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ACQUISITION OF PEDAGOGY VIA E-LEARNING

Abstract: In modern era new innovative methods are being developed as well in the teaching system of education. Before teaching subjects to students, we must mainly pay attention to pedagogy which covers human behavior and character to study. Furthermore, a character of humanity is differentiated and focused on more psychological traits. While teaching the subject of pedagogy, we use technology in order to show the character of human beings. In recent years, e-learning is more implemented in acquisition of updated information in this subject.

Key words: e-learning, innovative methods, psychology, pedagogy.

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Introduction

In teaching and learning subjects as pedagogy and psychology, use different methods such as e-learning which describes virtual world. Additionally, science of pedagogy is considered to be main idea in teaching any subjects, especially, foreign languages: Russian, English, German, French, not only languages, but also applied science such as: mathematics, physics, astronomy, biology, chemistry and etc. Furthermore, it is broadly spoken about pedagogy and its main characteristics and e-pedagogy, nowadays is being widely used by employers and students in classes or out of classes of learning. In many countries introduction of system of electronic training in educational practice led recently to even bigger updating not only means and methods of electronic training (e-learning), but also theoretical methodological bases, development of methodical system of such training. Moreover, the system of electronic training is one of the main possible ways of realization of information of education, and education information as separate actual and perspective scientific and pedagogical area (meaning methods, technologies and means of the uniform and integrated information of the educational, control and measuring, research, extracurricular and organizational and administrative activities peculiar to all levels of an education system) can become, somewhat, a

fundamental methodological basis of system of electronic training.

Concepts on pedagogy

Pedagogy is the discipline which deals with the theory and practice of teaching. Pedagogy itself is a contested term, but involves activities that evoke changes in the learner: Watkins and Mortimore [10] defined it as 'any conscious activity by one person designed to enhance learning in another. According to Bernstein [3], pedagogy 'is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator'[5]. Bernstein contrasts two models of pedagogy that focuses on teacher's organization, management, discourse and response to the students and provide a useful theoretical framework with which to understand different pedagogic approaches:

Performance model: visible pedagogies where the teacher explicitly spells out to the students what and how they are to learn, with a recognizable strong framing or lesson structure, collective ways of behaving and standardized outcomes;

Competence model: invisible pedagogies with weaker framing that result in an ostensibly more informal approach where the teacher responds to

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individual children's needs, with hidden or unfocused learning outcomes [4].

Approaches

Teachers' thinking and ideas are manifested in their overall pedagogic approaches, garnered from the kinds of teaching and learning experienced. As a consequence, pedagogic approaches are informed by theories of learning, such as behaviorism which is very important in the classes of teaching pedagogy to students of engineering. In teaching classes of pedagogy, the idea of behavior is taught to students, teaching those aspects of human behavior, and how to socialize with others in social life and its importance. Behaviorism emerged as a theory of learning from the work of Thorndike [8, 6, 7] becoming dominant in the 1960s and 1970s; these the scientifically proved laws of stimulus-response and classical and operant conditioning were used to explain the learning process through the use of rewards and sanctions – or trial and error. This was seen as biologically driven, a form of adaptation to the environment. The learner is rewarded for small steps of learning and achievement with consistent positive reinforcement. The behaviorist model was later challenged by social learning theory, where children were seen to learn via observation [2] or imitation side by side with adults in an apprenticeship model. Broadly speaking, behaviorism supports teacher-controlled or -centered approaches where the teacher is the sole authority figure. Knowledge is parceled out from different parts of a separated curriculum that children experience as distinct subjects, and directed from the teacher to the students in set sequences, with little student choice or interaction. Assessment is often exam-oriented and high stake, without teachers' direct involvement. Drawing on Bernstein, such performance pedagogies would be highly visible to the learner, strongly framed and paced by the teacher, with subjects strongly classified. Pedagogic approaches that can broadly be described as 'behaviouristic' in origin may result in practices such as lecturing, demonstration, rote learning, memorization, choral repetition, imitation/copying or 'master-classes' (e.g. learning music or dance). 'Structured' or 'direct/explicit instruction' as a practice differs in being teacher-led rather than teacher-centered, and indicates that teachers follow a particular sequence, often scripted and even prescriptive, as in the teaching of early reading, but this may develop into more student-centered activities at a later stage of the lesson. Behaviorism could be held to be universal as a theory, applicable within a variety of contexts, both cost- and time-efficient and require fewer resources, including demanding less-qualified and -skilled teachers.

One of the main concepts of pedagogy is teaching practices are the specific actions and discourse that take place within a class and that

physically enact the approach and strategy. Taking a cue from Alexander [1], teaching practices comprise:

- teacher spoken discourse (including instruction, explanation, metaphor, questioning, responding, elaboration and management talk); visual representation (using a chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments, drama) to understand or construct the new knowledge being presented or indicated to the learners;

- the act of setting or providing tasks for learners to cognitively engage with new content or develop physical skills, such as experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practicing;

- a variety of social interactions, in which language is central between learners or learners and teacher such as pairs, groups, individually or whole-class;

- teachers' monitoring, use of feedback, intervention, remediation and formative and summative assessment of the students or assessment by the students themselves.

One of distance learning is considered to be e-education which relates to e-pedagogy.

Essence of E-learning

In pedagogical research and practice, education as a concept has two meanings. Education, in its broader meaning of "upbringing" or "socialization", is a purposefully organized personality formation process, aimed at transfer of socio-cultural experience from one generation to another, development of value systems of new generations, as well as development of personality and self-control. During the process of socialization, a meaningful personal attitude towards people, labor, cultural values, nature, society and country is formed. It gives students the possibility to become full-fledged members of the society capable of defining and taking responsibility for their activities in life. In a narrower meaning, education is a person's work aimed at the education of a child (young person) in a preferable way, taking care of him/her, teaching, educating, developing practical skills necessary for life, involving specific social life situations, forming his/her personal development conditions. Prior to defining e-education content guidelines, it is important to determine the concept of e-education.

Sociological research provides insights into characteristics of digital environment and analysis of behavior and ways of self-expression of its participants [9]; therefore, the issues concerning socialization process in the digital environment are studied at present. However, education and socialization processes differ considerably – education is a purposeful process, whereas socialization is a situational process, affected by both objective controlled and subjective uncontrolled factors. E-learning involves change of the contents,

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forms and methods of training of students, in particular, changes of the contents, forms and methods of preparation of bachelors and masters of a technical profile, features of credit technologies of training as well as from orientation of the content of training to real professional tasks, interactivities of means of information of training, a combination of individual, collective, real and virtual forms of education; approaches to development and use of means of information of the training, representing itself as a basis of methodology of use of remote technologies in the conditions of credit system of training of students at technical specialties of higher education institutions.

In the information age and knowledge-based society, students' competencies in new areas that need to be promoted are: (1) reflection, (2) inquiry, (3) technology use, and (4) knowledge construction. Additionally, technology innovation plays an important part in creating more learning environments that have no limits on time and places. The effective new learning environment consists of 4 elements: (1) learner-centered approach, (2) knowledge-centered approach, (3) community-centered approach, and (4) assessment-centered approach.

Conclusion

The subject "pedagogy" plays important role in all spheres of teaching system, no matter, it is e-learning, or self-study, or in class. However, some students or scholars prefer e-learning instead of going to classes to participate and observe, listen to the lectures at universities because digital technologies which gave us more opportunities than we expect. Moreover, pedagogical approach focused on e-learning, and in class teaching system. It is known that the main features of introduction of credit technologies in educational process of any higher education institution is strengthening of an individualization of training, the academic mobility of the students, assuming in turn, active independent work of students. Introduction of credit technologies of training together with technologies of distance learning, characteristic for modern technical education in the republic, need of development of technological abilities of the identity of students, need for ensuring effective education cause formation of multilevel university education and creation of preconditions for self-training during all life.

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