

PEDAGOGICAL NEOLOGY AS A DOCTRINE OF THE NEW IN PEDAGOGY

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Abstract

Purpose: to form an idea of pedagogical neology and other sciences that study the creation, development, dissemination of pedagogical innovations, the basic concepts of pedagogical neology.

Keywords: Students, higher education, pedagogical, system, neology, social, activity, improvement, strengthening, education.

One of the global characteristics of our time is the establishment of an innovative way of development as the dominant one.

"... In modern competitive struggle, first of all, the struggle is not for the possession of resources, material values, but for the ability to innovate." It is this ability that has become a kind of indicator of the modern organization of production and its management, which allows to survive and develop in the face of the growing dynamics of social changes and tougher competition.

Innovations in the education system, as purposeful changes that cause the transition of the system from one state to another, arise as a result of the active interaction of experience with science.

To ensure the innovative development of education, science must be ahead of practice, since it requires the development of something new, something that is not yet in the practice of educational institutions. Kinetics of approaching an open system to a stationary state. In modern conditions, innovation is the most important tool for improving the quality and competitiveness of education.

Innovations in education acquire a unique quality of a social mechanism that ensures the development of a development resource, thereby modeling the appearance of the future social structure and the entire range of human relationships with nature, society and their own kind, while forming the subjectivity of the individual as its backbone quality.

Pedagogical innovation as a whole reflects in unity the previously separated processes in theory: the creation and discovery of something new (new pedagogical ideas, concepts, theories, methods, etc.); their comparative evaluation in accordance with the existing system of pedagogical values in society; development (acceptance into the value system or denial) and "implementation".

Tasks of pedagogical innovation:

- restructuring of pedagogical science based on the development and implementation of the concept of a new stage in its development;

- transformation of practice based on the creation and implementation of the pedagogical theory of our time up to applied and developmental levels for all parts of the lifelong education system;
 - Updating the logic and methods of pedagogical research with a primary focus on exploratory and fundamental research and based on a large-scale pedagogical experiment;
 - substantiation and development of effective mechanisms for connecting the research process of transforming pedagogical practice (development of such forms of connection between theory and practice as scientific and school associations, schools-laboratories, etc.).
- Can pedagogical innovation be considered an independent science or a branch of pedagogy? What is the place of this area of knowledge in the system of sciences?

3. Structure of pedagogical innovation. Pedagogical Innovation

Pedagogical neology is the doctrine of the new in pedagogy, which studies the features of the creation of innovation, their sources, classification, criteria for novelty, which systematizes scientific and experimental data on the process of scientific and pedagogical creativity, its features and main results.

Pedagogical axiology is the doctrine of the specifics of the assessment and development by the pedagogical community of what arises in pedagogical theory and practice, where the problems of perception, evaluation, and development of the new are studied. Pedagogical praxeology is a science that generalizes data on the application of the new in the field of education. The tasks of pedagogical praxeology are the disclosure of effective mechanisms for the optimal innovation activity of implementation.

Exercise. Using the circles of Euler Venn, illustrate the relationship between pedagogical neology, pedagogical praxeology, pedagogical axiology, and pedagogical innovation.

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