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ANALYSIS OF DIDACTIC FUNCTIONS OF CONSTRUCTING THE CONTENT OF THE DISCIPLINE «BASICS OF MODERN PRODUCTION TECHNOLOGIES IN INDUSTRY»

Abstract. The article emphasises that updating the content of education is one of the priority tasks of the New Ukrainian School concept. It is emphasised that it is impossible to determine the directions of this modernisation without taking into account the pedagogical experience related to the understanding of the content of education. The authors analyse the main paradigms and key theoretical concepts underlying the design and development of educational content. It is assumed that the main issue in the considered pedagogical concepts is the purpose of education, which determines its content. A retrospective review of the concepts of educational content has allowed the authors to state that in terms of fundamental content, the scientific and technological paradigm of education correlates with the encyclopedic and utilitarian concepts, summarises the acquired scientific and methodological material at a new, systemic and hierarchical level of understanding. The humanitarian paradigm covers a wide range of material that is interwined with the harmonious development of the individual, it also correlates in content with the didactically formalised concept.

The authors emphasise that the goals of education are expressed in the qualities that higher education students should master through the acquisition of social experience, and hence the content of education as a reflection of it. It is assumed that the professional training of future technology teachers should be adapted to the realities of a modern high-tech society and be based on humanistic and personal principles of education aimed at personal development. At the same time, it is important to apply a functional analysis of technology as a scientific field and an element of culture. This approach is consistent with the culture-creating and vita-cultural paradigm of education, which, according to the authors, correspond to the development trends of the modern high-tech society.

Keywords: content of education, concept of education content, vita-cultural paradigm of education, functions of culture, educational process, technological training, technology teachers.

Problem statement. The problem of technological training of teachers has arisen due to the continuous modernisation of the educational field of «Technology», the vector of development of which is focused primarily on the formation of a technically, technologically educated personality prepared for life in a modern high-tech society [3]. The realisation of the goals of the educational field «Technology», under such conditions, requires a qualitatively new creative teacher who is ready for innovative work on a partnership basis, capable of continuous professional development. At the same time, the new modular programmes of labour training for

grades 5-9 and 10-11 are focused on modern approaches to technological training of general secondary education students, and provide for a deeper acquaintance with the latest achievements of technology, modern production technologies, practice of design and technological activities, therefore, the issue of developing scientific principles of professional training of future teachers of labour training and technology, forming their practical readiness to organise and conduct technology lessons in secondary schools is relevant.

Research by D. Kilderov [4], M. Korts [6], V. Sydorenko [9], V. Steshenko [10], O. Torubara [12],V. Yurzhenko [14], S. Yashchuk [14] and others shows that the current system of training future technology teachers has certain limitations, making them unable to master modern technologies, solve cognitive and creative tasks. Therefore, their preparation for professional activity should be carried out at a high scientific level, covering various academic disciplines and types of research work. One of the key disciplines is the course «Fundamentals of Modern Production Technologies in Industry», which, in the context of reforming the educational field of «Technology», will optimise the professional training of future technology teachers to organise and conduct labour and specialised training lessons in general secondary education institutions.

Recent publications analysis. The practical significance of the problem outlined has been facilitated by the analysis of a number of psychological and pedagogical studies in which the selection and design of educational content is one of the main problems of didactics. Its relevance is confirmed by the goals of higher education, which are aimed at developing the individual in accordance with his or her needs and social order. This problem reflects the requirements of the modern stage of technological development of society, as indicated by numerous studies by L. Bezemchuk [1], D. Kidbderov [4], L. Kobylianska [5], M. Korts [6], N. Nychkalo [7], L. Onyshchuk [8], V. Sydorenko [9], V. Steshenko[19] and other scientists and teachers.

According to N. Nychkalo, the content of education should be based not only on pedagogical regularities, principles, methods and techniques of teaching, but also cover the worldview, moral and ethical norms of existing social relations, the quality of the content of education should be determined by the degree of its compliance with the social order [7]. L. Kobylianska considers the cognitive, functional, activity, and personal components of the content of training future specialists in higher education institutions, where the cognitive component reflects the content of professional training of specialists; functional – professional training to perform professional functions; activity – training to carry out various types of professional activities in the conditions of real professional activity; personal – formation of the personality of a specialist, relevant personal qualities and professional culture [5]. Studying approaches to the design of educational content in the context of modular learning, L. Bezemchuk identified general and special principles of designing educational content in the context

of the problems of «didactic heuristics» [1]. The author proposes to take the model of an academic subject as a didactic basis for constructing educational content on the basis of creativity.

The fundamental theoretical concepts of substantiation and design of educational content described in the specialised literature are:

– encyclopedic (J. Comenius) – the depth of knowledge of reality depends on the amount of knowledge;

– didactic-formalised (J. Pestalozzi) – harmonious development of the personality;

– utilitarian (D. Dewey) – social experience is a source of shaping the content of education.

In the process of theoretical substantiation of the nature in the content of education, scientists have clearly identified four most common paradigms of education:

– *scientific-technocratic* – a student is an object of continuous pedagogical influence and a performer of clearly defined social functions, who is called upon to assimilate and reproduce scientific knowledge in an externally set methodological sequence under the motto: «knowledge is power!»;

– *esoteric* – the student is a generator and creator of the secret Wisdom, an source of information or interaction with the Universe, which, under the protective influence of the Teacher, goes and joins the unchanging, eternal Truth, changes its human qualities under the motto: «awareness is power!»;

– *humanitarian* – the student is a subject of cognition and social interaction who masters the multivalent truth, becomes a humane personality-citizen in a constant dialogue and polity with the teacher in a situation of their value and meaning equality and under the motto: «knowledge is power!»;

– *vita-cultural* – a student is a professional educator, i.e. a participant in organised culture creation, which is carried out in parity and developmental interaction with the teacher and other students and leads to his/her self-development as a subject, personality, individuality and universe under the motto: «creation is power!».

It is not difficult to see that in its fundamental content, the scientific and technological paradigm of education correlates with the encyclopaedic and utilitarian concepts of substantiation and design of educational content and summarises the acquired scientific and methodological material at a new, systemic and hierarchical level of understanding. The humanitarian paradigm covers a wide range of material that is intertwined with the harmonious development of the individual and correlates with the didactically formalised concept of designing educational content.

Modern approaches to the design of educational content include:

– personality-oriented approach (V. Okon) – the content of education is seen as a process of progressive changes in the properties and qualities of the individual, a necessary condition for which is organised activity;

– socially-determined approach (I. Zazyun) – the content of education is seen as pedagogically adapted social experience of mankind, identical to the structure of human culture in its entirety;

– humanistic approach – the concept of education is based on the idea of self-realisation of a person's life and professional vocation, the goals of which direct educational activities to reveal potential and natural capabilities. It involves a transition from the priorities of knowledge-based learning to the implementation of training students in accordance with the requirements of their future practical activities; its main goal is the pedagogical nurturing of a humane personality that not only consumes cultural values but also multiplies them, and, most importantly, becomes a valuable subject of social development itself;

– competence-based approach (N. Bibik, L. Velychko, I. Zymnia, O. Ovcharuk, O. Pometun) – shifting the emphasis from the process of accumulating normatively defined knowledge, skills and abilities to the formation and development of future professionals' ability to act practically and creatively apply the knowledge and experience gained in different situations.

The analysis of the reviewed concepts, paradigms and approaches to the construction of educational content has shown that it includes knowledge, skills, creativity and a system of social norms, which emphasises its fundamental nature at all levels. This once again confirms the need to develop new approaches to the construction of educational content in the context of higher education development. Therefore, the development of the content of professional training, including that of future technology teachers, should be based on the concept of selecting elements of the content of education (knowledge, skills, creative, emotional and value components) that forms a single system of theoretical, practical, moral, psychological and creative readiness for future professional activities. In our opinion, the personal aspect and universal values should play a key role.

The purpose of the article. Based on theoretical concepts, educational paradigms and general principles of building educational content, to analyse the didactic functions of constructing the content of the discipline «Fundamentals of Modern Production Technologies in Industry», as well as to determine the principles of selecting educational material, taking into account modern requirements for the training of future technology teachers.

The following methods were used in the study: analysis, generalisation, synthesis, systematisation of scientists' views on the research problem; comparison of different views of Ukrainian and European researchers; systematisation and generalisation of the results of the theoretical study.

Presentation of the basic material. Leading scientists, considering the general picture of the world, along with the natural, socio-historical and technical components, also distinguish the technological one. It reflects a set of means and methods by which a person carries out transformative activities based on scientific and technical

knowledge and cultural appropriateness. The technological component, in combination with the technical component, forms a holistic view of the structure of the world, without which it is impossible to ensure the effectiveness of technological activity in the process of cognition and transformation of reality. This position is associated with the development of a new stage of the modern technological revolution, which determines the priority of the process of activity over its result, taking into account social, environmental, economic, psychological, aesthetic and other aspects of research.

An analysis of the scientific works of V. Sydorenko [9], A. Tereshchuk [11], O. Torubara [12], V. Yurzhenko [14] and others shows that the concept of «technology» is associated with the production process. This is no coincidence, as «technology» (from the Greek «techno» – art, skill and «logos» – word, science) as a science of skill emerged in connection with the development of technological progress. From the production point of view, technology is described as a set of methods of processing, manufacturing, changing the state, properties and shape of materials in the process of creating products.

V. Sydorenko and O. Kaligayeva consider technology as a science of methods of obtaining and processing materials into goods or products of the consumers [9]. According to V. Yurzhenko, the scientific side of technology is not defined, but is perceived as a set of production methods, leaving out its scientific, abstract part, which does not take into account specific tools or the role of a person. The scientist notes that modern technology has two important aspects – objective and subjective, where the subjective one includes the scientific and theoretical side [14].

A. Tereshchuk proposes to consider technology as a link that connects theoretical knowledge and practice (or activity) in a two-way communication – movement is possible both in one and the opposite direction. Moreover, as the scientist notes, «...in the case when the movement goes from activity to the accumulation of knowledge, here human knowledge is the driving force for the creation of the relevant technology» [11, 148]. According to A. Tereshchuk, technology in the context of a general education school should be considered in terms of «an activity-based approach, which is inherently scientific or has elements of research and development, includes methods of analysing and systematising acquired knowledge, searching for and constructing new ones» [11, c.148]. We fully share the author's opinion, because this interpretation of technology is in line with the spirit of the modern technologised era – the continuous and rapid development of technology determines the development of the economy, causes the emergence of new markets, etc.

Considering technology as a driving force for the development of human civilisation, it is important to note its cultural nature. It is closely linked to creative thinking and activities aimed at transforming the environment according to the laws of beauty and cultural appropriateness. This approach is consistent with the vita-cultural paradigm of education proposed by A. Fuhrman [13], which reflects all aspects of

human culture at every stage of education. At the same time, the vita-cultural paradigm of education is the most designer and technological, as it carries out social and psychological design of known and new experimental data in the field of pedagogy and education in general at the theoretical, methodological, experimental and experiential levels.

Thus, based on the culture-creating approach, it is advisable to use a functional analysis of technology as an element of culture with relevant functions when developing the content of the discipline «Fundamentals of Modern Production Technologies in Industry» [2].

The creative or transformative function of technology is the ability of a person to change the environment to meet their needs. This activity is carried out through the use of various means of production and scientific achievements. An important characteristic of technology, according to A. Tereshchuk, is its role as a tool that allows changing not only the environment, but also nature and the human being himself [11]. This confirms the connection between technology and the creative potential of culture.

At the same time, the socio-cultural aspect of technology is not limited to improve the ways of doing things or increasing the efficiency of human adaptation to the natural and social environment. It also includes the development of creative capabilities and the realisation of natural inclinations. Improving human transformative activity depends, first and foremost, on the formation of the need to create a new reality that combines utilitarian and aesthetic values.

The cognitive function is to reflect and reproduce objective reality in the process of human thinking. Cognition is an integral part of purposeful activity based on the knowledge accumulated by previous generations through their practical and spiritual activities. It takes place within the framework of established ways and forms of thinking, and is consistent with worldview and moral values. A necessary prerequisite for further knowledge of the laws of nature and society is the development of the need to acquire new knowledge.

According to the cognitive function, the content of academic disciplines includes different types of knowledge: basic concepts and terms that reflect both everyday reality and scientific knowledge; facts used to argue and defend ideas; key laws of science that explain the relationships between different objects and phenomena; theories that represent systems of scientific knowledge about certain objects and their relationships, as well as ways to explain and predict phenomena; methods of scientific research; knowledge about norms of behaviour and relationships [2].

It is also important to include psychological knowledge that helps to understand the structure of the personality and psychological mechanisms of activity that should be formed in each student. This is important because technology is a tool for transforming both the environment and the individual.

The informational function is associated with the formation of means, methods and rules that meet the living conditions of people and contribute to the expansion of

their mutual understanding and cooperation. This function ensures the transmission of cultural heritage, the preservation and systematisation of information, and the consolidation of the results of socio-cultural activities. Thanks to the symbolic content of culture, a continuous connection between generations is maintained, which creates a solid basis for the development of human spirituality and interaction with the world around us.

The broadcasting function of culture is actually a form of communication, but deployed within the framework of socio-historical time and space. Broadcasting refers to the transfer of social experience from one generation to the next. This function has two main aspects: spiritual and material. The spiritual component, sometimes called the human-creating function of culture, is aimed at forming a personality within the limits acceptable to a particular society. This process involves all social institutions that provide the system of upbringing and education. The material aspect of broadcasting is the inheritance and acceptance of an artificially created environment that is increasingly turning into the technosphere.

The transfer of technological knowledge and technological culture is particularly important for the survival of humanity. It is this transfer of the «mosaic of technologies» between generations that has given rise to the need not just for words, but for terms that describe the objects and processes involved in human activity [2].

The function of broadcasting has its own peculiarities in the transmission of information. Socio-cultural memory is constantly growing, but its volume is limited. Outside of communication, this function requires the selection and selection of material for transmission. As people's goals and needs are constantly changing, cultural heritage is regularly reassessed and reinterpreted.

The normative function arises from the need to maintain balance and order in society by reducing disharmony in the human-technology-environment system through the creation of a regulatory system. This system regulates production processes (technical norms), governs relations between people (social norms) and determines the interaction of humans with nature (environmental norms). Regulatory norms have become cultural values and are closely linked to the culture and lifestyle of the people.

The function of socialisation refers to the processes of acquiring a certain amount of knowledge, norms, values and behavioural patterns that help a person to integrate into the cultural environment and perform social roles. This is a system of values that needs to be formed through the study of technical and technological disciplines [2].

Values are defined as the properties of objects and phenomena, as well as theories and ideas that are the standard of quality and the ideal of what should be, in accordance with social priorities and cultural development [2]. Taking this function into account is extremely important, as technology must satisfy both material and spiritual needs of a person.

An in-depth analysis of the functions of culture suggests that the content of the course «Fundamentals of Modern Production Technologies in Industry» is formed

taking into account the cognitive (systematic knowledge of the subject, principles of technology as a scientific discipline reflected in the course programme), activity (mastering the skills and abilities that humanity has accumulated through the practical use of knowledge) and axiological (formation of a system of values).

Based on the analysis of various approaches to the development of educational content and trends in its development, the following principles of content selection for the discipline «Fundamentals of Modern Production Technologies in Industry» were identified:

– compliance of the content with the social experience accumulated by mankind, which includes knowledge about nature, society, and human beings; experience of practical activity; experience of creativity and emotional and value attitude to the world;

– orientation of the content to the structure of «Technology» as a modern scientific field, including the ontological nature of technology as an object of study, as well as its natural, individual and social aspects;

– selection of the content of educational material taking into account the functional and structural analysis of technology as a multifaceted element of culture;

– compliance with the general didactic principles: integration of the content and procedural components of learning, adherence to the principles of systematicity, consistency, continuity and personality-oriented education paradigm.

When designing the content of the discipline «Fundamentals of Modern Production Technologies in Industry», we took into account the existing methods, patterns, principles and potential learning opportunities, as well as identified the methods of transferring educational material and the peculiarities of its assimilation by students.

Conclusions and prospects for further research. Based on the above studies, it can be concluded that the goals of education are expressed in the qualities that higher education students should master through the acquisition of social experience, and therefore the content of education as a reflection of it. The professional training of future technology teachers should be adapted to the realities of a modern high-tech society and be based on humanistic and personal principles of education aimed at personal development. It is important to apply a functional analysis of technology as a scientific field and as an element of culture. This approach is consistent with the culture-creating and vita-cultural paradigm of education, which, in our understanding, actually corresponds to the development trends of a modern high-tech society.

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АНАЛІЗ ДИДАКТИЧНИХ ФУНКЦІЙ КОНСТРУЮВАННЯ ЗМІСТУ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ «ОСНОВИ СУЧАСНИХ ВИРОБНИЧИХ ТЕХНОЛОГІЙ У ПРОМИСЛОВОСТІ»

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Анотація. У статті зазначено, що оновлення змісту освіти є одним із пріоритетних завдань концепції Нової української школи. Наголошено, що визначення напрямків цієї модернізації неможливе без врахування педагогічного досвіду, пов'язаного з розумінням змісту освіти. Авторами здійснено аналіз основних парадигм та ключових теоретичних концепцій, що лежать в основі конструювання та розробки змісту освіти. Здійснено припущення, що головним питанням у розглянутих педагогічних концепціях є мета освіти, яка і визначає її зміст. Ретроспективний огляд концепцій змісту освіти уможливив авторам констатувати, що за основоположним змістом науково-технократична парадигма освіти співвідноситься із енциклопедичною та утилітаристською концепціями й узагальнює здобутий науково-методологічний матеріал на новому, системно-ієрархічному рівні осмислення. Гуманітарна парадигма змістовно охоплює різноаспектний матеріал, що переплітається з гармонійним розвитком особистості і за змістом співвідноситься із дидактично-формалізованою концепцією.

Авторами наголошено, що цілі освіти виражаються в якостях, які здобувачі вищої освіти повинні оволодіти шляхом засвоєння соціального досвіду, а отже, і змісту освіти, як його відображення. Зроблено припущення, що професійна підготовка майбутніх вчителів технологій повинна бути адаптована до реалій сучасного високотехнологічного суспільства та базуватися на гуманістичних і особистісних засадах освіти, спрямованих на розвиток особистості. При цьому важливо застосовувати функціональний аналіз технології як наукової галузі та елемента культури. Саме такий підхід й узгоджується з культуротворчою та вітакультурною парадигмою освіти, які на думку авторів, відповідають тенденціям розвитку **сучасного високотехнологічного суспільства.**

Ключові слова: зміст освіти; концепція змісту освіти, вітакультурна парадигма освіти, функції культури, освітній процес, технологічна підготовка, вчителі технологій.

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