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Shift of the modern didactics research field

Abstract. The purpose of the article is to describe the change in the research field of didactics, to characterize the emergence of new objects of study. For a long time, didactics was a set of rules that a teacher must follow. These rules were based on the provisions derived from practice, both pedagogical in nature and philosophical, pansophical, anthropological, psychological, etc. Further development of didactic knowledge led to the understanding that didactics is not a theory of learning, but a science of learning with all the components of scientific knowledge. It includes empirical material, categorical and conceptual apparatus, laws and patterns, theoretical classifications, concepts, in some cases approaching theories. Didactics performs scientific and constructive-technical functions, determining how an effective learning process should be built. The modern socio-cultural situation sets it tasks that determine the emergence of new branches of didactic knowledge and determine the trends of its change in general, the strengthening of the role of interdisciplinary research. The article considers the identification of promising directions of didactic research, the expansion of its research field as a scientific problem. Classical didactics focused on the study of the process of general education; later, its research field included the features of the learning process at other levels of education. With the transition of education to a permanent form and the emergence of lifelong education, didactics began to raise issues of postgraduate education, corporate education, non-formal and informal education, education of people of the «silver age». In the article, the provisions of general didactics are concretized in relation to new objects included in its research field. Thus, the study of the didactic aspects of corporate education made it possible to identify a number of paradoxes that are not characteristic of the learning process in secondary school: the paradox of goals-results; the paradox of the subject of learning; the paradox of the role of the teacher in teaching. When considering the problems of didactics of higher education, it has been established that its development is associated with competencies that reflect the characteristics of the future profession of students; with their mentality, preferred forms of working with information and methods of its presentation; with the need to develop the personal potential of participants in the educational process, as a potential for self-regulation, a system of individual differences associated with its success. It is shown which theoretical and applied aspects of the development of the didactics of higher education are the most significant for students and teachers, researchers. Thus, the expansion of the research field of didactics presupposes an analysis of the current types and levels of education, their consideration based on the provisions formulated in general didactics and concretization in relation to a new object of research, thereby carrying out an increase in didactic knowledge.

Keywords: didactics, research field, general didactics, higher education, corporate training.

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