



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd October, 2026

Website: <https://econferencia.com>

MODERN SCHOOL PEDAGOGY: THEORY, DIDACTICS, AND PRACTICAL CHALLENGES INTRODUCTION AND THEORETICAL FOUNDATIONS OF SCHOOL PEDAGOGY

Tea Gurgenidze

Doctor of Philological Sciences, educator, and researcher.,

LEPL Sagarejo Municipality,

Iormughanlo and Shibliani in Sagarejo Municipality.

Introduction

School pedagogy is an interdisciplinary science that investigates the fundamental laws and patterns underlying the upbringing, instruction, and holistic development of school-aged children. In the twenty-first century, the global educational ecosystem is undergoing a profound paradigm shift. The traditional, teacher-centric model of instruction has increasingly yielded to a learner-centered paradigm. Within this framework, educational priority shifts from the passive accumulation of static knowledge to the active cultivation of higher-order cognitive capabilities, critical thinking, and creative problem-solving skills.

Here is the continuation of your translation in academic English:

Keywords: School Pedagogy, Student-Centered Learning, 21st Century Skills, Critical Thinking, Character Education and Nurturing, Educational Transformation.

Core Concepts and Functions of Pedagogy

Pedagogical science relies on four core foundational categories:



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd October, 2026

Website: <https://econferencia.com>

-
- **Upbringing / Character Education (Upbringing):** A goal-oriented, deliberate process aimed at shaping an individual's personal values, moral standards, and prosocial behavioral norms.
 - **Instruction / Teaching (Instruction):** A reciprocal, interactive process encompassing both the educator's structured guidance (pedagogical direction) and the learner's active cognitive involvement.
 - **Education (Education):** The systematic body of knowledge, competencies, and practical skills acquired as the culmination of instruction and upbringing.
 - **Development (Development):** The ongoing process of physical, psychological, and spiritual transformation within an individual, framed through age-appropriate developmental benchmarks.

Here is the continuation of your paper translated into academic English:

Didactics: Theory and Principles of Instruction

Pedagogical Principles

In school pedagogy, the overall efficacy of the instructional process is governed by adherence to foundational didactic principles:

- **Principle of Systematicity and Sequentiality:** Instructional material must be structured logically, progressing systematically from elementary concepts to advanced complexities.
- **Principle of Visual and Experiential Representation (Intuition/Visualization):** The comprehension of abstract concepts is substantially enhanced through the strategically integrated use of visual, auditory, and tactile/practical resources.
- **Principle of Accessibility and Differentiated Suitability:** Educational content and instructional methodologies must align with the cognitive maturity, chronological age, and individual developmental capabilities of the student.



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd October, 2026

Website: <https://econferencia.com>

- **Principle of Integrating Theory with Practice:** Theoretical knowledge must be contextualized and critically processed through practical application to real-world scenarios.

Constructivism in Contemporary Education

Modern school didactics is fundamentally anchored in constructivist learning theory (Jean Piaget, Lev Vygotsky). Within this paradigm, the student is not viewed as a passive "empty vessel" (*tabula rasa*), but rather as an active cognitive agent who autonomously constructs knowledge by integrating new information with existing experiential structures.

Educational constructivism branches into two primary theoretical streams:

1. **Cognitive Constructivism (Jean Piaget):** Focuses on individual cognitive architecture and mental processes. According to Piaget, learning occurs through a dynamic equilibrium between **assimilation** (fitting new information into existing cognitive schemas) and **accommodation** (modifying pre-existing schemas to incorporate novel information).
2. **Social Constructivism (Lev Vygotsky):** Emphasizes the crucial role of social interaction and socio-cultural environments in cognitive growth. Knowledge acquisition is conceptualized as a collaborative process negotiated through dialogue, scaffolding, and social engagement.

Instructional Methodologies and Educational Technologies

Interactive Instructional Methodologies

The shift away from traditional, lecture-dominated formats has necessitated the systematic implementation of active learning strategies:

- **Problem-Based Learning (PBL):** Students critically investigate authentic, complex problems and independently formulate viable solutions.



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd October, 2026

Website: <https://econferencia.com>

- **Collaborative and Cooperative Learning:** Structured peer interaction in pairs or small groups designed to foster prosocial communication, interpersonal competencies, and teamwork.
- **Project-Based Learning:** Long-term, interdisciplinary assignments requiring students to synthesize diverse domain-specific knowledge to produce tangible outcomes.

Digital Technologies in the Contemporary Classroom

The integration of Information and Communications Technology (ICT) is fundamentally redefining pedagogical practice. Learning management systems (LMS), interactive displays, and digital simulation environments render the instructional process markedly dynamic, highly adaptable, and personalized to individual learner profiles.

Here is the continuation of your translation in academic English:

Inclusive Pedagogy and Developmental Psychology

Inclusive Pedagogy

Inclusive education denotes the equitable integration of all learners—including students with Special Educational Needs (SEN)—into mainstream general education environments.

- **Individualized Education Plan (IEP):** A tailor-made pedagogical blueprint constructed through a comprehensive assessment of the student's specific cognitive strengths, limitations, and developmental needs.

- **Differentiated Instruction:** A instructional strategy wherein educators dynamically adapt curriculum content, learning processes, and assessment tools to accommodate varying levels of student readiness, learning styles, and interests.



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd October, 2026

Website: <https://econferencia.com>

Developmental Milestones across Educational Stages

Pedagogical science is intrinsically linked with developmental psychology. The school-age lifespan is categorized into three primary developmental stages:

- 1. Primary Education Stage (Ages 6–10):** Characterized by play-based and intrinsic cognitive motivation; fundamental literacy, numeracy, and baseline social competencies are established.
- 2. Basic Education Stage (Ages 10–15):** Marked by the psychological crisis of adolescence, increased influence of peer networks, and the active search for personal identity.
- 3. Secondary Education Stage (Ages 15–18):** Defined by career self-determination, vocational orientation, and the full maturation of abstract-logical reasoning capabilities.

Section V: Assessment Frameworks and the Professional Role of the Educator

Student Assessment Methodology

In the contemporary school environment, two primary forms of assessment are systematically employed:

Here is the academic English translation of your provided text, maintaining formal terminology suited for educational research and publication:

Assessment Type	Objective	Tools / Instruments
Formative Assessment	Supporting the learning process and providing constructual feedback	Oral feedback, rubrics, self-assessment
Summative Assessment	Academic evaluation of learning outcomes (grading)	Testing, control work / exams, project-based assessment



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd October, 2026

Website: <https://econferencia.com>

5.2. Profile of the Modern Educator

Today, the teacher is no longer the sole source of information. Their primary roles include:

- **Facilitator:** Assisting, guiding, and enabling the learning process.
- **Mentor:** Supporting the student's personal and social development.
- **Researcher:** Continuously analyzing, reflecting on, and developing their own pedagogical practice.

Conclusion

School pedagogy is a dynamic discipline that evolves continuously alongside social and technological transformations. Its ultimate objective is the cultivation of an independent, critically thinking, and responsible citizen.

References

1. National Curriculum of Georgia (2018–2024). Ministry of Education and Science of Georgia. Tbilisi.
2. Vygotsky, L. S. (1986). *Thought and Language* (A. Kozulin, Ed. & Trans.). MIT Press. (Original work published 1934).
3. National Center for Teacher Professional Development (TPDC). (2014). *How to teach students critical thinking: A resource guide for teachers*. Tbilisi.
4. National Center for Teacher Professional Development (TPDC). (2016). *Inclusive education guide*. Tbilisi.
5. Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
6. Bruner, J. S. (1996). *The Culture of Education*. Cambridge, MA: Harvard University Press.



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd October, 2026

Website: <https://econferencia.com>

-
7. Piaget, J. (1952). The Origins of Intelligence in Children. New York: International Universities Press.
 8. Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms (2nd ed.). Alexandria, VA: ASCD.
 9. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.