

Pedagogical process as a subject of pedagogical modern discourse: problem innovative developments

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Abstract

It is analyzed the pedagogical process as primarily an educational movement, the dynamic interaction of educators and students, aimed at achieving this educational goal. However, the pedagogical process is a holistic system that organically combines the processes of formation and development, education and training of the individual. Author considers that the structure of the pedagogical process consists of various components, and it has its own specificity and patterns of development. It is noted that in one case, this development has a positive trend, while in the second, there are obstacles, conflicts. However, because of the dynamic interaction of subjects of training pedagogical process leads to innovation as to a special activity of organization and thinking. Aimed at organizing innovations in the educational environment or as a process of learning, implementation and dissemination of new in the world, pedagogical innovation in education has innovative potential – the ability to provide useful result from its use for a long time.

Key words: pedagogical process, pedagogical innovation, pedagogical innovative potential.

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Introduction

Under analysis pedagogical process how, before in total, educational direction, dynamic interaction between educators and students aimed at achieving the set goals educational goal. At the same time, the pedagogical process is an integral system, in which organically combines the processes of formation and development, education and training of the individual. It is considered that the structure of the pedagogical process consists of various components, and it has their own specifics and development patterns. It is noted that in one case this development has a positive trend, while in the other - obstacles and conflicts arise. But as a result dynamic interaction of the subjects of education, the pedagogical process leads to innovations as special organizations activities and thinking. Directed on organization innovations V educational space, or How process assimilation, implementations And distribution new V In education, pedagogical innovation has innovative potential – the ability to provide flow long lasting time useful result from his own use.

Today in Ukraine it works wide system educational establishments - various types general education schools, vocational schools, universities. In these establishments organized educators and students (subjects and objects of education) interact. The process, during whom are being implemented goals education And education V such establishments, they call pedagogical or educational and training process. IN pedagogical literature In previous years, the concept of "educational process" was used. However, this concept Not reflects, How showed research P. F. Kaptereva, A.P. Pinkevich, Yu. K. Babansky, N. N. Skatkina And others teachers, all difficulties process And, before in total, his the most important features - integrity and compatibility. Providing training, education and development based on integrity and community is the essence of the pedagogical process. In other cases, the terms "educational process" and "pedagogical process" are identical. the essence of the pedagogical process is the unity of teaching, education and development based on integrity and community.

In pedagogy, the term "pedagogical process" began to be used at the beginning of the 20th century. For the first time substantiated this concept famous Russian teacher P. F. Kapterev - author numerous works By stories And theories pedagogy - V books "Didactic essays» And "Pedagogical process", Where noted necessity integrity And unity training And education. For example, in his work "The Pedagogical Process" he defines this concept as follows: "Everything, What is happening V school relatively training And education, That There is total educational educated activity, - This and there is "pedagogical process" [1].

TO such opinion joined And A. P. Nechaev, which together With P. F. Kapterevim developed Basics psychological didactics, A Also N. TO. Krupskaya. IN in his own labor "Education" she defined the need for the unity of two main processes – learning and education [2]. The author of the textbook "Pedagogy" A. G. Pinkevich also defended the idea of unity and integrity of the educational and upbringing process [3].

However, there were also examples where individual theorists separated didactics and theory. Education, A V life educational establishments was happening vice versa - upbringing And education

were carried out mutually. For example, M. V. Krupenina, V. N. Shulgin sociologized this process. They understood the pedagogical process as the entire set of influences that shape a person, and were the authors of the "theory" of extinction schools. Others biologized pedagogical process, claiming, What development human Not depends from conditions life and education is simply the process of revealing a person's inherited properties and abilities. Separate opinions pedagogy relate To this concepts [4]. Some Authors (For example, A. G. Kalashnikov) tried to justify the legitimacy of recognizing both of these foundations, but rejecting extremes of each of them. Supporters of this opinion considered man as passive product education, denied meaning biogenetic laws For pedagogy.

It was only in the 1970s that the theory returned to the unification of education and training in a single whole. An important role in the theoretical definition of this concept was played by didactic scientists Yu. TO. Babansky, M. A. Danilov, M. Skatkin, A subsequently - WITH. U. Goncharenko, AND. P. Podlasy.

Yu. K. Babansky gives such definition pedagogical process: "Pedagogical, educational and training process ... is organic unity processes training, education and development. Its essence lies in the transfer of social experience by elders and the assimilation its younger generations through their interaction aimed at satisfying modern society in a comprehensive manner, harmonious development of personality" [5].

Practically from the same point of view adheres to S. U. Goncharenko: "Pedagogical process (educational and educational process) - purposeful, consciously organized, dynamic interaction educators And pupils, V in the process whom are being decided publicly necessary tasks education And harmonious education. Pedagogical process - holistic a process that organically combines learning, education and development pupils. Components pedagogical process: target, tasks, content, methods, means And forms interactions teachers And pupils, result" [6].

Phrase "pedagogical process" means educational direction, passage, moving forward.

IN textbooks and educational benefits By pedagogy Can, V in particular, find such definition pedagogical process. Pedagogical process - purposeful, meaningful filled And organizationally decorated interaction pedagogical activities of adults and self-change of the child as a result of active life leading guide roles of educators [7].

Pedagogical process - This dynamic interaction educators And pupils, directed on achieving the goal educational goals [8].

Pedagogical process - This system, V which organically are combined processes formation, development, education and training with all the conditions, forms, methods of their functioning. It is advisable contact And To definition concepts "systems", What is an ordered set selected on the basis of certain characteristics interconnected elements, united common purpose functioning And unity management and which are interconnected with the environment as a holistic phenomenon. An example systems, V which is carried out pedagogical process, is system folk education in general, school, class, classes, etc. Each of them functions in certain external conditions: natural-geographical,

social, cultural, etc. Each system has its own specific conditions. The school system is characterized by logistical, sanitary and hygienic, moral and psychological, aesthetic conditions and others [7].

Speaking about the system of public education and for a clearer essence of pedagogical process, it is necessary to clarify its components as a whole. Thus, an American teacher F. G. Coombs V his book "Crisis education" highlighted next main components systems Education: 1) target And main tasks, defining activity systems; 2) students, whose education and upbringing is the main task of the system; 3) management, which ensures coordination, management and evaluation of the system's activities; 4) structure and distribution educational time And streams students V in accordance With real tasks; 5) content education, which should be received schoolchildren; 6) teachers; 7) educational benefits: books, logistical base; 8) premises, necessary For educational process; 9) technology – a system of techniques and means used in teaching; 10) control And grade knowledge, rules reception, exams, quality preparation; 11) research Job; 12) costs indicators efficiency [9].

IN my queue system, including V myself school, Class And educational classes, Where the pedagogical process is carried out, today it should not be mechanical combination processes education, training, development, A qualitatively new education, to whom are inherent their special regularities. This V the first queue - integrity, universality, unity, which are the most important his characteristics. Complex dialectics relations inside pedagogical process consists of: 1) V unity And independence of other processes that form it; 2) in integrity and subordination his constituent systems; 3) in the presence of common and preservation specific (Niemi, R., Heikkinen, H. L. T., & Kannas, L. (2010).).

Like this in this way, pedagogical process is qualitatively new education, which reflects objective, necessary, essential, recurring connections. IN pedagogical in the process present significant quantity diverse connections And dependencies. The most common regularities pedagogical process I.P. Pidlasy considers: 1) the regularity of the dynamics of the pedagogical process. The level of each subsequent changes depend on the level of change in the previous stages. This means that the pedagogical process How dynamic interaction between teachers And pupils has gradual, "stepped" character; how higher intermediate achievements, themes more significant final result. Result actions law observed Always - more weighty general the student whose intermediate results were sufficient will have the achievements high; 2) the pattern of personality development in the pedagogical process. The pace and the achieved the level of development depends on heredity, educational and learning environment, activity in educational and training activities, used ways And funds pedagogical impact; 3) the pattern of management of the pedagogical process. The effectiveness of pedagogical- The effectiveness of the impact depends on the intensity of feedback between students and teachers the volume, nature and validity of corrective impacts on pupils; 4) stimulation pattern. According to the scientist, the productivity of the pedagogical process depends on the internal incentives (motives) of educational activities, intensity, character and timely external (social, pedagogical, moral, material And others) incentives; 5) regularity unity sensual, logical And practices V pedagogical process. The effectiveness of the pedagogical process depends on the intensity and qualities sensual perceptions,

logical understanding perceived, practical use meaningful; 6) regularity unity external (pedagogical) And internal (cognitive) activity. The effectiveness of the pedagogical process depends on qualities pedagogical activities, qualities own educational activities ourselves pupils; 7) the regularity of the pedagogical process. The course and result the educational process depends on the needs of society and the individual, the possibilities (logistical, economic And others) societies, conditions functioning process (moral and psychological, sanitary and hygienic, aesthetic and others). However, marked regularities Not exhaust all relationships, active V holistic pedagogical process [10, p. 171–172].

It should be taken into account that today there is an intensive discourse between the subject and the object of the pedagogical process, that is, the student and the teacher, who is developmental interaction aimed at achieving a specific goal of formation comprehensively and harmoniously developed personalities [7].

Based on from of this, Can define structure pedagogical process, which consists of from such components as: the purposeful activity of the teacher, in which he acts simultaneously as its subject and object; pedagogical diagnostics – establishment with the help of special methods of the state of its vital activity, both as a whole and in its individual parts; criteria for the effectiveness of the pedagogical process; its content: the foundations of human experience V areas public relations, production, labor, sciences, techniques, cultures; his organizational and managerial complex within which all pedagogical activities are carried out events and facts; the main and principal component of the pedagogical process, its object And subject, There is child; organization interactions With public And natural Wednesday (Hodges, N., Watchravesringkan, K., Min, S., Lee, Y., & Seo, S. (2020).).

Like this in this way, pedagogical process is inseparable link developing interactions between educators and students. In one case, in the formation of mutual in some cases a positive trend is found between them, in others obstacles arise. vii, conflicts. The development of the pupil is also contradictory and uneven. Maybe Fine take possession necessary volume scientific knowledge, But not to make a worldview logical and moral conclusions that follow from them. He strives to behave in accordance with the requirements universal human moral norm, but he lacks willpower and the corresponding skills [8].

For minimization such obstacles V pedagogical in the process use such components, How: target, meaningful, activity-based, effective. TargetThe component includes a whole variety of goals And tasks of pedagogical activity: from the general goal - the formation of a comprehensively and harmoniously developed personality - to specific tasks of forming individual qualities or their elements. The substantive component reflects the essence of what is realized in the process of achieving both the overall goal and each task in in particular. The activity component involves interaction between teachers and students, their cooperation, organization and management of the process, keeping in mind the final result. Scientific and pedagogical literature this component they call more organizational or organizational and managerial (Myoung Hwa Lee & Sun Hee Kim. (2020)). the result component of the process reflects the efficiency its functioning, characterizes the achievements achieved in accordance

with a certain purpose and tasks.

Based on the definition of the pedagogical process as a forward movement, spontaneous or targeted changes, result should become to or other innovation (innovation). Pedagogical innovation is considered as a special organization of activity most And thinking, which directed on organization innovations V educational space, or as a process of assimilation, implementation and dissemination of new things in education. it is very difficult to introduce innovation only into some components of the educational process, since the question immediately arises about the cumulative effect of the introduction of innovation, because they cover all aspects of training and education and are divided into types: material and spiritual, structural and technological, basic, fundamental, strategic innovations, that is, those that concern goals and objectives, principles of content, methods, etc.; further – global, private, organized and spontaneous, significant and insignificant, internal And external, innovations in educational technologies, organizations.

Let's analyze classification innovations V pedagogical process, what becomes more complicated due to the complexity and dynamism of the education and training process. A number of authors stand out innovations V: 1) organizations; 2) technologies; 3) change programs. Criteria of innovation – breadth, significance, results. K. Angelovski, summarizing these and other classification, notes that for a certain classification the following must be taken into account criteria: 1) according to the characteristics of the sphere of the area in which the innovation is being implemented. to this criterion Can highlight innovations V: A) content education; b) technologies; V) organization; d) management system; d) educational ecology; 2) by the method of occurrence innovative process; 3) By latitude And depth innovative events. IN this connections distinguish: mass, significant, global, systematic, radical, fundamental b) general, strategic, essential, deep; b) private, insignificant; 4) by definition Basics occurrence innovations: a) external; b) internal [11].

Along with the concept of "innovation" the following concepts are used in the pedagogical process as, "innovation", "novelty" and "innovation". If the innovation does not provide a useful effect, then it is a pseudo-innovation. The innovation in turn must have an innovative potential - the ability to provide a useful result over a long period of time its use. The most important directions of innovative transformations in pedagogical The main components of the educational system are: 1) the pedagogical system as a whole; 2) educational institutions; 3) pedagogical gogic theory; 4) teacher; 5) students; 6) pedagogical technology; 7) educational content 8) forms, methods, means; 9) management; 10) purpose, tasks, results. According to their depth transformations Can speak 0 entities, quality and expediency innovations [10].

In this regard, an important problem of pedagogical innovation is the measurement of novelty. object, what is pedagogical qualimetry concerned with (Latin qualis – which by quality and Greek metro – I measure). Its scope of application is quite wide. This is the evaluation of textbooks, various means of ensuring the educational process, as well as the scientific research work of students, students (Vettraino, E., & Linds, W. (2018)).

In turn, the bearer of the innovation process, the subject, is, first of all, innovative teacher. In a broad sense, innovative teachers include all teachers who work creatively, strive to update their didactic and educational tools. Narrow understanding an innovative teacher they think author new pedagogical systems, those. Aggregates interconnected ideas And technologies training And education. WITH such positions it is right to consider Stanislav Shatsky, Anton Makarenko, Vasily as innovative teachers Sukhomlinsky, Shalva Amonashvili, Sofia Lysenkov, Maria Montessori And etc.

Thus, it can be stated that many people are engaged in innovative activities teachers, among which conditionally possible distinguish three groups:

- 1) teachers-inventors, which come To new V result own searches;
- 2) modernizing teachers, which are improving And in a new way use elementscreated systems for positive result;
- 3) Master teachers, which fast perceive And V perfection use how traditional, as well as new approaches and methods.

IN pedagogical in the process innovations are determined With help criteria, which indicate the effectiveness of a particular innovation. Taking into account the existing experience research By pedagogy, determine next criteria advanced pedagogical experience: relevance; originality; high efficiency; stability results; optimality; opportunity creative applications advanced pedagogical experience V mass practice.

Innovative orientation activities teachers includes And the second component – Implementation of achievements of pedagogical science. Modern pedagogical ideas, results scientific research By pedagogy And psychology For teachers, managers educational establishments often remain unknown because of absence timely information. Concept "Implementation" means a specially organized system for studying the results of fundamental and applied research, justification of the feasibility of their implementation; development on this basis needs V application scientific results on practice [12].

By principle innovative potential stand out next innovations: improvements, related With modification, rationalization, modernization; radical Innovations associated with the transformation of the traditional system into an alternative one; complex- nye (combinatorial), covering elements How improvements, So And transformations.

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