

## **Theme 1.1. Didactics of higher education as a discipline. Object. Subject. The purpose of the study**

**Didactics** (gr. *Didaktikos* - instructive) is a field of pedagogy in which the theory of education and training is considered.

**The object** of didactics of higher education is the educational process in higher education institutions. As the current stage of human development requires continuous human education throughout life, and higher education becomes accessible to everyone, the scope of didactics is significantly expanded to cover the problems of adult education (20 years and older).

The new interpretative dictionary of the Ukrainian language defines the concept of "Learn" as - to transfer to someone knowledge, ability, experience; and the concept of "Process" - a natural course of development of something.

**The subject** of didactics of higher education is to determine the purpose and tasks of studying in the Higher Education School, to define the content of education, to identify the regularities of the learning process, to justify the principles and rules of education, to develop forms, methods and techniques of education in the Higher School.

The concept of "didactics" was introduced into scientific circulation in the XVII century. His statement is connected with the publication of Czech educator **Johann Amos Comenius** groundwork "*Great didactics*" (1657 p.), which initiated a wide study of the problems of education. Since then, didactics has performed two functions - cognitive and practical.

Didactics analyzes, substantiates, models, summarizes and explains the phenomena of cognitive activity that underlie the educational process. Performing a cognitive or utilitarian (practical) function, didactics forms the theoretical and methodological prerequisites for improving the quality of learning, improving the effectiveness of learning. The didactics develops the features and algorithms of the learner and the learner's activity and their relationship.

During the years of didactics as a component of pedagogical science has gone the difficult way.

The stages of its formation were determined by the peculiarities of socio-economic development of society.

As a rule, in the scientific and educational literature the founder of scientific didactics, the central figure and the engine of its development are represented by Yo.A. Comenius. This is indeed true. But it must be remembered that he had a talented and influential predecessor, the German scientist **Wolfgang Ratke** (1571-1635).

It was *Wolfgang Ratke* who first formulated the general principles of teaching in the following format:

- training must be conducted in accordance with the course of nature;
- training should be consistent, different things cannot be learned simultaneously;
- training must be conducted in the native language;
- repetition should be constantly used in training;
- training must be carried out without coercion;
- to learn only what is already clear;
- in training it is necessary to go from partial to general, from known to unknown;
- in the course of training you should always rely on induction and experience.

*Johann Amos Comenius* (1592-1670).

Johann Amos Comenius pedagogical ideas developed under the influence of social transformations generated by the Hussite revolution, aimed at eliminating social inequality and introducing democratic foundations in society. In the fundamental treatise "The Great Didactics," the teacher laid out the universal art of "teaching all the strata."

It is based on the idea of general education for all sections of the population: "Not only children of the rich and noble, but equally all the noble, the plebeians, the rich and the poor, boys and girls, from cities and villages, should be involved in schools." As can be seen from the above, didactic intentions of Yo.A. All children and young people were without exception Comenius.

At the heart of Yo. A. Comenius didactic views is a sensualist theory of cognition, according to which the source of cognition is feeling, experience.

The basic principle of *sensuality* is "there is nothing in the mind that is not in the feelings."

Believing that the truth and authenticity of the knowledge acquired by man depend on the actions of the senses, the scientist put the principle of visibility in the first place: "Let it be a golden principle for those who study, to trust only the senses in what they can: perceive only the visible eyes of things, listened to what could be heard, perceived smells, felt things, tasted, saw what could be seen, and when something was overwhelmed by several feelings, it was worth trusting at once".

The pedagogical views of Yo.A. Comenius inherent in democracy, humanism, cheerfulness, religiosity. This is especially true for the period of transformation of pedagogy from authoritarian, forced to humane, partnership, subject-subject.

Merit of Yo.A. Comenius is that he was the first to rise to the awareness of special laws in education, scientifically substantiated the class-lesson, step-by-step system of teaching. The educator believed in the great power of learning and nurturing that can change a person regardless of their divine origin. For the didactic credo of this distinguished thinker, the task is to develop the mind, language, hands. He was and remains one of the few teacher-thinkers who saw the upbringing of the younger generations as a prerequisite for the progressive progress of mankind.

Scientific-pedagogical and practical activity of Yo.A. Comenius initiated the didactic-educational revolution that swept the education systems of all countries.

**Jean-Jacques Rousseau** (1712-1778). He advocated education for all children based on their free development, taking into account the natural capabilities of the individual. In his work *Emil, or About Education* (1762), he outlined the basic principles of education and upbringing of the younger generation: since everything is perfect in the natural environment, education should also be natural, consistent with the child's age; the child must obey not the authoritarian will of the elders but the rules of nature; the main factors influencing education are nature, people, objects.

**Johann Heinrich Pestalozzi** (1746-1827) - Swiss Democratic educator, founder of didactic of elementary education. In pedagogical works "*Lingard and Gertrude*", "*How Gertrude teaches his children*" and others. developed a clear system and didactic principles for teaching children. In the course of training he identified four aspects:

- 1) perception of objects;
- 2) formation of ideas about objects;
- 3) comparison of subjects and formation of concepts;
- 4) naming of objects (in a word), language development.

Pestalozzi paid special attention to the active activity of students, preparing them for practical work.

**Johann Friedrich Herbart** (1776-1841). The German philosopher, teacher and psychologist in the works "*General Pedagogy Derived from the Purpose of Education*" (1806), "*Pedagogical Lectures*" (1835) substantiated a system of teaching that was based on psychology and ethics. He laid the basis of education three leading means:

- child management,
- discipline;
- educational training.

Influenced by the ideas of *Pestalozzi and Herbert* in Europe in the XIX century. formed the type of school, which was called traditional.

**Konstantin Dmytrovych Ushinskiy** (1824-1870) - founder of scientific pedagogy and public school of Russia.

Konstantin Dmitrovich Ushinsky attached great importance to the language of the people, according to him, "if the language in the mouth of the people did not die out, the people would not die out too." The educator argued that every nation has the right to have a school in their own language, and condemned tsarism for prohibiting the study of the Ukrainian language in schools on Ukrainian lands.

In numerous scientific works, in particular "Man as a Subject of Education", "Native Word", "On Nationality in Civic Education", "Work in its Mental and Educational Meaning", etc., KD Ushinski laid the scientific foundations for the further development of the theory and practices of educational work.

**Peter Yalkovich Halperin** (1901-1987) substantiated the original didactic system. Its essence was the gradual formation of human mental activity:

- stage of creation of the scheme of orientation basis of activity;
- stage of formation of material activity;
- the stage of an external language expressed in verbal generalization;
- the stage of inner language, which is manifested in the internal thinking activity;
- the stage of internalization of actions that become an internal process, as much as possible, automated, which is projected into the final "product" of cognitive actions.

Many other scientists have made a significant contribution to the development of general didactics at various stages of the formation of education and science.

What we emphasized about the particularities of the development of general didactics relates to the problems of didactics of higher education. Because the

educational activity as a whole, its principles, forms, means, methods, techniques are based on the general principles and patterns of the process of cognition.

The development of didactics is conditioned by the peculiarities of the socio-economic progress of society, and hence the tasks facing the higher education institution. For the coming decades, the priority of education development is the introduction of modern information and communication technologies that ensure the improvement of the educational process, accessibility and effectiveness of education, preparing the younger generation for life in the information society and in a knowledge-based society.

This is achieved by:

- provision of gradual informatization of the educational system aimed at meeting the educational, information, technological, environmental and communication needs of participants in the educational process;

- introduction of distance learning and information and communication technologies in education;

- Development of individual training programs of different levels of complexity depending on specific needs, as well as the creation of electronic textbooks;

- Development of an industry of modern learning tools that meet the global scientific and technological level and are an important prerequisite for the implementation of effective strategies to achieve the goals of education.

For Ukraine, at this stage of development, it is very important to define social and technological measures to counteract the tendencies of marginalization of the population by creating and enhancing motivational factors for the practical participation of all segments of society in the implementation of ideas of sustainable social development in Ukraine, access to quality education, realization of the potential of each individual, raising on this basis the general welfare.

Education, according to the theory of human capital, is the investment of those who study, which will bring profit in the future. From this point of view, it is possible

Didactics of high school. Lecturer: V. Ievdokymova

to explain inequality between people, because society has incurred different expenses for their preparation for different activities. The rewards correspond to the investment.

As we can see from the theory of human capital, it is a kind of credit that society gives to a person for his education. Economics sees education as a one-time service. However, this claim can be questioned both from a sociological and historical point of view, since the ideas of comprehensive education and continuing education originated in the early stages of human development.

Thus, at the beginning of the seventeenth century. Yo. A. Comenius, the founder of didactics, wrote: "All life is a school for everyone. A person of any age is assigned to study. " The modern content of this thought was formulated in the early 1970s, although the term "education for life" appeared in the 1960s during discussions held at UNESCO (*United Nations Educational, Scientific and Cultural Organization*) about the future development of adult education. The provisions in the UNESCO documents were similar to those of the seventeenth century: "A person of any age is assigned to study, and his purpose of study is the purpose of life."

Therefore, education is both a process and a result of improving the active position of the individual, and reflecting the expectations of society for education as a guarantee of a way out of the crisis of modern civilization. Therefore, the level of education of any country can be regarded as a measure of civilization of that country, as an important indicator of its progressive development.

The socio-economic development strategy of Ukraine must necessarily take into account world practice, which shows that none of the countries that embarked on the path of independence in building their own state has ever achieved success by blindly replicating the experience gained by other countries.

It is necessary to anticipate both the beneficial effects of the external environment (state-enhancing factors that enhance the well-being of citizens) and threats to the external environment.

Therefore, in the conditions of globalization of the world, for the full process of social development of society it is necessary to strive for:

- creation of a mechanism that would give the opportunity to receive high-quality education, contribute to raising the standard of living of the population in Ukraine and its transition from the poor to the middle class;

- creation of favorable conditions for preparation and realization of its labor potential in Ukraine for young Ukrainian highly professional specialists, who are able to implement the latest, advanced ideas in Ukraine;

- to support at the state level optimally necessary actions that will ensure the regulation of education as a social process of development of Ukrainian society and raising the standard of living in Ukraine, necessarily taking into account the world practice, which shows that none of the countries that embarked on the path of independence in the development of their own state, has never been successful in blindly replicating the experience of other countries.

It is necessary to anticipate both the threats to the environment and the favorable effects of the environment (factors that strengthen the state, increase the well-being of citizens).

**The concept of education.** According to the Law of Ukraine "On Education" as of 05.09.2017.

**Education** is the basis of the intellectual, spiritual, physical and cultural development of the individual, his successful socialization, economic well-being, the key to the development of a society united by shared values and culture, and the state.

**The purpose of education** is the comprehensive development of a person as a person and the highest value of society, its talents, intellectual, creative and physical abilities, the formation of values and necessary for the successful self-realization of competences, education of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of others and society, enriching the intellectual, economic, creative and cultural potential of the Ukrainian people on this



Didactics of high school. Lecturer: V. Ievdokymova

basis, raising the educational level of citizens for the sake of **BAKING** sustainable development of Ukraine and its European choice.

The concept of **learning**.

Ukrainian Pedagogical Dictionary. Defines learning as an organized, two-way activity aimed at (on the one hand) the maximum assimilation and awareness of educational material and further application of the acquired knowledge, skills and skills in practice. (On the other hand) is a purposeful process of transfer for learning the knowledge, skills, skills and methods of human cognitive activity.

*Approaches to learning*

Lectures, practical classes, seminars, laboratory work in small groups, independent work on the basis of textbooks, manuals, methodological developments and notes, consultations with teachers, distance learning, preparation and passing state certification in the form of state exam.

Business games, excursions, tests, tests, lectures, dialogues, seminars, homework.

*Visual material*

Schemes, tables, figures. Of particular interest are videos.

Evaluation system

Written and combined (oral-written) exams, differentiated tests, laboratory reports, current and module control, course projects and works, calculation and graphic works, preparation of visual presentations, preparation of individual tasks, abstracts, reports on practice, state examination.

Education contributes to the formation of worldview, the acquisition of a certain amount of knowledge.

Education is about getting an education, in which the teacher and the student interact.

Therefore, although education and training are closely interrelated, they cannot be identified, since they have significant specificity, they require special knowledge, skills, use of specific methods and tools.