terms corresponding them), passing a stage of development, the use and judgement, are often used or in very wide value (in this case they start to duplicate existing terms), or in highly specialized, usually reflecting any aspect of the investigated phenomenon new to a science.