

## Awareness of Pedagogical Education Concepts in Conditions of Reflective Modernity

### Abstract

In the pedagogy education, very important is the answer to the query: to what extent and degree the actually projected and realized changes in this education are determined by the awareness of defined concepts of this education, and particularly their theoretical, interdisciplinary basis, fundamental characteristics and the conditions of realization, the possible results in the individual as well as social dimension?

In this article, the danger is signaled of the apparent changes which by their essence work for preserving the old solutions, that are differentiated with adaptive and directive characteristics.

The mentioned solutions clearly discern with the characteristics of social reality are described as “reflective modernity”.

**Key words:** *pedagogical education concepts, reflective modernity*

Pedagogical education has become an area undergoing particularly intensive changes. Participating in the process, observing the directions of planned and conducted changes, their contents, scope and current results, we reattempt to define the fundamental nature of conducted transformations and their basic meaning. One of the possible and significant – I believe – ways of achieving this goal is searching for the answer to the following question: to what degree and in what scope is designing and implementing changes in pedagogical education, their theoretical, interdisciplinary basics, core characteristics, implementation conditions and possible results both in individual and social dimension dictated by awareness?