

PEDAGOGY

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Pedagogical experience in the context of interaction of pedagogical science and practice

The problems related to the assessment of teaching experience, scientific rethinking of the past pedagogical experience are considered. It is shown that the analysis of practical pedagogical experience, the definition of the state of teaching and upbringing practice is the main source of empirical knowledge for pedagogical research. Practical activity is an appeal to pedagogical reality as an object of study in pedagogy. It is emphasized that it is in pedagogical practice that situations and problems arise that cannot be foreseen in advance and which become the subjects of scientific research. An appeal from the standpoint of science to the practical experience of teachers-practitioners provides the teacher-researcher with empirical material. The value for science is not only a positive experience, but also a negative one.

Key words: teaching, education, consciousness, creativity, thinking, scientific knowledge, cognition, science, society.

December 10, 2025
