Fractality of Trust Among General Educators and Methodologists Teaching Educational Subjects

Abstract

The issue of public trust in research and teaching arouses varied interest and is involved in multiple strands of conflict and environmental conditions. As theorists and academic teachers, general educators teaching an educational subject, e.g. for trainee teachers, often tend to have limited trust among methodologists, who are also the teachers of this subject. Fractality of limited mutual trust generally situates itself on many substantive levels and corresponds to the technology of education, which is revealed in the so-called reliability and geometry of trust concerning the evaluation of the quality of education.

Keywords: general didactics, methodology of educational subject teaching, fractality of trust, theorists and practitioners of teaching

Introduction

In addition to the theory of upbringing, the theory of social welfare and the history of education, general didactics is an important part of educational sciences. In general, it is the primary source of knowledge among dozens of pedagogical subjects, and it sets out procedures for the mastering of theoretical and practical teacher skills and the acquisition of social competence. Methodology of teaching educational subjects is carried out by methodologists (educators) for teachers specialized in teaching, e.g., mother tongue, foreign languages, mathematics, physics, and other subjects that are included in the list of university and school