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PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF DIDACTIC ABILITY IN STUDENTS

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Abstract: This article aims to explore the pedagogical conditions that promote the development of didactic ability in students within the context of child pedagogy. By examining the key factors that contribute to the nurturing of didactic ability, educators and policymakers can develop more effective strategies for enhancing teaching and learning practices. In the field of education, the development of didactic ability in students has gained significant attention. Didactic ability refers to the skills, knowledge, and techniques required to effectively teach and impart knowledge to others.

Key words: Significant attention, curriculum, cognitive abilities, interests, developmental milestones.

Introduction. A Well-Designed Curriculum. A well-designed curriculum plays a vital role in fostering the development of didactic ability in students. The curriculum should be tailored to meet the needs of individual students, taking into consideration their cognitive abilities, interests, and developmental milestones. It should provide a comprehensive framework that guides teachers in organizing and delivering content effectively. A student-centered curriculum encourages active participation, critical thinking, and problem-solving skills, thus nurturing the didactic ability of students. Pedagogical Competence of Teachers. Teachers' pedagogical competence heavily influences the development of didactic ability in students. Competent teachers possess a deep understanding of subject matter, instructional strategies, and assessment techniques. They possess the ability to adapt their teaching methods to suit the unique needs of their students, using a variety of engaging and interactive techniques. Furthermore, teachers must provide timely and constructive feedback to help students reflect on their learning processes and improve future performance [1]. The pedagogical skills, thus, include the capacity to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of student learning. Pedagogical skills also include the capacity to connect the teaching to research in the subject of interest.

Classroom Environment. Creating an engaging and supportive classroom environment is crucial for the development of didactic ability in students. A positive classroom environment fosters enthusiasm, motivation, and active participation, promoting effective teaching and learning experiences [2]. Teachers should encourage collaboration, respect, and open communication among students, thus creating an atmosphere where students feel comfortable expressing their opinions and engaging in meaningful discussions.

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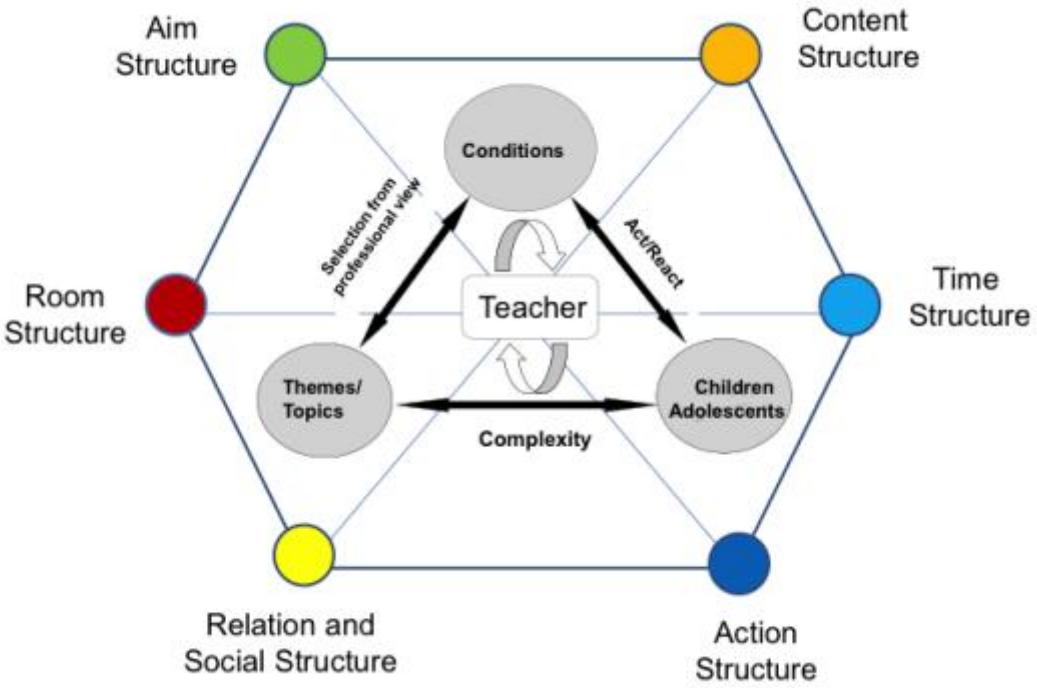

Figure 1. Management of structural features of lessons

Use of Technology. In the digital age, integrating technology into the teaching and learning process has become essential. The use of educational technology tools can enhance students' didactic ability by providing interactive and engaging learning experiences. Technology enables students to access information from various sources, stimulates their curiosity, and encourages independent learning. Additionally, technology allows for the integration of multimedia elements that cater to diverse learning styles, thereby promoting the development of didactic ability in students [3]. Didactic pedagogy means the procedure of teaching that follows guiding principles in a scientific approach. In other words, is a strategy of presenting knowledge, information, and ideas to students in a structurally organized way. Pedagogical skills can elevate the quality of the teaching-learning process, strengthen collaborative learning, break up the boredom, and facilitate a personalized learning experience. The pedagogical skill analysis is essential for uncovering the secrets to creating a successful and impactful learning experience.

Continuous Professional Development. Continuous professional development for teachers is crucial to stay updated with the latest pedagogical practices and educational advancements. Regular training programs, workshops, and seminars should be organized to provide teachers with opportunities for professional growth. These initiatives should focus on improving their instructional strategies, assessment techniques, and technological proficiency. By equipping teachers with up-to-date knowledge and skills, they can promote the development of didactic ability in their students.

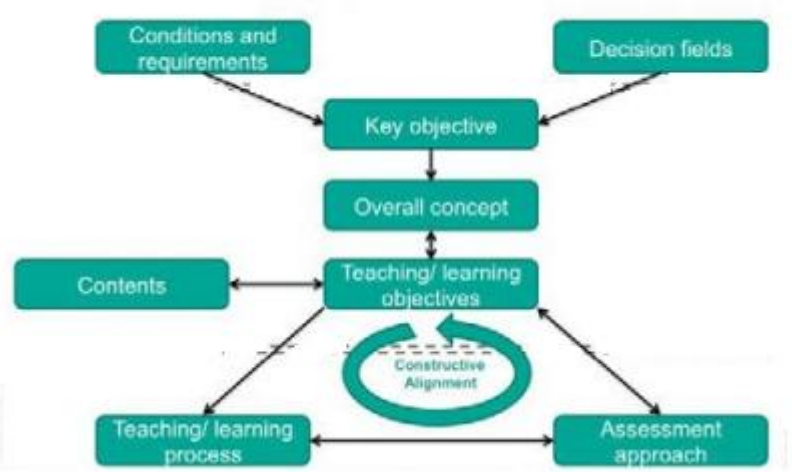

Figure 2. Teaching/ learning processes and assessment approaches by incorporating the concept of constructive alignment

In order to achieve previously defined key objectives, the development of a coherent didactic and methodological concept is necessary. Describing relevant features and characteristics, morphologies allow only a first overview of possible design elements also regarding didactics and methodology. Being based on action-oriented principles and mostly aiming at the fostering of capacity to act in a certain professional context, learning factories allow teaching and learning in close-to-reality industrial settings [4]. The promotion of competences in a certain field of engineering is the key objective of many learning factories intending to empower (future) employees to cope better with unknown situations. Project-based teaching can be described as the methodical way in which students' approach and deal with their social environment, by taking charge of and responsibility for their actions.

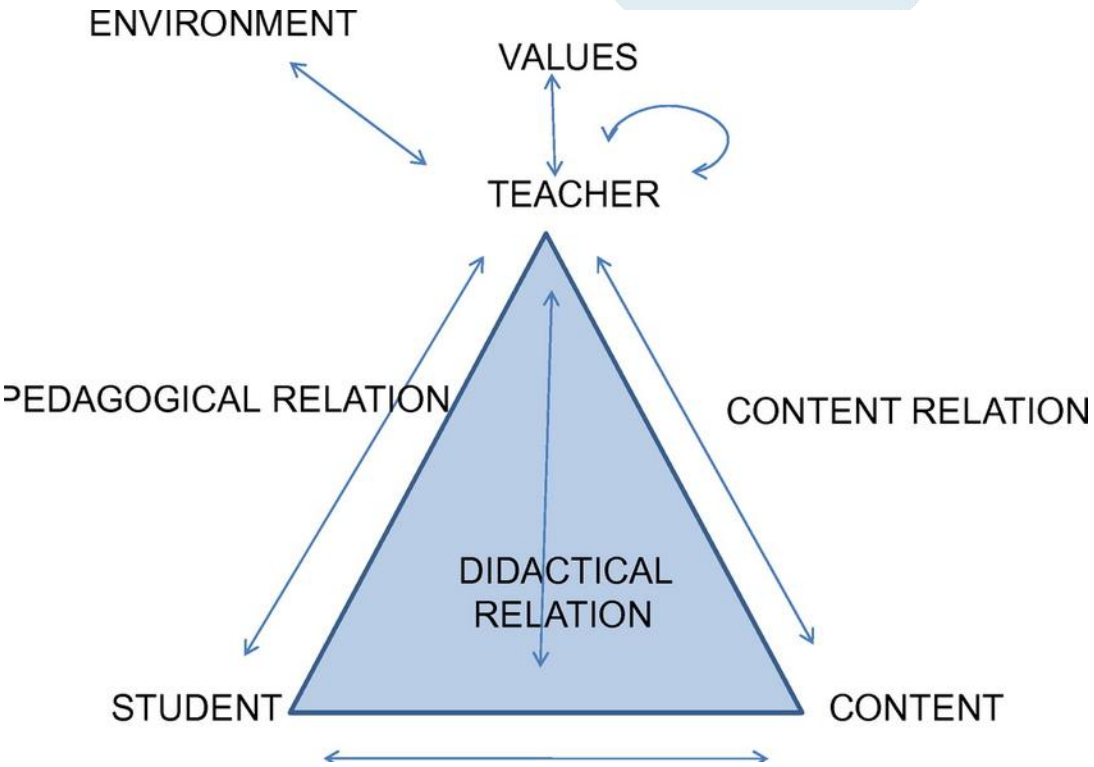

Figure 3. Relationships in the extended didactic triangle from a teacher's point of view

Project-based teaching not only focuses on a self-organized, interdisciplinary approach to dealing with health-relevant topics themselves, but demands the co-operation of students, teachers and other participants. In didactical discussions, project-based learning and teaching is seen as a particularly effective method of conveying health promoting issues, as there are many important advantages for the process of learning that arise from this form of teaching. By dissolving the traditional units for instance, new time and communication structures are created, which cause more contentment and more intensive learning activity in students. Project-based teaching is structured in specific phases (initiation, information, planning, production, presentation and evaluation) and can be highly recommended for discussing health topics and health-promoting issues in the school setting [5]. The other objection I have to at least a narrow concept of open pedagogy is that the focus is still mainly on the materials. You can use OER or other learning materials in many different ways, and the type of activities students undertake, or the way a teacher teaches, whether the materials are open or not, is what categorizes or defines a pedagogy. Just using OER in itself is not a separate or unique pedagogy, as I understand the term.

Figure 4. Review of online learning: open pedagogy

Open pedagogy would be a teaching approach that takes into account and deliberately tries to remove any barriers to learning, whether they are financial, cultural, personal, or physical. This would include the teaching of diverse groups, enabling all to succeed. You can never achieve absolute open pedagogy, but you can reach for it. This is why public education is so important – it is still one of the best ways to provide open pedagogy [6]. Parental Involvement. Parental involvement is a key factor in supporting the development of didactic ability in students. Collaborative efforts between parents and teachers can create a cohesive learning environment that extends beyond the classroom walls. Regular communication, parent-teacher conferences, and parental engagement in school activities contribute to students' overall academic success. Parents can provide valuable insights into their child's strengths, weaknesses, and individual learning preferences, enabling teachers to tailor their instructional approaches accordingly.

Conclusion. The development of didactic ability in students is influenced by various pedagogical conditions. A well-designed curriculum, supported by competent teachers and a positive classroom environment, lays the foundation for nurturing students' didactic abilities. The integration of technology and continuous professional development for teachers further enhance the pedagogical practices. Lastly, establishing a strong partnership between teachers and parents can create a holistic approach to facilitate the development of didactic ability in students. By prioritizing these pedagogical conditions, educators can empower students to become effective teachers and lifelong learners.

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