Undoubtedly, in recent decades, the modern educational process is global, it is significantly influenced by the world civilization of West and East, the open education system is intensified, influenced by postmodern ideology and multiculturalism, learning becomes universal and accessible, and pedagogical practices are evolving. This determines the need for the introduction of the best new educational pedagogical practices for educational institutions of all levels and those organizations that are part of the open education system. The EU's educational space is no exception. Important issues regarding the renewal of education have been constantly considered by the Council of Europe (RECOMMENDATION, 2013; THE FUTURE OF JOBS REPORT WEF, 2020), were given some recommendations, the content and composition of key educational competencies changed. European Commission (EUROPEAN COMMISSION, 2019; EUROPEAN COMMISSION, 2015) has developed a strategy for reforming the educational space of Europe, which identified the main directions of modern education, competence content of education, where the ability to adapt, willingness to change and interact in rapidly changing modern professional, social, ecological systems of the world. In this context, special attention in the educational process should be paid to the skills of information hygiene, and especially in the context of infodemia as a destabilizing factor in the civilizational development of Europe and the world at large. So, The Department’s Global Engagement Center (GEC SPECIAL REPORT, 2020) determined that the active conduct of information wars requires some changes in the education system, requires the search for means of counteracting information interventions, development of new curricula, pedagogical practices, components of educational strategy in educational institutions, providing information security training, educational work in media education, training in fact-checking techniques, in particular. It is in this context that the long-term practice of the world educational process is important - the organization of educational activities, the introduction of educational complexes, pedagogical practices related to counteracting infodemia.

International organizations are constantly working on issues such as the development of the education system, objects, contexts, rules and rights, and responsibilities of educational institutions. In the wake of this global process of motivation for reform, the search for new effective forms of education has expanded exponentially in a rapidly changing civilizational environment (JAYASHREE, 2017; ČUHLOVÁ, 2019). In general, the global panorama of best educational practices requires the training of highly professional teachers, technologically literate students, and this requires a very careful and careful selection of educational technologies and methodological training of all participants in the educational process.

An important research task is to pay attention to new pedagogical practices, conditions of their implementation, and particular interest are multifunctional activities on information ecology, media education, tolerance, actively implemented by European and American educational institutions (KIKI-PAPADAKIS, CHAIMALA, 2016; GILAKJANI, 2016; IVANOVA, et al, 2020). Through constant reference to the best pedagogical practices, similar to those analyzed in the study, educators were able to find and identify the strengths and weaknesses of the proposed pedagogical practices (KÖKTÜRK, 2012) and improve the social and cultural components of the educational space (SYNORUB; MEDYNSKA, 2019). The pedagogical practices that contributed to the emergence of the research have always been a combination of the educational process and educational impact on students - this determines the content of the best pedagogical practices. Research projects that combine learning, play, education, and
upbringing have shown that pedagogical practices that focus on relevant learning material and are essentially educational are extremely relevant to the modern educational process.

AIMS
The study aims to prove the effectiveness of pedagogical practices as educational innovations of an educational nature, which are constantly introduced in the European educational space and are relevant for use in integrated teaching in educational institutions, in particular, is an interactive component of the global educational process. Based on the goal, it is planned to perform the following research tasks:

- to consider the technology of development and introduction of interactive pedagogical practices on the example of interuniversity Olympiad as a universal and relevant complex of educational nature;
- to determine the effectiveness of the studied pedagogical practice through the assessment of the participants of the pedagogical experiment of its timeliness and effectiveness in the formation of key competencies, determining the effectiveness of this pedagogical practice;
- to identify the specifics of the introduction into the educational space of the best pedagogical practices, of a complex nature, devoted to counteracting infodemic manifestations in the changing conditions of the modern educational space.

LITERATURE REVIEW
Problems of development and implementation of pedagogical practices in the EU countries should be constantly addressed through further implementation of the most relevant and effective practices and special attention should be paid to universal practices that can be used in educational institutions of different levels, specialties, and industries. (JAYASHREE, 2017). The world educational system has extensive experience in implementing various pedagogical practices; their effectiveness is represented through geographical locations and cultural and civilizational features of educational structures, industry positions. For example, Fleck, R, & Prince (2014) considered algorithms of development and features of introduction of a model course on ecological education in public colleges (experience of Spanish teachers); pedagogical practice as a way to integrate into volunteering on the experience of students of creative specialties in Poland (IVANOVA et al., 2020). Researchers of school education in Great Britain worked on the introduction of pedagogical practices (POLAND et al., 2003) - innovative practices in school education are associated with innovations at the level of inclusion of technical resources, virtual reality, which are stimulated by the development of the information society. Modern science takes care of a significant revision of the role of the teacher from the authoritarian style of learning to cooperation (KAPUR, 2018). The best pedagogical technologies have a significant impact at the level of higher education, and a special role in the modern educational space is played by universal pedagogical practices that are relevant for all levels of education and fields of knowledge (SALGUR, 2013; SIM & POP, 2014). This is what is considered media literacy, awareness in the field of information security (SYNORUB, MEDYNSKA, 2019).

The study follows the position of Kapur (2018) on the interpretation of the concept of “pedagogical practice” as a systemically constructed set of educational activities, where the combination of education to educational components is also subject to cooperation and active group work of all participants. The researcher also stressed the need to use different theories of learning in the process of preparation and implementation of pedagogical practice. Our study identifies the importance of the universal component, which makes the introduction of pedagogical practice at different educational levels, in different fields, facilitates the adaptation of the educational institution, and prepares all participants in the process of innovation and education reform. Pedagogical practices require a constant combination of analytics, work on the creation of teaching materials, and the actual educational process.

In the world pedagogical tradition, as well as in European countries, the processes of applying the best pedagogical practices closely related to the initiative of the administration, adaptation...
to curricula, information and communication technologies (ZHERNOVA, 2018), technological capabilities, continuous training of teachers and motivation of participants in education (KUZMINA et al, 2020).

Different researchers have different views on the algorithms for implementing best pedagogical practices. Innovative strategies of educational and educational nature of various forms and contents are offered. Some researchers present the best pedagogical practices as factors in the actualization of key educational competencies (KO, SAMMONS, BAKKUM, 2013), considers the experience of applying pedagogical practices in a multicultural environment modern educational space and features of adaptation of foreign students to the European educational space (SALGUR, 2013; ČUHLOVÁ, 2019). Peculiarities of using interactive teaching methods in higher educational institutions (SENTHILKUMAR, & KANAPP, 2017), social media as a platform for interactive pedagogical practices (SIM, POP, 2014).

Unresolved are the issues of universalization of pedagogical practices that can be effective at different levels of education, introduced regardless of the field of knowledge and educational guidelines. In the future, it is necessary to address the problem of assessment and motivation to use interactive pedagogical practices. It is necessary to pay attention to the system of evaluations of the effectiveness of the introduction of new pedagogical practices, the organization of interactive activities in the distance educational process, and the development of technologies to prepare for work with such practices.

methods

To analyze and identify the problem, such theoretical research methods as analysis and synthesis were used. Empirical (diagnostic) methods are used to experiment. This is a questionnaire (written), observation, and pedagogical experiment. The method of the pedagogical experiment was used during the 1st and 2nd semesters of the 2019-2020 academic year (October 2019 - April 2020). The experimental method was used to determine the evaluation of the effectiveness of innovative pedagogical practices in different study groups with different methodological and professional guidelines. Methods, observations, and questionnaires became auxiliary.

The implementation of pedagogical practice described in the work was considered in the research from the standpoint of observation, so the method of observation is also used as empirical, it allows to directly define pedagogical practice as such and several systemic changes that occurred during the learning process. The proposed study is a logical continuation of previous experiments that introduced the algorithm of advanced pedagogical technologies (IVANOVA et al., 2020), research programs (BOGHIAN, 2019), and described the best pedagogical practices. Such investigations are based on a set of experimental studies, the experience of implementing interactive measures close to that described in the article (SYNORUB, MEDYNSKA, 2019; IVANOVA, MOSENKIS, & STROKAL, 2020).

The effectiveness of the application of new pedagogical practices designed to form the key competencies of higher education seekers is analyzed. The project involved 6 university professors, as well as 72 participating students from 12 groups of a four-year bachelor’s course in various specialties in preparation for and participation in the International Olympiad in fact-checking, organized by several European universities: University of Latvia (Riga, Latvia), Akademie Sting (Brno, Czech Republic); Wyższą Szkołą Gospodarki Euroregionalnej im. Alcide De Gasperi (Józefow, Poland). Each team consisted of 12 people and has a headteacher, a representative of the institution. All respondents attended a program on information security and media education, studied foreign languages.

During the implementation of pedagogical practice, data and materials on information security and fact-checking were collected. The collected data were presented in several educational materials, on educational sites, developed tools and techniques for analysis of manipulation of facts, errors in manipulating facts, dossiers of fakes and their analysis, recommendations for information hygiene in further work. The experiment was performed in 4 stages. At all stages, there was active educational work with both teachers and students:
Development and application of best pedagogical practices...

- Stage 1. Conducting educational webinars and consultations with teachers and students on the content and algorithm, rules of training competitions, friendly matches. Also in parallel with the training of friendly matches and consultations.

- Stage II. The middle of the experiment. Conducting semifinal competitions. Monitoring of changes in the evaluation of the effectiveness of such pedagogical practice.

- Stage III. Holding the final competitions. General meeting of all participants of the event.

- Stage IV (final stage). Determining the final positions in assessing the effectiveness of new methods that operated until the end of the 2nd semester of the 2020 academic year. Preliminary assessment of the participants of the educational process of new methods and quality of preparation for the Olympiad on fact-checking.

Difficulties encountered by the experimental group during the experiment: such pedagogical practice requires time (academic year (2 semesters), it is impossible to determine the reasons for changing grades (preferences); they did not have an opportunity to conduct a qualitative in-depth study.

RESULTS
The Olympiad on information security and fact-checking involves the use of such forms as brain-rings, quizzes, team competitions, and preparation for them. These are competitive methods where a group of participants (or one participant) is involved. A set of interactive teaching methods is regularly used in the educational process to improve speech and communication skills, the ability to respond quickly to crises, to be able to quickly adapt to conditions, to form such general competencies as learning, information, and communication, self-improvement competence, teamwork. For example, after listening to courses on information security, practical rhetoric, and fact-checking techniques within the educational process, an internal university competition in the form of a brain-ring is held with respondents, where not only the acquired knowledge and skills are tested, but also the ability to work in a team, see figure 1.

Figure 1. Development of key educational competencies of participants in the educational process through interactive pedagogical (Author’s development)

Source: Search data.
Firstly, the competition used questions and tasks of a creative and analytical nature, testing. These tasks and tests were carefully selected and discussed by a team of experimenters: all materials were taken from real practice. At the beginning of the competition were given easier tasks that allow you to navigate and train at an intense pace, help to get rid of stress. When taking the tests for the Olympiad, the organizing team tried to avoid too easy tasks and complex, confusing ones, which do not have one correct answer, irritate and introduce from the topic to the discussion of the content and form of the task.

Secondly, first of all, the content was determined, its relevance for the respondents, the future profession, and the professional orientation of students was taken into account, as educational tasks and problem positions should be interesting and clear for all participants of the experiment. Digital technologies were also actively used: multimedia tools, social networking opportunities, and educational process software.

Thirdly, the course of the game was taken into account and clearly defined during the formation of the tests. The competition is a team competition, an independent jury (invited practitioners) was selected, and a mediator conducted the game. The same tasks were given to all participating teams at the same time. If a certain team plays, the successes of the most active players were additionally noted, for this purpose rating tables for player evaluation were created, additional points were added to the profile disciplines on information security and fact-checking. This increased the motivation of participants, interest, and interest of students. The complexity of the questions did not remain the same - it increased during the game.

Besides, in the conditions of pandemic and quarantine, the organizers created an online platform for conducting brain-rings online, both during the semifinals and finals between different European universities. Participation in such competitions requires contact communication, which seems to be a very effective pedagogical practice in terms of distance learning. Such forms enable different student teams in different cities, countries, and even continents to interact and learn.

The first stage. 2 open preparatory classes were held for 6 teachers-curators of EU higher education institutions. At the webinars, the organizers held consultations, where direct curators trained on the ground, executors of further project activities with groups of students, project participants, added the necessary package of educational materials and instructions. A separate block of webinars was devoted to the methodology of online brain-rings, briefing on the technical features of training and organization of participants. Also, training was held to solve tasks and exercises that will be used during the competition. Teachers-consultants were given 15 typical exercises for self-study.

A questionnaire was presented to teachers and students to assess the need for the application of new interactive pedagogical practices in the educational process. Assessment of the need of students and teachers for the introduction of interactive pedagogical practices was conducted in the first three stages of the project (See Table 1). The educational community conducted the study during the 2019/2020 academic year at the request of the administrations of educational institutions and project organizers to determine its effectiveness and perception.

Table 1. Assessment of the impact of interactive pedagogical practice on the formation of key competencies at the initial stage (Author’s development)

<table>
<thead>
<tr>
<th>№ of teams</th>
<th>KC1</th>
<th>KC2</th>
<th>KC3</th>
<th>KC4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1</td>
<td>18%</td>
<td>22%</td>
<td>20%</td>
<td>27%</td>
</tr>
<tr>
<td>Team 2</td>
<td>17%</td>
<td>20%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>Team 3</td>
<td>22%</td>
<td>24%</td>
<td>28%</td>
<td>22%</td>
</tr>
<tr>
<td>Team 4</td>
<td>16%</td>
<td>20%</td>
<td>22%</td>
<td>14%</td>
</tr>
<tr>
<td>Team 5</td>
<td>20%</td>
<td>26%</td>
<td>21%</td>
<td>26%</td>
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<tr>
<td>Team 6</td>
<td>24%</td>
<td>27%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Team 7</td>
<td>25%</td>
<td>22%</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>Team 8</td>
<td>20%</td>
<td>26%</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>Team 9</td>
<td>20%</td>
<td>27%</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Team 10</td>
<td>24%</td>
<td>25%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Team 11</td>
<td>20%</td>
<td>27%</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>Team 12</td>
<td>21%</td>
<td>23%</td>
<td>22%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: Search data.
The second stage. In the second stage of preparation for the Olympics, each curator of the group formed from active students, in which he teaches courses on media literacy and information security, 2 teams of 6 people, students in the team independently determine the roles. The teacher-consultant offers to choose a captain, speaker, analyst, copywriter, etc. Teachers and team members worked on distance or online training materials, typical exercises for online brain-rings, also provided instruction on the technical features of online events, also took into account time constraints: 1 test out of 6 tasks provides 8 minutes.

At this stage, intra-university team selection competitions were held. Throughout the project, the study of disciplines containing the thematic core of the competition continued, in parallel, the active study of foreign languages, teamwork skills, cooperation "teacher-student", active educational work, and continuous improvement of digital skills, work in social networks. All this contributed to the introduction of pedagogical practice, its success, and its effectiveness.

The third stage of the project. Due to the quarantine-related quarantine measures, all Olympics games have gone online. 2 teams took part in the final under the guidance of the curator. The finals were held online - each participant joined the brain-ring at a specified time from their geographical location. This is one of the great advantages in terms of limiting personal communication - there is no need for a centralized contact meeting of teams at the Olympics.

The duration of the final brain-ring was up to three hours. The questions concerned various topics on information security and fact-checking, which required analytical and creative work with materials and facts. According to the technology of the final game, the teams received questions, to process them within the set time (eight minutes) in separately created online classrooms. At the end of the discussion time, the test was completed on a common online platform, specially created for the Olympics.

The expert jury and the mediator took the answers, established their correctness or incorrect answers, counted the number of points for each task. Each member of the jury then commented on a separate question, provided comments and additional information and comments on the questions. Thus, work was carried out on deepening the knowledge and skills of the Olympiad participants, if necessary, the Olympiad mediator commented (see figure 2).

Figure 2. Stages of preparation and holding of the Interuniversity Olympiad on information security and fact-checking (Author’s development)

Source: Search data.
In the changing conditions of the Olympics during the pandemic, associated with the transition to contactless remote communication was a necessary condition for successful implementation of pedagogical practice is mandatory continuous improvement of technical equipment of educational institutions and participants in the educational process. The use of Internet technologies as part of the successful pedagogical practice has made it possible to hold competitions. This became especially important in the conditions of compulsory distance learning - the work of students and teachers was carried out using various forms of electronic communication (E-mail, Skype, and Telegram), during the survey Google platform was used. Ensuring effective learning is related to the availability of educational content presented in electronic format. It gives the chance to study, train, use all materials, being in various geographical points.

The final stage. At the final stage (2nd semester of 2019/2020 academic year) the participants of the educational process also evaluated the application of new interactive pedagogical practices and determined their effectiveness in the formation of key competencies. The survey was conducted at the request of participating universities and event organizers. It was suggested to assess what key competencies have been updated during the implementation of the entire Olympiad project. The results are presented as a percentage. KC1 - competence of personal self-improvement, KC2 - communicative competence, KC3 - information competence, KC4 - educational and cognitive competence (table 2).

Table 2. Assessment of the impact of interactive pedagogical practice on the formation of key competencies (Author’s development)

<table>
<thead>
<tr>
<th>№ of teams</th>
<th>KC1</th>
<th>KC2</th>
<th>KC3</th>
<th>KC4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1</td>
<td>20%</td>
<td>25%</td>
<td>23%</td>
<td>30%</td>
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<tr>
<td>Team 2</td>
<td>19%</td>
<td>24%</td>
<td>23%</td>
<td>18%</td>
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<tr>
<td>Team 3</td>
<td>25%</td>
<td>28%</td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td>Team 4</td>
<td>18%</td>
<td>24%</td>
<td>25%</td>
<td>16%</td>
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<tr>
<td>Team 5</td>
<td>23%</td>
<td>29%</td>
<td>24%</td>
<td>28%</td>
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<tr>
<td>Team 6</td>
<td>28%</td>
<td>30%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>Team 7</td>
<td>27%</td>
<td>25%</td>
<td>26%</td>
<td>24%</td>
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<tr>
<td>Team 8</td>
<td>22%</td>
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<td>27%</td>
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<td>Team 9</td>
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<td>Team 10</td>
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<td>Team 11</td>
<td>22%</td>
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<tr>
<td>Team 12</td>
<td>25%</td>
<td>28%</td>
<td>26%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Source: Search data.

Involvement in the teaching of interactive pedagogical practices aims to maximize the motivation of the respondent, improve student performance not only in education but also in community service, self-education, and more. Brain ringing as a form of competition requires a constant increase in the level of digital education. At the final stage of the experiment, a questionnaire was conducted, where participants in the educational process were able to assess the quality and need for the introduction of such innovative pedagogical practices as the preparation and conduct of educational competitions (table 3).

Table 3. Assessment of the need of students and teachers for the introduction of interactive pedagogical practices (Author’s development)

<table>
<thead>
<tr>
<th>Stage number</th>
<th>Yes</th>
<th>Partly</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Teachers</td>
<td>Students</td>
</tr>
<tr>
<td>Stage 1</td>
<td>60%</td>
<td>53%</td>
<td>30%</td>
</tr>
<tr>
<td>Stage 2</td>
<td>68%</td>
<td>60%</td>
<td>24%</td>
</tr>
<tr>
<td>Stage 3</td>
<td>73%</td>
<td>64%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Source: Search data.

As we can see, the future use of new pedagogical practices is approved by 13% of students and 11% more teachers than at the beginning of the experiment, the number of those who categorically deny the use of new interactive pedagogical technologies among students is 5% less and among teachers - 3% less.

DISCUSSION
The study considers ways to develop and implement the interactive innovative pedagogical practice, which was used to prepare for the organization and conduct of a competitive educational event. In this context, best pedagogical practices have been considered in the work of several researchers (ARBOL DEL, 2018; MASON, (2006).) The universality of such practices has attracted research attention. sectoral division, profession, country, in particular, all such explorations (ARBOL DEL, 2018; TURKEY, 2020) identified the effectiveness of interactive activities that are relevant and positive not only as educational but also pedagogical practices, where educational content promotes the development of key educational competencies and performs educational functions.

Several studies on the experience of innovative pedagogical practices in higher education and management features (PURANIK, 2020) consider the problem of informatization of university education, where researchers consider it necessary to constantly maintain and develop information technology techniques and pedagogical practices related to it (DZVINCHUK et al, 2020). As the experience of the Olympiad has shown, there is a need to constantly improve the level of technical knowledge, improve the skills of all participants in the educational process, because, in changing conditions mobility, motivation, positive evaluation of interactive forms of learning increases the success of implemented pedagogical practices.

Pedagogical practices have a wide range of implementation, are an integral part of the educational space in EU countries, and provide an opportunity to address the social and cultural problems that exist in the education of EU countries. Peculiarities of application of pedagogical practices in postgraduate education are considered, as well as a means to teach to avoid discrimination based on nationality, social, regional affiliation (BOGHIAN, 2018). The best pedagogical practices as a combination of educational, enlightening principles, built on the principles of tolerance and cooperation, are an effective and universal means of learning in modern conditions. Problematic issues of information literacy and security can also be solved by involving pedagogical practices, regardless of the level of education and location.

Several researchers have considered the role of high-tech tools to be used in the modern educational process (DZVINCHUK et al., 2020), and especially in terms of activation of educational technologies of distance education (TURKEY, 2020). It was determined that the introduction of effective pedagogical practice in modern conditions is not possible without the movement to informatization of the educational process, as well as the constant need to resort to forms of open education. The experience of organization, development, and implementation of best information practices in university education (KOSTIKOVA et al, 2019) is also associated with the active work of the administration, teaching staff, harmonious cooperation of management and teaching staff. The introduction of new pedagogical practices involves not only the modernization of education but also the mastery of the game and competitive practices. This is a guarantee of continuous improvement of the quality of training and survival in fierce competition.

CONCLUSIONS
This article presents the development and application of the interactive pedagogical practice as a universal and promising example of the interuniversity European Olympiad in information security and fact-checking. This is a complex of educational nature, which activates communication skills, principles of cooperation, and collaboration as signs of program effectiveness. Innovative and universal is the theme of the project itself - information security, the ability to navigate correctly in the whirlpool of information wars. It is determined that pedagogical practices of complex nature contribute to the development of key educational competencies, can be used in distance education, and provide an opportunity to learn new interactive forms of learning, relevant to modern skills, regardless of the chosen profession and specialty. Acquiring skills of information literacy and media education with the help of new pedagogical practices makes students ready for professional activities and improving the ability to navigate modern information flows, analyze the information obtained.

Students (more than 13%) and teachers (more than 11%) approved the use of new pedagogical practices in the future, positively assessed their motivation - all this is an important condition for the effectiveness of pedagogical practices. The proposed method of competition is
universal, as it can be applied not only to universities but also to school education and cover various subjects. Further research should be devoted to highlighting the algorithms for the introduction and successful implementation of universal pedagogical practices, defining their stages and creating conditions for the introduction of educational innovations not only in EU universities but also in the world education system. The described experience of development and implementation of effective pedagogical practice needs further expansion, constant improvement in the conditions of the world’s global educational system.

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KIKI-PAPADAKIS, K. & CHAIMALA, F. (). The Embedment of Responsible Research and Innovation Aspects in European Science Curricula. Revista Romaneasca pentru Educatie
Development and application of best pedagogical practices...


Resumo
O ensino em uma universidade moderna deve ser baseado nos melhores desenvolvimentos pedagógicos, as últimas conquistas no espaço educacional. Isso também se aplica ao setor educacional da União Europeia. Foi isso que determinou a relevância deste artigo. O estudo tem como objetivo analisar e comprovar a eficácia das inovações educacionais no exemplo da introdução de práticas pedagógicas específicas relevantes e universais para uso no ensino integrado nas instituições de ensino europeias, incluindo o componente interativo do processo educacional na educação da UE. A gama de métodos de pesquisa (empíricos, estatísticos e teóricos) foi utilizada para atingir o objetivo e justificar os resultados do estudo. A principal hipótese do estudo é o pressuposto de que a introdução das melhores práticas pedagógicas no espaço educacional, com base em uma perspectiva universal, poderia resultar em um aprendizado melhor. O estudo foi projetado para analisar e demonstrar a eficácia de práticas pedagógicas específicas que são relevantes e universais para o ensino superior na União Europeia. A principal hipótese do estudo é que a introdução de práticas pedagógicas específicas que são relevantes e universais para o ensino superior na União Europeia será baseada na melhor prática pedagógica e provará a eficácia dessa prática pedagógica.


Abstract
Teaching at a modern university should be based on the best pedagogical developments, the latest achievements in the educational space. This applies to the educational sector of the European Union. The main hypothesis of the study is that the introduction of the best pedagogical practices in the educational space, such as interactive, universal. The result of the study is to determine the effectiveness of interactive pedagogical practices. A further perspective is to study the new pedagogical practices and development of the algorithm for their implementation, then the collected materials can be further used in the educational process.

Keywords: Teaching methods. Innovative teaching project. Pedagogical technologies. Higher education.

Palabras clave: Métodos de enseñanza. Proyecto de enseñanza innovador. Tecnologías pedagógicas. Enseñanza superior.