

Multidisciplinary Issues in Social Sciences

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Abstract

Interdisciplinary is a theoretical and pedagogical approach and academic practice that is becoming more and more popular and widespread. Although interdisciplinary is the general name of certain theoretical, pedagogical and institutional activities, it has actually had a radical impact on disciplinary distinctions and has led different disciplines to redefine their epistemological and methodological boundaries. At the same time, interdisciplinary radically affects the structure of academic communities that have drawn their own symbolic and institutional boundaries with strict lines at times. In this study, the concept of interdisciplinary, which has become increasingly popular and influential, will be discussed in the context of the relatively long history of disciplinary distinctions, and different definitions of the concept and problematizations on the concept in different contexts will be critically analyzed. The principle of interdisciplinary in the development of modern science is assimilated on the basis of social work. Information occurs in a social context as a human activity. Therefore, both knowledge and the method of knowing, the society in which it emerged, tradition, history, religion, culture, etc.

How abstract can it be from its context? There are no universal and universally acceptable, definitive answers to similar questions. However, it can be stated that the concepts related to knowledge and science are handled and discussed in almost every historical period. Accordingly, knowledge, as one of the most fundamental problems of humanity, has been analyzed within the framework of religion and philosophy in ancient times.

This analysis is mostly carried out individually and knowledge is grounded in an isolated subject-object relationship. Early thinkers of antiquity saw knowledge as an act of rational justification. Recently, however, doubts about the representation of truth in modern science have been growing. Interdisciplinarity has almost become a keyword not only in today's academia, but also in the business world and different professional fields.

Keywords: social work, multidisciplinary, social sciences, literature, interdisciplinary

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Мультидисциплінарні питання суспільних наук

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Анотація

Міждисциплінарність – це теоретико-педагогічний підхід та академічна практика, що набуває все більшої популярності та поширення. Хоча міждисциплінарність – це загальна назва певної теоретичної, педагогічної та інституційної діяльності, вона справді радикально вплинула на дисциплінарні відмінності та змусила різні дисципліни перевизначити свої ґносеологічні та методологічні межі. У той же час міждисциплінарність радикально впливає на структуру академічних спільнот, які часом чітко окреслили власні символічні та інституційні кордони.

У цьому дослідженні поняття міждисциплінарного, яке стає все більш популярним і впливовим, буде обговорено в контексті відносно тривалої історії дисциплінарних відмінностей, а також будуть критично проаналізовані різні визначення поняття та проблематизації поняття в різних контекстах. Принцип міждисциплінарності в розвитку сучасної науки засвоюється на основі соціальної роботи. Інформація виникає в соціальному контексті як діяльність людини. Отже, і знання, і метод пізнання, суспільство, в якому воно виникло, традиції, історія, релігія, культура тощо.

Наскільки абстрактним воно може бути від свого контексту? Універсальних і загальноприйнятих, остаточних відповідей на подібні питання не існує. Проте можна констатувати, що поняття, пов'язані зі знанням і наукою, розглядаються

та обговорюються майже в кожному історичному періоді. Відповідно, знання, як одна з найбільш фундаментальних проблем людства, аналізувалося в рамках релігії та філософії в античні часи. Цей аналіз здебільшого проводиться індивідуально, а знання ґрунтуються на ізольованих суб'єкт-об'єктних відносинах. Перші мислителі античності розглядали знання як акт раціонального виправдання. Однак останнім часом посилюються сумніви щодо представлення істини в сучасній науці. Міждисциплінарність майже стала ключовим словом не лише в сучасних наукових колах, а й у світі бізнесу та різних професійних сферах.

Ключові слова: соціальна робота, мультидисциплінарність, соціальні науки, література, міждисциплінарний

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Introduction.

Science is one of many forms of thought that has been developed by man, and it does not have to be the best. Therefore, it cannot be evaluated independently of the culture that created it. In fact, science is no more a cultural human activity than art. Science is a way in which everything that exists presents itself to us and is in fact decisive. Therefore, the criteria used to distinguish science from non-science change from day to day, and the meaning and value of science also changes according to societies and civilizations. Because science is a category of knowledge that gains meaning only within the integrity of civilization. The authority that this category of knowledge possesses derives from its relation to the totality rather than its content. Therefore, the questioning of science, which is the most popular way of information surrounding the contemporary world and the type of knowledge that modern people trust more than anything, cannot be done without attempting to question the civilization in which that science lives. No civilization can be questioned altogether by staying in that civilization.

Because civilization is decisive, from the way you question it, to your conceptual schemes, and even to all your cognitive and semantic categories. In this respect, no science is absolute without value judgments. It is not pure in form, and no science can prove its essential value to the person who rejects it. Therefore, before discussing modern science, it is important to briefly consider two important social and historical processes such as the Reform movement and the Enlightenment process, which played a vital role in its emergence (Becher, & Huber, 1990). Because the processes that took place through the medieval religion-science relationship and its social structure became the determinant of modern science. Although the concept of science is as old as human history, it has never been as popular as it is today. Today, science is a concept that is used almost everywhere, from discourses in everyday relationships to academic discussions. This prevalence related to the value attributed to the concepts of science and scientificity. While scientificity instrumentalized in terms of providing power, it rendered inviolable as the only measure of truth. To state that a stated phenomenon or a proposed thesis is scientific implies that its authenticity should not be doubt. This is a matter related to the representation of the absolute truth of the modern understanding of science.

Recently, however, doubts about the representation of truth in modern science have been growing.

Interdisciplinarity has almost become a keyword not only in today's academia, but also in the business world and different professional fields. Interdisciplinarity has become a quality that is affirmed in contemporary education and approaches, together with the increasingly widespread interdisciplinary programs in universities and the interdisciplinary approach, which gradually increases its impact and importance in different academic practices (Aant, 1987). However, we see that the term is often used in a way that creates conceptual confusion and is perceived simply as the juxtaposition of different fields of expertise. On the other hand, it is also a fact that the concept of discipline, by definition, presupposes a certain specialization or specialization practice and tends to create 'interdisciplinary disciplines' with the same specialization practice, especially at the institutional level. This is a very accurate observation, especially for fields such as cultural studies or communication that have begun to take root in the institutional sense. However, when the basic logic of interdisciplinarity is understood, it will be understood that this is only an apparent contradiction, that interdisciplinarity is not simply bringing different disciplines side by side by removing the boundaries of these disciplines. The aim of this article is to problematize interdisciplinarity, to reveal how the notion of interdisciplinarity emerged, and to reveal the theoretical determinations revealed by interdisciplinarity, which is a concrete practice of questioning traditional disciplinary distinctions, in the light of the relatively long history of dividing the social and human sciences into disciplines (Arild, & Jentoft, 2009).

Reform and Enlightenment process

The Enlightenment process emerges after a period in which the West re-establishes its ties with its own past and transforms the social and institutional structure of religion. These change and transformation processes, which started in the 15th century, include social, intellectual, artistic and religious structures. When the foundations of the modern understanding of science are continued to be examined, it is seen that the 15th century and later are decisive. At the end of the Middle Ages, one of the greatest scientific personalities, Copernicus, appears. Copernican cosmology, one of the main driving forces of the Renaissance, becomes the source of the formidable struggle between science and the Church

and the Church's earthly power. His works influence the scientific and philosophical views of important figures such as Bruno, Galileo, Descartes, Newton, and Voltaire. With him, three important ideas emerge in the history of thought. First, it is understood that nature is full of facts that operate with certain laws. Besides, as astronomy has shown, even colossal mechanisms can be interpreted by laws deduced from the motions of ordinary objects. Finally, since the truths of the universe can be expressed mathematically, just like Geometry, Mathematics constitutes the ideal model of the mind.

The knowledge base of social work depends on two main sources. The first of these resources is other social sciences, and the second is the knowledge produced by social work itself. The need for these two types of knowledge is due to the wide variety of problems encountered and the complex processes involved in social work interventions. This diversity and complexity requires experts to "effectively use a wide range of different types of information to determine the 'why' and 'how' so that clients can gain an in-depth understanding of what is happening and best respond to these issues" (Tomanbay, 2011). As Zastrow reminds under the heading "A multi-skilled profession", "The practice of social work is an analogue of the old general medicine practice that is now disappearing (Zastrow, 2015). A general practitioner is trained to deal with a wide variety of medical problems; a social worker is trained to deal with a wide variety of social and personal problems". Due to its multidisciplinary and interdisciplinary nature, the relationship of social work with knowledge is of vital importance both in practice and in theory.

Social work, which deals with a wide range of human diversity and problems, must also have a wide variety of information sources. For this reason, "social workers" have to learn and comprehend many scientific disciplines, of which many professions can be satisfied with one. The understanding of the individual in society requires approaching the problems of people from an individual and social perspective. The problem addressed in social work; it is obliged to examine multidimensional as an individual and social problem. It can fulfill this responsibility by being in contact with every field that gives it the necessary information to understand people and society. "The specialist must understand the various vital origins by grasping the infinite variety of human situations. Connecting with a wide range of people and ideas gleaned from history, science, art and travel is vital to the continued development of the social worker" (Abbott, 2001). The interdisciplinary nature of social work supports the exchange of knowledge with other fields. Because social work defines man as a bio-psycho-social being. As a requirement of this definition, the need and duty of social work to blend information from different fields arises spontaneously. The said feature is an opportunity for social work, but also an obstacle when

care is not taken while transferring information.

Multidisciplinary Structure of the Knowledge Base

The knowledge base of social work depends on two main sources. For this reason, there are issues that should not be overlooked when obtaining information from other disciplines. The first of these, the necessary procedures to use the information received, and the other is the danger of obtaining information from other areas. The first thing to be considered is the procedures in using the information received; learning other social and human sciences terminology, obtaining information selectively, following the developments in other branches closely, interpreting the information received from other branches, integrating the information received in social work, and finally using the acquired information in social work practice. In addition to these processes, there are dangers of obtaining information from other fields. These include retrieving obsolete information, as transferring information will create a time gap; giving information received a greater degree of reliability and certainty than that given by the discipline in which the information was developed, taking a very simplified and thus slightly modified view of reality, dangers such as the inability to digest the information received (Roberta, 1988).

Conclusions

All these disciplines of social sciences are meaningfully related to each other at this stage. Preparing students to face different socio-economic and political challenges of the nation is the main focus of all the disciplines of social sciences. Another radical transformation brought about by interdisciplinary is felt in the concept of academic community and in the institutional and structurally embodied relations that work with it. As stated, this is a problem especially related to the increasing importance of project activities in academic performance and knowledge production. Undoubtedly, this is a positive development in terms of questioning the strict boundaries created by hierarchical relations between and within academic communities and the negative effects of these boundaries on the realization of meritocracy.

However, the dependence of academic performance and the rewards brought by academic practices on project execution causes the theoretical studies of different disciplines and relatively deep-rooted interdisciplinary fields to lose value. It is obvious that the production of cumulative scientific knowledge is not just a problem-solving process. The mentioned process tends to limit scientific knowledge to this field, and the role of interdisciplinary in this effect is remarkable. The scarcity of theoretical studies on interdisciplinary in our country, where interdisciplinary project activities are very popular, is a proof of this point itself. However, there has been a theoretical effort on interdisciplinary in the international literature for decades, and these theoretical studies continue in the light of new interdisciplinary research.

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