

MODERN PRINCIPLES OF TEACHING PEDAGOGICAL SCIENCES

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Abstract

This article presents an opinion on the integrative principles of teaching pedagogical sciences in the context of glocalization. According to the principle of information asymmetry in science, it can be concluded that in political, social and economic spheres, decision-making, just like in the field of environmental protection, often (perhaps always) takes place in conditions of uncertainty.

Keywords: Global, process, dual, principle, aspect.

Introduction

Glocalization is an important process aimed at studying how the education system is changing under the influence of the combination of globalization and localization (borderization) processes. The specificity of teaching pedagogical subjects in the context of glocalization is manifested in the following (Table 1).

Table 1

Aspects.	Content - essence.
A combination of global standards and local needs	Pay attention to the structure of educational programs in accordance with international standards; include national language, culture, and values in the content of education; develop ways to preserve national identities (self-awareness) while ensuring the competitiveness of young people.
Dual (global and local) competency integration	to acquire knowledge and skills not only about universal human values and global problems (environmental change, ideological thinking) in teaching; to form competencies aimed at forming value-based attitudes towards solving local natural and social problems.
Systematic use of digital technologies	Providing broad opportunities for methods, trainings, and techniques aimed at implementing the integration of "human-nature-artificial intelligence" in teaching pedagogical subjects;
Inclusivity.	Focusing on diversity in effective teaching; Fostering respect for the cultures, natural resources, and living conditions of different nations.



Considering that teaching pedagogy in the context of glocalization fulfills the above tasks, according to the principle of information asymmetry in science (also called the uncertainty principle), we can conclude that decision-making in the political, social and economic spheres, just like in the field of environmental protection, often (perhaps always) takes place in conditions of uncertainty.

It is appropriate to highlight specific principles in teaching pedagogical sciences in the context of glocalization (Figure 1).

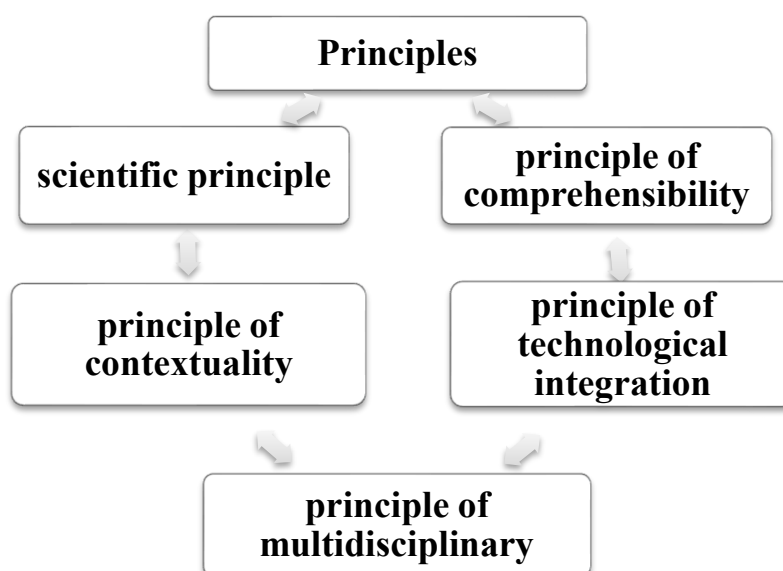


Figure 1. Principles of teaching pedagogical subjects.

We will try to clarify the content of the principles proposed above below.

The principle of scientificity - in the process of teaching pedagogy, each topic is based on the fundamental laws and theories of science, as well as clear and reliable evidence of natural processes in the real world.

The principle of comprehensibility - in the process of teaching, it ensures the explanation of educational materials based on a program adapted to the level of knowledge acquisition and cognitive abilities of the learner, and the presentation of complex processes in simplified but scientific forms.

The principle of contextuality - each topic to be mastered in teaching is required to be directly related to real life, to show students the practical significance of natural processes. It serves to increase the interest of the student in the process, to activate it.

The principle of technological integration - modern technologies should be actively used in teaching, to ensure the dynamic and interesting nature of the learning process.

The principle of multidisciplinary - in teaching, it is necessary to combine several disciplines in explaining the essence of the subject. This helps students understand the multifaceted nature of natural processes.

In the context of glocalization, it is advisable to implement the process of teaching pedagogical subjects on the basis of a step-by-step approach by following these principles.



The teaching of pedagogical subjects in the context of glocalization is a complex system, which is a perfect, systematic mechanism that harmonizes the content of education in a global and local context. These mechanisms are presented in the table below (Table 2).

Table 2. Mechanisms for teaching pedagogical disciplines in the context of glocalization

Glocal integration mechanism.	Research and practical activity mechanism.	Digital learning mechanism.
Incorporating global scientific achievements into the content of pedagogical disciplines.	Fully relying on experience in teaching pedagogical disciplines.	Relying on a virtual laboratory.
Increase the number of examples relevant to local life.	Monitor the teaching of pedagogical subjects based on accurate analysis.	Use artificial intelligence tools wisely.
Collaborative mechanism.	Personalized mechanism.	Institutional mechanism.
Online collaboration, forums, webinars on pedagogical topics and issues.	Focus on the individuality of each learner.	Collaboration with schools, local community organizations, and international educational agencies.
Achieving joint solutions to global and local problems through teamwork.	Taking into account local natural conditions, linking them to natural conditions (for example, linking them to agriculture in an agrarian region).	Implementing local programs, organizing grands and olympiads.

Teaching pedagogical subjects in the context of glocalization is a complex process, and the selected methods, unlike traditional methods, ensure the active participation of students and develop their important skills such as independent thinking, problem solving, analysis, and creativity. These methods transform the educational process into an interactive, practical, and research-oriented form, increasing the effectiveness of lectures and practical exercises.

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