

The aim of this scientific article is to investigate the concept of "pedagogical approach", its essence and significance for modeling educational technologies. Definitions of personality-oriented, competence, activity, axiological, acmeological, synergetic, differentiated approaches are tackled. We took into account the role and place in the structure of a particular educational technology. It is emphasized that the design of educational technologies mostly considers its main components: content, techniques and methods, forms of learning and tools.

As for pedagogical approaches, their leading role in the educational process is determined by the Law of Ukraine "On Education" and, of course, there is a need for their implementation during the educational process of pupils and students.

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