

## **Historical-Pedagogical Research of Professional Education: Methodology, Theory, Techniques**

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The importance of this article is determined by, on the one hand, the increasing need of a massive reliance on proven historical and pedagogical experience, and, on the other hand, by insufficient development of methodological, theoretical, conceptual and technological foundations of historical-pedagogical research in general and professional education in particular. Hence the aim of this article is justification of the author's concept of historical-pedagogical research based on logic and structure of pedagogical process in its modern understanding. The leading approach to the study of this problem was the idea, considering the pedagogical process as a whole, established by the specific historical conditions, system that helped formulate the basic positions of our concept. It promotes technicality in the studies, thereby increasing the quality of works. Along with the concept examined by the author, categorical research framework, methods, functions, levels of development of knowledge, within which possible knowledge and understanding of historical and pedagogical theory and practice, the principles of selection of research material and justification of the revealed patterns of professional education are analyzed. The article can be useful to teachers, philosophers, historians, culture experts, and anyone who works with theoretical problems of humanitarian knowledge.