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Issue of Methodology in Sociological Science

It is well known that there is never enough to want to do something, but it is necessary to know how to achieve the desired. So it is with devising a methodology for educational and scientific research purposes. It is not the same to talk about it in the field of philosophy, sociology, medicine, the arts, sports ... Of course, here we will focus only on the sociological and scientific field.

First, it is evident that the methodology, as a school discipline, in this region is performed far below the level of how it should be. The rare exceptions only more impressively reflect the actual situation. This is cruelly evidenced by numerous facts, starting with the indication that at all universities in Bosnia and Herzegovina we have only a few university professors with the highest academic degree, chosen just for that discipline, and to the thought that it could be the way to teach, because, imagine, everybody is dealing with education and scientific research! And in fact, a methodology should be taught by the best qualified teachers in a given scientific field (in this case, sociological), ie. those who, above all, know how to think and discernment scientifically. Imagine a sociologist who is unable to understand, let alone explain the origins and consequences of certain social phenomena, such as sudden and enormous growth of social pathology, suicides, post-traumatic stress disorder (PTSD), the unexpected changes in the demographic structure of the population, and the like. As far as the knowledge of the technology of writing, or articulating certain types of text, its technical processing and completion, it is simply assumed. For one methodologist, especially. The problem is that, often, is imagined that methodology, and as a way of dealing with scientific research, and as a school discipline should be reduced to conceiving and writing, ie a purely technical, word processing as such.

Secondly, in terms of methodology, it is necessary to respect the specificity of the scientific fields, whether it is about educational, or, perhaps, a research engagement. As previously noted, it is not the same to teach someone how to comprehend the perfection of artistic creation, or, in sport, the ultimate result, as opposed to, say, reaching maturity of thought in philosophy, competence in the observation and explanation of social phenomenology in sociology, preci-

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sion of perception of fascinating details in organic and inorganic matter, which is dealt by some natural science, etc. Thus, in addition to what is common to the methodology, generally speaking, it is a competence of the one that does it, it is necessary its adaptation to the specifics of the scientific areas.

Third, speaking more specifically, that in the context of design of methodology as school discipline, related to the education of sociologists, as, after all, political scientists, historians and many other related experts, it seems necessary to do the following:

- In conceptual terms to rearrange is to consist of two segments, the first which would consider the training students for competent analyses, ie. to be logical and mature while observing, to reflect, evaluate, draw conclusions ... about what the subject of their observations is, and the second part, in technological terms of the instructive, which would enable them to craft distinctive “matrix of writing”, starting from their own CV and seminar paper, to doctoral dissertation, for lexicon entries, reviews of manuscripts, papers for one’s choice of an academic title and so on. It is compromising that we have so many people, even with the highest academic titles, who are accentuated in context, simply put, the illiterate;
- We need, first of all, teachers who, in educational terms, will be able to adequately respond to the requirements of the addressed;
- We also need and appropriate textbooks from which the student, ie. the future researchers and educators will be able to learn what this is about.

Briefly stated, in the absence of adequate methodological training of students as future researchers and educators, we have double damage. On the one hand, students at the individual level are being handicapped, especially in the modern era within which all apparent is prevailing the “market philosophy of life” in which there is no sentiment, or the willingness for someone to be later trained to be able to do what he should and for what was admitted to work, and on the other hand, such vocational education, whoever offers it, can not be competitive in relation to that which follows the challenges of every time and place, and which responds adequately to them. The sooner that is understood and acknowledged, even when it comes to this case on the articulation of the methodology as the school discipline, it will be better for all of us. For the academic community in particular.