

**THE INTEGRATION OF MODERN PEDAGOGICAL CONCEPTS INTO
THE PROCESS OF SCIENTIFIC COMMUNICATION**

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The need to study the system of basic pedagogical concepts is due to the growing role of the conceptual and categorical apparatus in scientific and pedagogical research. This process is closely connected with the evolution of international conceptual elements of pedagogy, conceptualization, rethinking and filling science with new meanings, the desire to integrate national terminological systems into scientific communication circulation. Therefore, it is important to follow the path of formation, development and transformation of basic pedagogical concepts from their origin to the present, which will avoid characteristic mistakes, to develop recommendations for streamlining the conceptual and categorical apparatus of pedagogy. The conceptual system has become a dynamic unity of basic components that can function taking into account specific historical, political, economic, socio-pedagogical, socio-cultural factors of society, transform under their influence, preserving their essence and at the same time changing the content and formal features.

The structure of the system of concepts and the rules of determining the basic considerations in it are important for pedagogy. It is obvious that the significance of theoretical generalizations has been revealed in the process of outlining the essence of each concept.

Since the rules of definition have been mostly violated, the more they should be taken into account, because:

- the definition should be proportionate, clear, expressive, not contain ambiguity or negation;
- the definition should not be repeated as a definition; the definition cannot be broader in content than the definition;
- the list of qualities should be avoided.

As a result of a comprehensive study, it has been investigated that a significant factor in the evolution of the content of pedagogical concepts are the specific historical requirements of society at a certain stage of its development.

The need to study the system of basic pedagogical concepts is due to the growing role of the conceptual-categorical apparatus, as scientific and pedagogical knowledge as a product of culture and its interaction with the social, informational environment is in constant development. This process is closely linked to the evolution of international conceptual elements of pedagogy, with conceptualization,

rethinking and filling with new meanings, the desire to integrate national terminological systems.

The conceptual system appears as a dynamic unity of the basic components that can function, transform under the influence of historical, political, economic, socio-pedagogical, socio-cultural factors of society development, preserving its essence and, at the same time, changing the content and formal features.

So, conceptually-categorical apparatus of pedagogical science is not only a thesaurus of concepts covering all the terms with their scientific interpretations used in the study, but also a set of interrelated concepts, which reflect the key content and functional aspects of the proposed theory. The state of the system of scientific concepts reflects the development degree of its theory and reveals the relationship of objects and the diversity of cognitive situations that arise during the study, education of person and allows the participant clearly outline the subject of research and build its consistent concept. The operation of concepts is a prerequisite for the study and construction of theoretical models, as well as for the study of educational processes in dynamics and prospects.

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ВПЛИВ СУЧАСНИХ ІННОВАЦІЙНИХ ОСВІТНІХ ТЕХНОЛОГІЙ НА МЕТОДИКУ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

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У сучасному світі неабияке значення відіграє знання іноземної мови, оскільки іноземна мова виступає як засіб комунікації з представниками інших націй, що значно розширює можливості реалізації людських потенціалів та прагнень. Відповідно відбувається і значний розвиток освітніх технологій в