FUTURE PEDAGOGICAL TECHNOLOGIES: AN INTEGRATIVE APPROACH

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Abstract:

The article examines the fundamental characteristics of modern pedagogical technologies in the context of global updates to educational standards. Particular attention is paid to the integrative approach as a key factor in learning effectiveness. The author analyzes how the synergy of humanistic principles, interdisciplinary connections, and artificial intelligence creates a new educational environment.

"Modern pedagogical technology represents a systematic and reproducible learning model, the effectiveness of which in 2026 directly depends on the depth of integration of interdisciplinary knowledge, digital tools, and humanistic principles that ensure the holistic development of the student's personality."

Today it is necessary to learn not only thoroughly, but also quickly. It is necessary to acquire the habit of thinking professionally, and then acting, which requires professional mastery of pedagogical communication.

The pedagogical activity of a future primary school teacher requires the skill of pedagogical communication. Each of the teachers who studied pedagogical communication interprets the concept of "communication" in their own way.

For example, L.P. Buyeva, analyzing communication and social attitude, asserts that communication is a directly observed and experienced reality and the concretization of social relations, their personification, is a personal form.

At the current stage (2026), pedagogical technology has ceased to be just a "instruction" for conducting a lesson. According to the updated criteria, any effective technology must possess the following qualities:

• Conceptuality: Relying on evidence-based scientific basis. Today, this is the transition from behaviorism to digital constructivism, where students construct their own knowledge.

• Systematicity and manageability: The presence of a clear algorithm that allows for real-time monitoring of progress (learning analytics) and prompt adjustment of the educational trajectory.

• Reproducibility and invariance: The technology must demonstrate consistently high results under various conditions while maintaining flexibility for adaptation to a specific class or group.

• Effectiveness and efficiency: Focus not on the process, but on achieving measurable competencies that meet the demands of the labor market and society.

Integrative approach as a methodological basis

Integration in 2026 education is understood not as a simple combination of subjects, but as a deep merger of three levels:

1. Interdisciplinary integration: Creating convergent programs (for example, bioinformatics, digital ethics) where boundaries between sciences are erased

2. Technological integration: As emphasized in UNESCO's AI Competence Framework (2024), AI technologies should be "woven" into the fabric of pedagogy, not exist separately. This is the use of adaptive platforms that become co-leaders of the educational process.

3. Social-personal integration: Combining cognitive development with the formation of "soft skills" and emotional intelligence.

Interactive strategies in higher and primary school

Based on the work of E. P. Ivanova (2026), it can be argued that the core of interactivity is the transition from "translating knowledge" to "creating meanings." The main strategies include:

• Immersive learning: Using VR/AR technologies to model professional situations.

• Collaborative design (Co-creation): A process where students and teachers collaboratively create educational content or solve applied tasks from real clients.

• Micro-learning and "inverted classroom": Optimizing time by automating the theoretical part and focusing on interactive discussion in the classroom.

In 2026, "human-centered facilitation" will become a key competency for future teachers. According to UNESCO recommendations, a teacher does not compete with AI, but uses it to free up time for deep mentoring and educational work. The integrative approach allows the teacher to see the student as a holistic individual in the multidimensional information space.

In conclusion, it should be noted that an integrative approach, combined with strict requirements for the qualities of pedagogical technologies, allows for the creation of an environment capable of preparing a person for the uncertainty of the future. The main goal of technology today is not to automate learning, but to expand human capabilities through the harmonious combination of digital tools and live pedagogical communication.

Adabiyotlar, References, Литературы:

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