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SPECIFIC FEATURES OF MODERN PEDAGOGY

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Abstract. The article notes that information education contributes to the development of the information society. It is emphasized that e-education encourages the development of electronic pedagogy, electronic books, ICT programs and projects. Focused attention on replenishment of the conceptual and categorical apparatus of modern pedagogy.

Key words: innovation, pedagogy, conceptual and categorical apparatus.

The world community has entered a new stage of education development, which has signs of globalization of social development and the transition to the use of the scientific and informational field in order to scale the conceptual apparatus of E-pedagogy. The terms distance learning, e-learning, teacher, e-learning classes, personal learning environment (PNS), educational platforms, cloud computing and content are actively being used.

The use of the principles of classical pedagogy is closely intertwined with E-pedagogy, which combines awareness, activity, visibility, learning, systematicity, consistency, accessibility, connection between theory and practice and interactivity, starting knowledge, identification, pedagogical expediency, use of ICT tools, soft skills.

Modern pedagogical education is characterized by the ability to predict results through scientific forecasting and analysis. An important component of modern pedagogical science is the connection with the future and the willingness to work constructively in the updated situation. Education has one of the main didactic tasks: the use of the information field for the personal development of the learner. The

information and educational environment uses systems that provide an informative, technical, educational, methodical component of training.

The issue of improving the quality of education is urgent, which is impossible without creating an innovative space. A feature of the work of educational institutions in new conditions is the study and active implementation of innovative pedagogical technologies in work practice, which makes educational institutions competitive in the market of educational services. Innovative in terms of content and nature, the dynamics of world trends require the modern teacher to mobilize creative potential in order to provide high-quality educational services and prepare a graduate of a higher educational institution [3].

According to V. Kovalchuk, a modern teacher must first of all be a highly qualified and visionary professional, a conscious and devoted patriot of Ukraine, a subtle psychologist who possesses information and pedagogical technologies [3, p. 15]. The modernization of the system of pedagogical education in Ukraine requires a review of the role of the teacher, a qualitative update of the content of his professional training in higher education institutions. The modern Ukrainian education system, as always, is on the path of fundamental changes and improvement. Multimedia space and innovative technologies, distance education and many other previously unknown processes and modern phenomena pose new challenges in the education system. In the context of these changes in educational institutions, there is a transition from passive forms of learning to active ones, in which attention is paid to the implementation of a person-oriented approach to the organization of learning. In this context, interest in innovative learning technologies is growing.

Innovative activity in Ukraine is provided for by the draft Concept of State Innovation Policy and the draft Regulation "On the procedure for carrying out innovative activity in the education system". Education innovation is a purposeful process of partial changes leading to modifications of the goal, content, methods, forms of education and upbringing, adaptation of the education process to new requirements. The main driving force of innovative activity is the teacher, since the

subjective factor is decisive during the implementation and dissemination of innovations [5].

An important mission of introducing innovations into the educational process is to create a situation of success and achievement of new heights, which will have a positive effect on the personal development of the child, thanks to which every student will be able to feel the joy of victory from achievements, awareness of their talents and abilities, faith and confidence in their own abilities. Here, it is necessary to pay great attention to helping the child grow in conditions of success, to help the student realize and feel the joy of overcoming difficulties, and to make it clear that it is necessary to make certain efforts [1].

Interactive learning is learning built on the basis of communication and interaction, implemented in methods, technologies and organizational forms. The basis of which is the creation of comfortable learning conditions, in which the student feels his intellectual capacity, success, and this makes the learning process productive. Interactive learning takes place under the conditions of constant interaction of education seekers, this is, relatively speaking, mutual learning when both the student and the teacher are equal participants in the learning process and the teacher acts as an organizer and leader. Interactive learning involves modeling life situations and joint problem solving based on the analysis of the situation and relevant circumstances [5, c.72-74]. Innovation is a complex process of creation, distribution and use of a qualitatively new approach, with the aim of conscious and purposeful improvement of the existing system [5]. The Ukrainian school of the 21st century is the result of global changes that have taken place in the education system in recent years. Constant changes in the meaning of education in society caused a large part of innovative processes. Until relatively recently, the unconditional orientations of education were the formation of social and information skills, knowledge and skills that ensured the so-called "readiness for life" and provided for the ability to adapt the personality to various circumstances in society. A significant number of educational institutions began to introduce some new elements into their activities, but the practice of transformation faced a serious contradiction between the

existing need for rapid development and the inability of teachers to do it [2]. In order to learn how to properly develop a school, you need to freely operate with such concepts as "innovation", "innovation", "innovation processes", which are not as unambiguous and simple as it may seem at first glance.

Now we can observe significant changes in national education policy. This is connected with the transition to the position of person-oriented pedagogy. One of the key tasks of the modern Ukrainian school is to reveal the possibilities and potential of all participants in the educational process, to provide opportunities for the manifestation of creative abilities. The traditional system of education in Ukraine has undergone reforms due to the use of new forms of work. Results in work can be achieved thanks to innovations and the search for favorable conditions for the assimilation of knowledge and the formation of key competencies. Therefore, in our opinion, any pedagogical technology will be alive if real people, implementing it, consider this issue as a whole system in the unity of components and relationships. Learning about technology is one thing, but using it in class is quite another. A leading role is played by the intelligence and communication skills of a specific teacher [7, c. 146]. Information education contributes to the development of an information society, which encourages the development of electronic pedagogy, electronic books, ICT programs and projects. Thus, the conceptual and categorical apparatus develops and is replenished; the purpose, subject, object and practical significance of e-learning are formed. The creation of subject-oriented educational and informational environments, practical mastering of means of communication and "navigation" in the educational space will contribute to the development of innovative learning.

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