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INTEGRATIVE CLASSIFICATION OF SOURCES OF PEDAGOGICAL PERSONALITIES HISTORIOGRAPHY: FROM TRADITIONAL TO DIGITAL FORMS

The modern historiography of pedagogical figures is characterized by the expansion of the source base and the emergence of new digital resources, which requires rethinking approaches to their classification and analysis. The purpose of the study is to theoretically substantiate and construct a multi-level integrative classification of sources of pedagogical figures historiography, which takes into account the interaction of traditional and modern (digital) forms of recording pedagogical knowledge. The research methodology is based on an interdisciplinary approach using the principles of historicism, systematics and objectivity. Historical-genetic, comparative-historical and systemic-structural methods were used, as well as analysis and synthesis of scientific sources. Research results: A multi-level system of classification of sources is proposed, which includes types (oral, written, material), categories (narrative, didactic, documentary) and kinds. The integration of the latest digital sources (blogs, social media materials, etc.) into the structure of written narrative sources, as well as taking into account the multimodality of the source base, is justified. The scientific novelty lies in the combination of the traditional source-based approach with the digital dimension and multimodal forms of knowledge representation. The practical significance of the study is that the results can be used in historical and pedagogical research to systematize sources and deepen the analysis of pedagogical personalities.

Keywords: *pedagogical heritage; source studies; digital humanities; multimodal data; information carriers; scientific communication.*

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Introduction. The modern development of historical and pedagogical science is characterized by increasing attention to the problem of understanding the source base of historiographical research, in particular in the context of studying pedagogical personalities. The relevance of this direction is due to the need not only to reconstruct pedagogical ideas and practices of the past, but also to analyse the ways of their interpretation in different historical periods. The works of Fuchs (2021) and Tröhler (2023) emphasize the importance of studying educational practices in their historical dynamics, while Popkin (2016) considers historiography as a process of changing interpretations of historical knowledge. This approach actualizes the need for a systematic analysis of sources as the basis of historiographical knowledge.

At the same time, the modern stage of science development is characterized by a significant expansion of the source base, which is associated with the active introduction of digital technologies. As Carretero et al. (2022) note, this is due to the integration of national science into the global scientific space, while Strazhnikova (2018) emphasizes the need to take into account electronic resources in the study of pedagogical personalities. A special place is occupied by digital archives and open repositories, which significantly expand the capabilities of the researcher, providing access to a wide range of sources. Within the framework of Burke's (2019) concept, the digitization of historical sources is considered as a factor in the transformation of historical knowledge, making it more open, accessible and multidimensional. At the same time, digital databases not only store information, but also change the very approaches to its search, analysis and interpretation.

Literature review. Modern research in the field of historiography of pedagogical personalities demonstrates a significant rethinking of the nature of the source and approaches to its classification, which is due to the development of interdisciplinary studies and the digitalization of science. In scientific discourse, sources are increasingly viewed not as passive carriers of information, but as dynamic elements of the process of constructing historical knowledge. In particular, Westberg (2025) treats historiographic sources as components of an analytical system that require contextualization, periodization and interpretation.

Within the framework of modern approaches, the emphasis is shifting to the functional multidimensionality of sources. Studies by López-García (2023) and Burgos-Videla et al. (2025)

emphasize their role as a tool for the formation of historical and critical thinking. At the same time, in some works (Holubnycha et al., 2019; Holubnycha & Besarab, 2021) substantiate the need to integrate traditional and new forms of sources, with the latter being considered not as a separate type, but as a specific form of knowledge representation.

An important direction in modern historiography is the study of biographical and narrative sources. According to Binytska et al. (2022), pedagogical biography serves as a means of analysing the development of pedagogical thought, which is consistent with the concept of the "biographical turn" (Renders et al., 2016). Further development of this approach is presented in the works of Bueno (2018), Goodson (2017; 2019), Day, & Gu (2018), which emphasize the importance of narrative, identity, and professional experience of the teacher. Autobiographical sources, according to Popkin (2017), combine subjectivity and historical reflection, expanding the possibilities of interpretation.

A separate layer is formed by studies of digital historiography (Fokkens et al., 2018; Milligan, 2019; Hitchcock, 2017), which demonstrate the transformation of the source base under the influence of digital technologies. The transnational approach (Fuchs, 2017; Fuchs & Roldán Vera, 2019) further expands it due to cross-cultural contexts. The theoretical understanding of sources as elements of historical knowledge is presented in the works of Burke (2019) and Woolf (2019).

Despite the presence of a significant number of studies devoted to the historiography of pedagogy, modern science lacks a universal classification of sources of the historiography of pedagogical personalities. Traditional approaches to the classification of sources do not fully reflect the emergence of new forms of scientific communication and multimodal sources, which complicates their integration into a single research system. Therefore, there is a need to develop a holistic, multi-level classification that integrates traditional and digital forms of sources and takes into account their multimodality and interpretive potential.

The *scientific novelty* of the study lies in the development of a multi-level, integrative classification of sources of pedagogical figures historiography, which combines the traditional source-based approach (types, categories, kinds) taking into account digital forms of representation of pedagogical knowledge and the multimodality of modern sources.

In this regard, the study poses the following *scientific questions*: How do modern approaches to

historiography and the history of pedagogy affect the understanding of the source base of research on pedagogical figures? What types, categories, and kinds of sources are appropriate to distinguish in the structure of the historiography of pedagogical figures? What place do the latest digital resources (blogs, social networks, etc.) occupy in the system of pedagogical and historiographic sources? How does the integration of traditional and digital sources affect the methodological possibilities of historical and pedagogical analysis?

Thus, the **purpose of the study** is to theoretically substantiate and construct a multi-level, integrative classification of sources of pedagogical personalities historiography, which reflects the interaction of traditional and modern (digital) forms of recording pedagogical knowledge and provides an expansion of the methodological possibilities of historical and pedagogical analysis.

Research objectives are 1) to analyse modern theoretical and methodological approaches to understanding the historiography of pedagogical personalities and its source base in historical and pedagogical science; 2) to identify and substantiate typological features of sources of the historiography of pedagogical personalities, taking into account their division into types, categories, and kinds; 3) to characterize the main groups of written, oral and material sources, revealing their potential for the study of pedagogical personalities; 4) to identify the place and specificity of the latest digital resources (blogs, materials from social networks, digital archives, etc.) in the structure of the modern source base and to justify their integration into the proposed classification.

Methods. The methodological basis of the study is a comprehensive interdisciplinary approach that combines the provisions of historical and pedagogical science, historiography, source studies and modern studies of digital humanities. Such integration allows us to consider the historiography of pedagogical personalities not only as a set of scientific works, but as a holistic field of interpretations, within which the comprehension, reconstruction and representation of pedagogical thought takes place.

The research design is constructed as a qualitative theoretical synthesis organized in four functional stages: 1) identification of the problem and formulation of research questions; 2) systematic search and selection of relevant literature; 3) structural mapping and thematic analysis of the source base; 4) construction and expert validation of the integrative classification model.

The theoretical and methodological basis of the study is the principles of historicism, systematicity, objectivity and scientific reflection. The principle of historicism provides an analysis of pedagogical personalities in the context of the specific historical conditions of their activities; the principle of systematicity allows us to consider the source base as a multi-level structure of interconnected elements; the principle of objectivity implies a critical attitude to sources of different origins; the principle of reflexivity focuses on the analysis of ways of interpreting pedagogical knowledge in different historical periods.

To ensure transparency in source selection, elements of the PRISMA-ScR (Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews) framework were applied. The selection process involved searching academic databases (Google Scholar, JSTOR, Scopus, and specialized pedagogical repositories) for publications spanning 2008–2025. The inclusion criteria focused on studies addressing the classification of pedagogical sources, digital historiography, and multimodal knowledge representation. Out of the initially identified items, sources were selected based on their contribution to defining types, categories, and kinds of historiographic data, with a specific focus on those discussing the «digital turn» in humanities.

To achieve the purpose of the research, a set of complementary methods was used. The historical-genetic method was used to trace the formation and development of approaches to the classification of sources of the historiography of pedagogical personalities. The comparative-historical method allowed us to compare traditional and modern approaches to determining types, categories and kinds of sources. System-structural analysis provided the construction of a multi-level classification model, which includes types, categories and kinds of sources. Methods of analysis and synthesis were used to generalize scientific approaches and formulate the authors' concept.

An important place in the study is occupied by source analysis, which involves the identification, selection, classification and critical assessment of pedagogical and historiographic sources. The use of elements of discourse analysis allowed us to consider sources as carriers not only of factual information, but also of certain interpretative strategies and scientific narratives. Special attention is paid to the analysis of the latest digital resources (blogs, social media materials, podcasts, video lectures), which are considered as modern forms of representation of traditional kinds of sources.

To enhance the credibility and minimize the subjectivity of the proposed classification, the final model underwent a peer-validation procedure. This involved a qualitative review by three independent experts in the fields of pedagogical historiography and digital humanities, who assessed the logical consistency and practical applicability of integrating digital resources into the traditional hierarchy of material, oral, and written sources.

The use of the specified methodological tools made it possible to substantiate a multi-level classification of sources of the historiography of pedagogical figures, which takes into account both traditional and new (digital) forms of their existence, and also reflects modern trends in the development of historical and pedagogical knowledge.

Results. To ensure scientific rigor and minimize the impression of subjective interpretation, the results of this study are structured according to the predefined research design. The findings represent a theoretical synthesis of sources identified through a systematic screening process, aligned with the core research questions regarding the transformation and classification of pedagogical historiography in the digital age.

Theoretical framework of pedagogical historiography. Pedagogical historiography is based on scientific facts represented in the works of researchers who act as the main historiographic sources. Without their analysis, historiographic knowledge is impossible (Tröhler, 2020). In modern scientific discourse, the historiography of pedagogical figures appears as a complex, multidimensional and dynamic field of research that combines the traditions of historical and pedagogical science with the approaches of intellectual history, source studies and digital humanities.

Historiography was formed as a practice of critical understanding of historical works, when historical science began to analyse its own ways of constructing and representing the past, gradually transforming into a form of intellectual reflection on historical knowledge (Bourdieu, 1993; Burke, 2015; Brundage, 2017). In this context, it also performs an important function of forming historical memory and national identity, which is becoming particularly relevant in the context of modern socio-cultural transformations (Carretero et al., 2022).

The development of the history of pedagogy, starting from the 19th century, testifies to the gradual complication of approaches to its understanding: from a linear description of pedagogical ideas to a multi-vector analysis of educational practices, contexts and discourses (Strazhnikova, 2018;

Hamilton, 2019). Initially focused on teacher training, the history of education has over time integrated the achievements of general historical science into its toolkit, which contributed to the formation of various methodological approaches. As a result, a separate scientific direction was formed – the historiography of the history of pedagogy, within which the subject of analysis was not only pedagogical facts, but also the methods of their interpretation in different historical periods.

Theoretical substantiation of the source base as a systemic object. Aligning with the research objective to define the ontological status of pedagogical sources, this stage of analysis considers the historiographic facts not merely as data but as complex interpretative constructs. In the context of the research of pedagogical personalities, this involves studying not only the facts of biography or professional activity, but also the methods of their scientific interpretation, inclusion in academic discourse and collective memory. It is in this area that the historiography of pedagogical personalities appears as an independent direction of research aimed at identifying patterns in the development of pedagogical thought through the activities of individual figures (Holubnycha, 2013).

Thus, the modern historiography of pedagogical personalities functions in the field of interdisciplinary interactions, where history, pedagogy, sociology, cultural studies and digital studies are combined (Holubnycha, 2013; Dada, 2024). In this context, the source base of the study acquires particular importance, since it is the sources that provide the possibility of reconstructing the development of pedagogical knowledge and its interpretations (Holubnycha, 2019; Popkin, 2016).

Pedagogical and historiographic sources are specific information carriers that reflect both the development of pedagogical thought and the process of its scientific understanding. They cover the results of the activities of scientists, teachers and educational institutions and record the change in scientific paradigms (Fuchs, 2021). In view of this, they can be defined as pedagogical and historiographic facts that contain information about key events, phenomena and figures in the history of pedagogy, in particular about the contribution of individual teachers to the development of pedagogical science.

Therefore, facts remain the basic units of historiographic knowledge, but their interpretation is determined by methodological approaches to research (Graser et al., 2020). This necessitates the consideration of the source base of the historiography

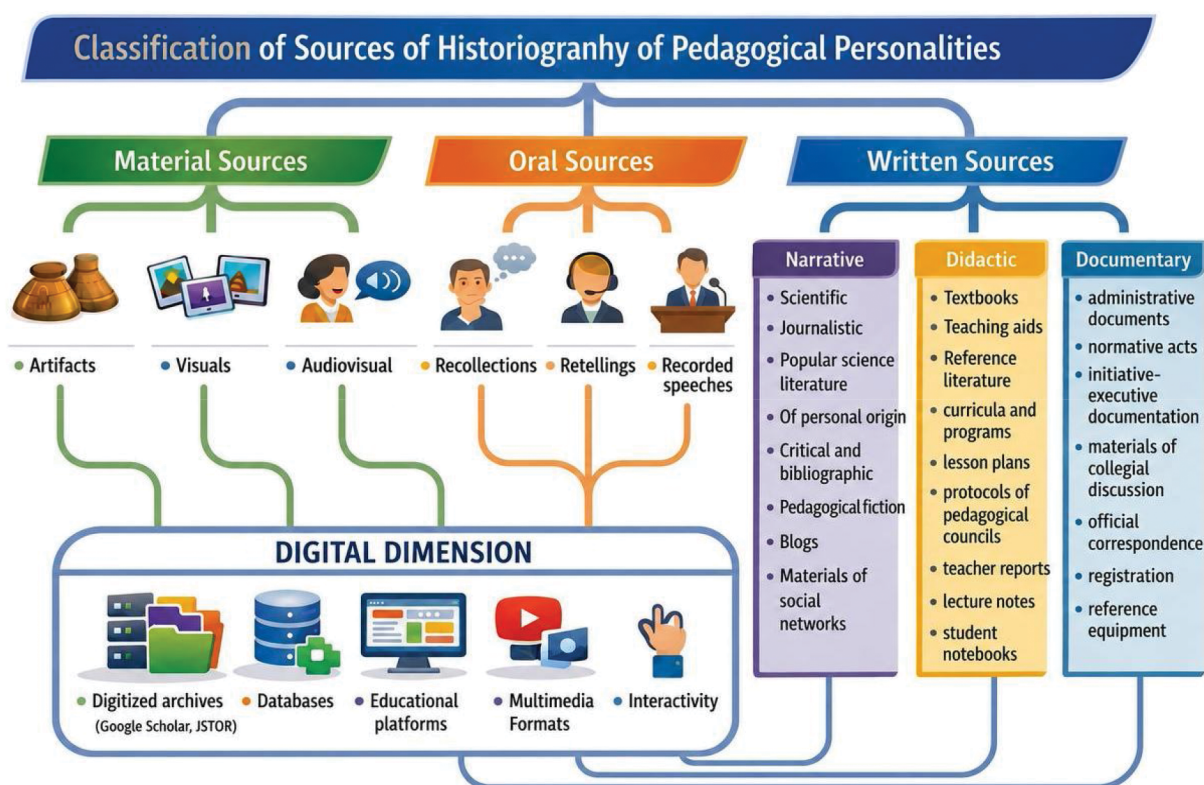
of pedagogical personalities as a holistic, multi-level system that includes heterogeneous but interconnected components. Given this, it is advisable to combine classical types and kinds of sources with the latest ones, the emergence of which is associated with the development of information resources and digital technologies.

Multilevel integrative classification of sources. Through the systematic-structural analysis of the selected source base, we have developed a multilevel conceptual model that categorizes sources by their nature, function, and representation format. This approach allows for a more objective mapping of the field, moving beyond traditional narrative descriptions towards a rigorous taxonomy. The proposed classification (Figure 1) addresses the research question regarding the structural relationship between types (the most generalized groups defined by the method of recording), categories (groups with common content), and kinds (specific subcategories). In general, it is advisable to present the modern classification of sources of pedagogical figures historiography as a multi-level system that includes both traditional and modern (digital) sources, considering modern digital resources not as a separate type, but as modern forms of representation of traditional sources.

The proposed multilevel classification of sources of historiography of pedagogical personalities is integrative in nature, as it combines the classical typological approach (type → categories → kinds) with modern consideration of digital forms of knowledge representation. Its scientific novelty lies in the introduction of an additional dimension of multimodality of sources, which allows us to more adequately reflect the transformations of historiographic knowledge in the conditions of digitalization of science.

Analysis of source types and the digital dimension. Following the logic of the established research design, the classification was validated through a comparative analysis of material, oral, and written records.

At the first level of classification, three main types of pedagogical and historiographic sources are distinguished: material, oral and written. Material sources containing information about pedagogical personalities are increasingly actively involved in the source base of historical and pedagogical research. These include material artifacts (personal belongings, household items, research tools, workrooms), as well as visual and audio-visual sources (photographs, images, film, video and photo documents). The emphasis on the personification of science contributed to the growth



Примітка: розроблено автором

Note: compiled by the author

Figure 1. Multilevel classification system of modern sources of pedagogical personalities historiography

of the importance of this source type in modern historiography (Verbovskyi & Kulyk, 2024). Their digital representations (digitized photos, videos, materials from educational platforms) are gaining particular importance, as they act as full-fledged carriers of cultural memory (Terras, 2022).

Oral sources have long been considered less accessible for the scientific analysis of pedagogical personalities (Holubnycha, 2013), which was due to the difficulty of their recording and processing. Traditionally, they are represented by oral recollections of witnesses of the life and creative path of teachers, as well as by retellings of such recollections. At the same time, their reliability could decrease over time, which limited their use. The modern stage of development of digital technologies has significantly expanded the source base of oral materials: these include recorded speeches of pedagogical personalities (lectures, reports, participation in conferences, webinars, discussions, media programs, podcasts, etc.). Such sources allow not only to clarify biographical information, but also to trace the dynamics of the formation of pedagogical ideas, the features of scientific communication and public self-representation of the studied personality.

The leading role in the study of the historiography of pedagogical personalities is played by written sources, which traditionally form the basis of historical and pedagogical research (Carretero et al., 2022). They are the most representative and content-rich type of sources, reflecting the life path, professional activity and evolution of pedagogical views of the personality in the most concentrated form. Their internal differentiation makes it possible to reconstruct both the rational and personal dimensions of pedagogical creativity.

Categories and kinds of written sources: from traditional to digital. According to the logic of classification, it is advisable to divide written sources into categories according to the method of encoding and representing information: narrative, didactic and documentary. Each of these categories, in turn, is specified at the level of individual kinds.

In the historiographic study of pedagogical personalities, narrative sources play a significant role, however, their cognitive potential varies depending on the specifics of individual kinds. Thus, among the kinds of narrative pedagogical and historiographic sources inherent in the historiographic study of pedagogical personalities, the following are distinguished: 1) scientific (monographs, scientific articles, conference materials, etc.); 2) journalistic (journalistic

articles, recordings of speeches, etc.); 3) popular science literature (popular science publications, essays, review works, etc.); 4) of personal origin (autobiographies of teachers, memoirs, diaries, letters, personal archival funds, etc.); 5) critical and bibliographic (bibliographic guides, bibliographic reviews, annals of scientific publications, reviews, etc.); 6) pedagogical fiction (short stories, novels, essays, etc.).

In response to the “digital turn” identified during the source selection process, the classification incorporates multimodal resources as specific kinds of narrative sources. This integration is not based on arbitrary inclusion but reflects the functional equivalence of these digital formats to traditional scientific communication.

In modern conditions, most of the above-mentioned kinds of sources function both in traditional and digital form. At the same time, the development of information technologies has led to the emergence of new kinds of sources, in particular pedagogical 7) blogs and 8) materials of social networks, which should be considered as a kind of written narrative sources of the digital environment. Such source is characterized by multimodality and interactivity, which expands the possibilities of historiographic analysis and allows us to record the process of formation of pedagogical thought in dynamics.

Thus, the dominant kind of narrative pedagogical-historiographic sources, which form the core of current historiographic knowledge, are scientific sources, since the studied personalities mostly represent their pedagogical ideas in scientific discourse. It is such sources that most fully and adequately reflect the system of views of their authors, providing a holistic understanding of the content, evolution and conceptual foundations of pedagogical thinking. This kind is represented by the works of educational scientists and includes various forms of scientific research, including monographs, articles, conference materials, brochures, printed notes, etc.

At the same time, an important place in the structure of narrative sources is occupied by journalism, the significance of which for the historiography of pedagogical figures is due to the special role of pedagogical issues in public life. The views of many prominent educators and pedagogical thinkers who took an active civic position find their direct reflection precisely in journalistic texts. In addition, in the journalistic speeches of pedagogical figures, a close relationship between pedagogical thought and the broader social and theoretical context of the development of

education can be traced (Holubnycha, 2019). That is why journalism often serves as an important source for the historiographer, allowing him to trace the formation and genesis of the pedagogical ideas of the studied personalities.

A separate group of narrative sources is popular science literature, which is characterized by an accessible, popular science form of presentation of the material and at the same time maintains a connection with scientific knowledge. Such sources often reflect the primary understanding and generalization of the phenomena of pedagogical science, recording them in a form oriented to a wider audience, which is also important for the reconstruction of the development of pedagogical thought. Popular science literature is represented in various forms – from generalizing books and essays to articles in periodicals, biographical descriptions, educational speeches and reference and encyclopaedic materials that provide an accessible reflection of the phenomena of pedagogical science.

A special place in the classification system of pedagogical and historiographic sources is occupied by sources of personal origin, which include autobiographies of teachers, memoirs, diaries, correspondence, personal archival funds and private collections. Their value for the study of pedagogical personalities is extremely high, since they combine the emotional and rational components of the reflection of reality. It is thanks to these sources that the researcher is able to trace the formation of pedagogical ideas and principles of the personality, reconstruct the features of his thinking, worldview, behavioural practices, as well as the specifics of the perception and interpretation of pedagogical phenomena. They also allow to reveal individual features of pedagogical skill, creative and research style, to find out the place of the personality in socio-political life and its perception by contemporaries and subsequent generations. At the same time, such sources require critical analysis due to their subjectivity (Bourdieu, 1993).

An important addition to the reconstruction of the life and creative path of pedagogical figures are critical and bibliographic sources. These include bibliographical guides, reviews, annals of scientific publications, as well as reviews of scientific works and educational literature. These sources perform not only an information and reference function, but also act as a component of the historiographic discourse. They make it possible to study not only the individual scientific achievements of the educator, but also to determine his place in the scientific field, the intensity and directions of research activity, and

the level of scientific recognition (Bourdieu, 1993). Digitized bibliographic indexes, in particular thematic pedagogical indexes, expand the possibilities of the historiographer to analyse the dynamics of scientific research and identify scientific connections. Of particular importance are reviews and responses that contain a professional assessment of the works by contemporaries, which allows us to clarify the influence of the studied personalities on the development of pedagogical science.

A separate group is made up of pedagogical fiction historiographic sources (novels, stories, essays, short stories, plays, lyrics), in which the phenomena of education and upbringing are reflected in artistic form, and sometimes interpreted. Such texts may represent the image of the pedagogical personality under study or the broader pedagogical context of his or her activities. The author of these sources may be either the educator himself or an outside observer, which expands the possibilities of multifaceted analysis. For the historiographer, they are important primarily as a means of reconstructing the socio-cultural environment in which the pedagogical ideas and worldview of the personality were formed. Fiction sources create an “internal” perspective of the era, allowing us to see it through the prism of individual experience, but their use requires taking into account artistic convention and specificity. At the same time, they reflect the level of dissemination and public perception of pedagogical ideas, and contribute to identifying the prerequisites and dynamics of the development of socio-pedagogical processes.

Blogs, as a new kind of written narrative sources, function in a digital environment and reflect the process of formation and comprehension of pedagogical knowledge in dynamics. They contain authorial reflections, interpretations and assessments of pedagogical phenomena, which allows us to trace the evolution of scientific views, research interests and professional positions of pedagogical personnel. At the same time, blogs require critical analysis due to their subjectivity and lack of formalized review.

Social media materials (posts, comments, discussions) constitute a separate kind of written narrative sources, characterized by fragmentation, efficiency and interactivity. They reflect direct scientific and professional communication, allowing us to identify the reception of pedagogical ideas, the features of their dissemination and perception in the modern educational space.

Didactic and documentary sources. Along with various kinds of narrative written sources

that reflect traditional and modern forms of scientific communication, an important place in the structure of written sources of the historiography of pedagogical figures is occupied by other categories of them – didactic and documentary. They allow us to move from the interpretation of pedagogical ideas to the analysis of their practical implementation and institutional design.

One of the important and at the same time specific categories of pedagogical and historiographic sources are didactic sources, directly related to the pedagogical process and reflecting the unity of pedagogical thought and practice. These include textbooks, teaching aids, reference literature; curricula and programs, lesson plans; protocols of pedagogical councils, teacher reports; lecture notes, student notebooks, etc. In the context of the study of pedagogical personalities, lecture notes are of particular scientific interest, especially if their author is the person under study himself, since they directly represent his pedagogical views, methodological approaches and teaching features. In addition, such materials create a basis for studying the evolution of pedagogical thought in the process of professional activity.

Documentary sources (record, office, statistical, cartographic), which play a priority role in specific historical studies, have their own specificity as pedagogical and historiographic sources. Within the historiography of pedagogical personnel, primarily those types are used that directly or indirectly highlight the life and creative path of the person under study. These include administrative documents (orders, decrees, instructions), normative acts (regulations, statutes), initiative-executive documentation (reports, information), materials of collegial discussion (protocols, journals), official correspondence, as well as registration and reference equipment (registers, accounting books, lists of personnel, etc.). Taken together, these documents form a holistic complex of materials on the activities of educational institutions, which allows not only to reconstruct the professional biography of pedagogical personnel, but also to determine their place in the education system and the broader socio-cultural context.

Thus, the sources of the historiography of pedagogical personnel form a complex multi-level system that combines different types, categories, and kinds of sources that function in both traditional and digital forms. By aligning the results with the scoping review methodology and structuring them into thematic clusters, the study provides a robust and transparent framework for

the comprehensive reconstruction of pedagogical personalities – from the formation of ideas and their public representation to practical implementation and institutional consolidation in the educational space in the digital age.

Discussion. The results obtained confirm that the modern historiography of pedagogical figures is undergoing a significant transformation associated with the expansion of the source base and changes in approaches to the interpretation of pedagogical knowledge. In this context, the proposed multi-level classification of sources reflects broader trends in the development of historical and pedagogical science, in particular its movement towards interdisciplinarity, reflexivity and digitalization.

First of all, the results of the study correlate with the approaches presented in the works of Burke (2019), who considers historiography as a component of a broader “history of knowledge”. In this dimension, sources act not only as carriers of facts, but also as tools for constructing and translating knowledge. Accordingly, the proposed classification allows us to take into account different levels of representation of pedagogical thought – from individual experience to institutionally structured practices. A similar position is shared by McCulloch (2011), who emphasizes the need to consider the history of education as a field of interpretations, where different types of sources form alternative narratives. In this context, the distinction between types, categories, and kinds of sources contributes to a more accurate identification of these narrative strategies.

At the same time, the results obtained confirm the ideas of Popkewitz (2013) regarding the rethinking of the history of education as a multidimensional and contextually determined process. In particular, the introduction of the latest digital sources into the classification is consistent with his approach to the analysis of transnational and discursive aspects of pedagogical knowledge. In the same vein, Schriewer (2017) emphasizes the importance of taking into account contextual “semantic constellations” that form different interpretations of educational phenomena. The proposed classification model allows integrating these contextual levels through a combination of heterogeneous sources – from official documents to personal narratives and digital communications.

The role of pedagogical personalities as an object of historiographic analysis deserves special attention. In this aspect, the results of the study are consistent with the approaches of Berger and Niven (2014), who consider historiography

as a mechanism for the formation of collective memory. Sources of personal origin, literary texts, and social media materials in this context act not only as information carriers, but also as tools for representing the image of pedagogical personalities in cultural memory. The inclusion of such sources in the classification expands the possibilities of studying not only the facts of activity, but also the processes of their social understanding and reinterpretation.

An important result of the study is also the substantiation of the role of digital resources in modern historiography. In this context, the proposed classification is consistent with the provisions set out in the work of Gold (2019), which emphasizes the importance of digital humanities for rethinking the source base of humanitarian research. Blogs, social media materials, podcasts, and video lectures are considered as new forms of knowledge representation, characterized by multimodality, interactivity, and dynamism. The inclusion of these sources in the classification system allows us to reflect modern transformations of scientific communication and take into account new ways of forming pedagogical thought.

In addition, the results of the study echo the ideas of Guldi and Armitage (2014) regarding the need to expand the methodological tools of historical research. The proposed classification model can be considered as one of the steps in this direction, since it integrates traditional sources with the latest digital resources, creating a basis for a comprehensive analysis of large and heterogeneous data sets. In the same context, Moretti's (2013) approach to "distant reading" emphasizes the importance of systematizing sources as a prerequisite for their further analysis.

Thus, the proposed classification of sources of the historiography of pedagogical personalities reflects modern trends in the development of historical and pedagogical knowledge and meets the need for its methodological renewal. Its scientific value lies in the combination of a classical typological approach taking into account the digital dimension and multimodality of sources. This allows not only to systematize the existing source base, but also to expand the analytical capabilities of the study, ensuring a deeper and more comprehensive understanding of pedagogical personalities as a phenomenon of the history of pedagogy.

Conclusions. Thus, the article provides theoretical justification and develops a multi-level integrative classification of sources of pedagogical personalities historiography, reflecting modern trends

in the development of historical and pedagogical knowledge and the expansion of its source base.

It is proved that modern pedagogical and historiographic sources should be considered as a complex multi-level system, which includes types (oral, written, material), categories (within the framework of written sources – narrative, didactic, documentary) and kinds that specify the content and functional purpose of each group of sources. This approach allows to ensure the systematicity of their analysis and creates a basis for a more in-depth study of pedagogical personalities.

It is established that written sources as the most representative type require detailed internal differentiation, which is implemented through the allocation of categories and corresponding kinds, among which scientific, journalistic, sources of personal origin, critical-bibliographic and pedagogical fiction are of particular importance. It is shown that each of these kinds reflects the formation and development of the pedagogical thought of the studied personality in different ways.

The expediency of including in the classification of the latest sources, in particular blogs and materials of social networks, which act as modern forms of scientific and professional communication, is substantiated. It is proved that these sources do not form a separate type, but are integrated into the existing system, primarily within the framework of narrative written sources, expanding the possibilities of recording and interpreting pedagogical knowledge.

It is found that the digitalization of science leads to the emergence of multimodal sources that combine features of different types (oral, written, visual), which requires taking into account an additional dimension – the forms of existence of sources (traditional and digital). This allows us to more adequately reflect the modern processes of transformation of historiographic knowledge.

Thus, the proposed classification is integrative in nature, since it combines the traditional source-based approach with the digital dimension and multimodality of sources. Its application contributes to the expansion of methodological possibilities of historical and pedagogical analysis and provides a more comprehensive study of pedagogical personalities in the context of modern scientific discourse. Prospects for further research are associated with the empirical testing of the proposed classification on the material of specific pedagogical personalities, as well as with the development of methods for analysing digital sources in historical and pedagogical studies.

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ІНТЕГРАТИВНА КЛАСИФІКАЦІЯ ДЖЕРЕЛ ІСТОРІОГРАФІЇ ПЕДАГОГІЧНОЇ ПЕРСОНАЛІЇ: ВІД ТРАДИЦІЙНИХ ДО ЦИФРОВИХ ФОРМ

Наголошено, що сучасну історіографію педагогічних персоналій характеризується розширенням джерельної бази та появою нових цифрових ресурсів, що потребує переосмислення підходів до їх класифікації та аналізу. Метою дослідження є теоретичне обґрунтування та побудова багаторівневої інтегративної класифікації джерел історіографії педагогічних персоналій, яка враховує взаємодію традиційних та сучасних (цифрових) форм фіксації педагогічних знань. Методологія дослідження базується на міждисциплінарному підході з використанням принципів історизму, систематизації та об'єктивності. Використовувалися історико-генетичний, порівняльно-історичний та системно-структурний методи, а також аналіз та синтез наукових джерел. Результати дослідження: Запропоновано багаторівневу систему класифікації джерел, яка охоплює типи (усні, письмові, матеріальні), категорії (нарративні, дидактичні, документальні) та види. Обґрунтовано інтеграцію новітніх цифрових джерел (блогів, матеріалів соціальних мереж тощо) у структуру письмових нарративних джерел, а також врахування мультимодальності джерельної бази. Наукова новизна полягає в поєднанні традиційного джерелознавчого підходу з цифровим виміром та мультимодальними формами представлення знань. Практичне значення дослідження полягає в тому, що результати може бути використано в історико-педагогічних дослідженнях для систематизації джерел та поглиблення аналізу педагогічних персоналій.

Ключові слова: педагогічна спадщина; джерелознавство; цифрові гуманітарні науки; мультимодальні дані; носії інформації; наукова комунікація.

Декларація щодо використання інструментів штучного інтелекту. Під час підготовки статті автори використовували інструменти штучного інтелекту для покращення англійської мови та уникнення будь-яких мовних помилок. Зокрема, автори застосували Grammarly для граматичного та лексичного редагування тексту. Крім того, автори звернулися до ChatGPT для коригування термінології в статті, узагальнення певних формулювань, покращення лінгвістичної точності та академічного стилю. Для збору, аналізу чи інтерпретації даних інструменти штучного інтелекту не використовувалися. Інтелектуальний зміст, структура та висновки статті належать авторам.

Заява про доступність даних. Дослідження не містить емпіричних даних, які потребують окремого розміщення.

Фінансування. Дослідження не отримувало зовнішнього фінансування.

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