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An extended abstract of a paper on the subject of:
“**Digital humanistic pedagogy of open education**”

Problem setting. *In the article theoretical and methodological bases of digital humanistic pedagogy - the science about the principles of creating a positive integrated educational reality as a result of the convergence of physical and virtual (created using ICT) training spaces (environments) in the coordinates of open educational systems are determined. Based on the use of modern ICT learning activity (formal, nonformal and informal) is at the intersection of two worlds: the real and the virtual. Methodology and research methods of classical pedagogy require review and improvement in the context of current realities of the educational process, needs and interests of all its subjects. Problems of digital humanist pedagogy development need further studying as well as understanding it as an important methodological basis of an open education system and implementation of its educational potential in the information society.*

Recent research and publications analysis. *In national educational thought the problems of humanization of education and humanization of educational process based on widespread use of ICT were firstly presented by M. Zhaldak. The studies of V. Bykov, V. Kremen are dedicated to the problems of open education, educational space, educational environment in the information society. The use of ICT as tools of increasing the positive potential of cognitive and active field created by a teacher are studied in the works of M. Leshchenko. The problems of development of digital humanistic pedagogy are highlighted in the works of P. Anderson, O. Bjork, J. Brier, T. Clement, C. Davidson, P. Fyfe, B. Hirsch, D. Jakacki, R. Lanham, S. Warnock, R. Whitson. At the same time, the theoretical bases of digital humanistic pedagogy that explores the rules of creation of positive educational reality through ICT require coverage.*

Paper objective *is a study of theoretical principles of digital humanistic pedagogy – the science about the laws of creating a positive integrated educational reality as a result of the convergence of physical and virtual (created using ICT) training spaces (environments).*

Paper main body. *The development of digital humanities in the international educational space is analyzed; the content of the new field of pedagogical knowledge as part of digital humanistic is outlined; research methods and directions of current scientific research are defined.*

Methodological principles of digital humanistic pedagogy are highlighted in the following statements:

1. The use of ICT in different forms and types of learning activities of students of different age groups should be directed at providing educational process with cognitive and creative characteristics, openness, flexibility, democratization, differentiation, personalization, and comfort;

2. The development of teachers' integrated thinking, which is aimed at the perception, planning, implementation and evaluation of the educational process that occurs through a combination of human resources and ICT, is a necessary condition for ensuring the quality of education in the information society;

3. The teachers' awareness of opportunities to use ICT to create positive educational reality, characterized by cognitive and active field, is an important motivational factor of professional activity;

4. The positive potential of cognitive and active field will dramatically increase if students acquire information image by experimenting with different ICTs; and it will ensure creative activity in an integrated (real and virtual) learning environment;

5. For the diagnosis and evaluation of the quality of the educational process, which is implemented in the interaction between human and information technology components, along with traditional methods of research, the methods of scientific analysis of students' activity in the virtual space should be applied.

Conclusions of the research. *The rapid development of computer tools and ICT, especially digital and fiber-optic ones, their widespread adoption in all spheres of public life accelerated integration and communication processes, provided new and more productive opportunities of combining various branches of knowledge. Digital humanistic pedagogy is not just a new way of teaching; its appearance caused the emergence of a new educational paradigm, and formation of scientific area that is rapidly developing and motivating the emergence of discussions and new pedagogical thinking.*