

**L. Chulkova,**  
Doctor of pedagogical sciences, professor  
(Berdyansk state pedagogical university)

## **CONCEPT COMMUNICATIVE IN GERMAN DIDACTIC PEDAGOGY**

In German modern pedagogics in the middle of the XX century there have been accumulated a great number of knowledge in the field of sociology, social psychology, philosophy, pedagogy, which influenced on the development of communicative direction of teaching. The purpose and tasks of modernization of educational system in general, and pedagogical, in particular, due objective geopolitical, economic, social and national conditions of social development of every national system of education and Europe in general.

The purpose of the article is to consider communicative didactics as one of the innovations in pedagogics of Germany and its potential for practical using in the educational system of Ukraine. The specific of communicative approach to teaching philological disciplines in Germany is due to orientation of German methodists on the developed critical theory of education and communicative didactics.

The methodological basis of communicative direction of philosophy has become the idea of intersubjectivity and critical reflection of E. Kant, the understanding of being as a dialogue of M. Buber, the educational process as a direct personality contact of A. Bolnova, the theory of social interaction of J. Habermas. The concepts of this direction are reflected in works of foreign educators, which indicate the popularity of the aforementioned approaches (V. Zakharov, V. Tupa, L. Trebuhina, N. Fedotov).

The communicative didactics provides taking of democratic principles: participation in everybody in making a decision. It means that everybody has to take part in making decisions, which are concerning the educational process, the life of pupils and schools; communication in the lessons is not only a way of giving knowledge, but is a means of forming the subjective thinking, that is the perception and evaluation of subject content. A good lesson it is creation of the context of understanding. In the center of critical-communicative didactics there is a contradiction between the actual daily life and its possibilities. Study should relieve students, to give them opportunity to ask question, examine themselves. That's why study is an interactive process. The keywords of this concept are "communicative" in which "the emphasis is put on analysis and reflection of the situation in classroom and outside of school; incremental planning, conflict didactics, pedagogy pluralism exemplarism".

The comparative analysis of the theoretical bases of communicative didactics as a new direction in the theory of German education and Ukrainian education makes it possible to conclude that the main defining feature of communicative didactics is a orientation on conscious development of pupils' critical thinking, the development of subject-subjective relations, with the emphasis on pedagogical communication. These directions has practical using, helping to overcome the limitations of the process of emancipation of personality is a resource for forming of the theory of innovative technologies of educational process in pedagogical higher educational establishments and general schools.