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**SYSTEM-FORMING ROLE OF GNOSTIC FUNCTION IN THE SYSTEM
OF DUAL EDUCATION IN TECHNICAL INSTITUTIONS
OF HIGHER EDUCATION OF UKRAINE**

Modern higher technical education in Ukraine has faced new challenges of the time: resolving and minimizing differences that have arisen between educational programs, methods and production due to a number of both objective and subjective reasons and circumstances.

Traditional academic approaches to the training of competitive engineers and the assessment of the quality of this training are increasingly at odds with the needs of production and the needs of students themselves. On the one hand, modern students have to remain those who are taught, they need to try themselves as researchers, innovators and inventors, starting from the student bench, on the other – the hope of decent employment and wages, which in most cases does not match real conditions of modern production and living standards.

Another barrier between learning and production was the COVID-19 pandemic, which forced all Ukrainian universities to urgently move to distance learning, the effectiveness and quality of which still remains uncertain and insufficiently studied by the teaching community due to lack of time and results. In our opinion, the first results on the quality and effectiveness of this teaching method will become more or less clear in a few years.

One of the alternative forms and innovations in the training of future engineers

can be another, completely new for Ukrainian higher technical education pedagogical method – dual form of education.

The content of prof-pedagogical activities for the training of future engineers in the dual form of education is to solve a range of educational and educational tasks, socio-pedagogical, socio-psychological and spiritual interaction of students, teachers and producers (mentors in the future workplace).

We consider the prof-pedagogical activity of technical institutions of higher education in terms of achieving the goal of the educational institution in the curriculum and in the curriculum of the entire educational process and in terms of compliance with the purpose of the forms and methods of organizing the implementation of the educational process. Implementation of tasks related to future engineering activities in general is possible through the organization of research and teaching activities of students as a single process in which the knowledge, skills and abilities of the future engineer are formed, and this is the ability to solve problems in real production ability to perform gnostic functions.

It is the dual form of education that considers such a system-functional approach as the process of performing pedagogical functions aimed at preparing specialists for the conditions of real production.

As one of the system-forming factors in the system of dual form of education, we consider the gnostic function, which combines pedagogical, research and production activities of the future engineer.

The gnostic function includes knowledge and skills regarding:

- formation of the current and final pedagogical goal, finding forms and means of its achievement;

- analysis of the educational process as a holistic system in terms of the effectiveness of its end result;

- ability to study, research, generalize and implement in the educational process of engineering and technical innovations by means of new teaching methods and technologies;

- perfect mastery of new information technologies and methods of working with various sources of information;

- ability to extract the necessary theoretical and practical knowledge from the avalanche of information;
- competent, logical, well-grounded and consistently constructed presentation of practically conditioned educational material;
- ability to create an atmosphere of psychological interaction and cooperation between the academic group, teacher and mentors in real production;
- ability to motivationally support professional self-development;
- ability to read technical documentation, analyze the organization of a particular workplace, determine the technical characteristics of equipment, analyze the quality of work performed, etc.

Thus, as one of the main system-forming factors in the system of dual form of education, we consider the Gnostic function, which combines pedagogical, research and production activities of the future engineer. This approach to the system of dual training of future engineering personnel for the industry of Ukraine allows to isolate, substantiate and correlate theoretical knowledge obtained in the technical institutions of higher education with professional production skills of future specialists.

Of course, it is impossible to limit oneself to the Gnostic function in the dual approach to the training of future engineers, because no less important can be such as design, construction, management, communication, education and others.