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INTEGRATIVE MAS-PEDAGOGY

Scientific and pedagogical activity in the conditions of social transformations involves, on the one hand, strict adherence to time-tested traditional models of pedagogy, and on the other, the introduction of innovations into the modern educational and educational process. Traditional models of pedagogy include the work of world-famous Poltava teachers - scientists and practitioners. It should be noted that the pedagogical ideas of Poltava teachers have not lost their relevance today, their works continue to inspire teachers to search for new, effective methods of teaching and education.

Let us consider the essence of pedagogy as a holistic system of education, based on the collective as the main factor in the formation of personality. So, its key aspect is that the collective is considered the basis of education, it is not just a group of people, but an organized community united by a common goal and activity. It is believed that education in a collective contributes to the development of social skills, responsibility and mutual assistance. At the same time, the principle of parallel pedagogical action is included. This principle consists in influencing the personality through the collective, and not directly, when the pupil (participant of the educational process) feels the influence of the collective, which motivates him to self-improvement. The next principle is the use of work as a means of education, it emphasizes the importance of productive work in the formation of the personality. It is stated that work develops industriousness, responsibility and respect for the work of others. Discipline and exactingness are the next principles, this is not the suppression of the personality, but a necessary condition for the effective work of the collective. It is important that exactingness is combined with respect for the individual and faith in its capabilities. An equally important principle is the one that provides for the development of the personality in the collective. The teacher's aspiration according to it is to create conditions for the harmonious development of the personality, taking into account its individual characteristics, while the collective creates conditions for the self-realization of each member. Analyzing the principle of educating responsibility, we note that it focuses on responsibility for one's actions, for the collective, for the common cause. The principle of forming a holistic personality is conceptual in the above concept. According to it, education is considered as a process of forming a holistic personality capable of active participation in public life. Concluding the analysis, it can be stated that the model is completed by the principle of education through work. It is stated that work is an important element of education, since it develops industriousness, responsibility and the ability to work in a team. Thus, an effective education system has been created, which has proven its effectiveness in practice, its pedagogical ideas remain relevant today.

Let us consider inclusive pedagogy as a branch of pedagogy that studies the theory and practice of joint learning and education of participants in the educational process with different educational needs. Its main goal is to create an educational environment where each individual, regardless of their developmental characteristics, has equal opportunities for learning, development and socialization. Let's consider the main principles of inclusive pedagogy:

the value of diversity: each individual is unique, and their characteristics are a value that enriches the educational environment;

equal rights: everyone has the right to quality education, regardless of their developmental characteristics;

individual approach: the educational process is adapted to the individual needs of each learner;

cooperation: teachers, parents, specialists and other participants in the educational process cooperate to ensure the best conditions for the learning and development of each learner;

accessibility: the educational environment should be accessible to everyone, including those with special educational needs.

Thus, inclusive pedagogy is aimed at:

ensuring equal access to quality education for all learners;

creating a favorable and safe educational environment;

developing social skills and forming a positive attitude towards diversity;

supporting the individual development of each individual;

involving parents in active participation in the educational process.

Inclusive pedagogy is not only about teaching students with special educational needs, but also about creating an educational environment where each individual feels accepted, valued, and capable of success.

The analysis of two models of pedagogy made it possible to state that in scientific and pedagogical activity in the context of social transformations there is a need to create and develop an integration model, which is characterized by the introduced term "Integrative mas-pedagogy". Therefore, "Integrative mas-pedagogy" is a pedagogical approach that combines the principles of mass education with inclusive practices, aimed at creating an effective and humane team, where each participant, regardless of individual characteristics, has the opportunity to realize their potential and feel like a full member of society.