SPECIFIC APPROACHES FOR THE CONSTRUCTION OF FUNCTIONAL LITERACY THROUGH TECHNOLOGY TRAINING

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ABSTRACT: In the current research is made an analysis of some key parameters of technological training as displayed different approaches for building functional literacy through it.
The purpose of this article is to present specific approaches for the formation of functional literacy thought technology education.
In this article functional literacy is expressed through two approaches: research, which covers the observation, experimentation and study, and the second approach, the implementation of planned, which includes the relevant moments of reflection, production, construct and use.

KEY WORDS: functional literacy, technology training, educational approaches

NEW trends in society require modern approaches to learning and education of the younger generation.

THE main role of the training institution to offer a program that gives its students the basic concepts of the society in which they live. Extremely dynamic technological world, determined rapid changes in school curricula, adequacy adolescents.

DURING the last fifteen years, technological training within the general education has been substantially changed in all economically developed countries. This led to significant changes in the curriculum and in our country. Technological training evolves with the development of technology. During the industrial era of the twentieth century was transmitted in schools as industrial arts or crafts, reflecting the industrial society. Following the achievements of the more rapidly developing and highly intelligent society with advancing socially important technologies, technology training changes its content, reflecting precisely these changes.

IN the current research is made an analysis of some key parameters of technological training as displayed different approaches for building functional literacy through it.

THE *purpose* of this article is to present specific approaches for the formation of functional literacy thought technology education.

INCLUDING of new equipment and the objectives of modern society require people not only knowledgeable and skilled but also imaginative. The younger generation must be loaded with creativity, which does not arise spontaneously, but is formed and develops as a result of targeted training and education according to individual age and abilities of students. Ability to think logically in the different subject rating scale blasts to work with context and solve real life problems should be combined with openness to new challenges for thought, new laws, new vision of harmony, new rules. Or as they say a number of authors such as A. Maslow, the task is "to form a new type of person who does not feel lost in a rapidly changing world, a man who inspires the changes, a man capable of improvisation" [8, p. 430]. And other authors (E. M. Korotkov) see the abilities of the individual for effective functioning in society as a combination of activity of the entrepreneur, the wisdom of the teacher, the doctor's liability, and constructiveness of the engineer, the logic of lawyers and curiosity of the researcher [6].

TECHNOLOGICAL training is characterized most often with three objectives: to develop thinking, set favorably to recent history, to entrepreneurship and modern technology; to facilitate the educational professional orientation through better understanding of the economic reality and to ascertain the capabilities and tastes of students; and finally to fight against the failure of students in schools with the help of the activities in which all students can achieve success.

THESE three emphasize the framework of technological training and the necessary conditions which justify its existence. These conditions are not enough to ensure its implementation. For this purpose it is essential that another intention, which must be given particular attention: it is a human ability to understand and practice to master the modern world, deeply marked by the technique. This objective, however, raises a very important issue: the issue of technological culture and place that it should occupy in society and in school. To provide various learning activities, you should know what are the nature and place of technological culture as an essential element entering the structure of the functional literacy of the personality of the student.

THE transition to a new time and topicality of the problem of constructing an optimal model for technical and technological education of adolescents is determined by the fundamental place that it should occupy in the formation of broad technological and organizational culture elements of functional literacy as the current educational ideal of civilization.

FUNCTIONAL literacy is a new concept of philosophical categories, which in the modern development of knowledge is characterized by a fundamental approach. Its fundamental meaning is related to the processes of analysis and design models for a new type of education and improvement of modern society.

DEPENDING on the science, functional literacy is interpreted from different perspectives. Technology education is the area in which too much emphasis on the formation and development of functional literacy.

THE phrase "*functional literacy*" as a term considered in this area can be defined as the quality of the individual, need to solve life problems in different spheres of public life [9].

AT the beginning of the century functional literacy was seen as a set of capabilities for reading, writing and arithmetic. On this basis, a number of studies have been made; most commonly in the field have to pass. At the beginning of this term is associated with the

concept of basic literacy, but gradually has set up a separate matter and category, occupying different status in research training [1; 2; 3; 4]. Over the past two decades, the concept of functional literacy goes beyond the skills of reading, writing and arithmetic, because nowadays these three parameters are not enough of a person to function effectively in a modern society. The development of its application as a concept imposed by:

➢ Rapid changes in society and the sharp increase in demand for technical changes and technology provision of society as a whole;
➢ Development of the concept of education, which is associated with the necessity of formation of competence for real life in a rapidly changing requirements of the living area;
➢ Change the quality of life and work in unison with the change of the specificity of cultural and regional development in the context of globalization and information freedom.

FORMATION of functional literacy is dictated by the need of man to interact with the external environment and the fastest to adapt to it. Based on this concept of functional literacy is defined as the quality and level of personality and education, but as a structure of competences can be seen as an objective, and as part of the subject area of training.

IN different studies and publications definitely starting to emphasis the fact that functional literacy is not simply the result of practical training courses. It is the result of the overall organization of the training through which form the basic life skills:

✓ Interpersonal skills and communication skills;
✓ Ability to work in a team (networking, cooperation, negotiation, etc.);
✓ Organizational effectiveness, including leadership skills;
✓ Self-evaluation and self-reflection of motivation and aspirations for career development, etc.;
✓ Creative thinking, technical and technological thinking, technological culture and competence (skills for detecting and solving problems, making decisions, systematic planning, etc.);
✓ Learning ability associated with adaptability and skills mastered how to learn;
✓ Basic functional skills (reading, writing and computer literacy);
✓ Working skills, including understanding and maintenance of the equipment, skills for precise measurements, maintain order and safety in the workplace, etc.;
✓ Ability to be engaged;
✓ Technological literacy.

THESE skills, in turn, characterized the development of the intellect and the formation of intelligence of students who have criteria for their existence as individuals.

AFTER regard to technological activities here, corresponding to these orientations for functional literacy can be expressed through *two approaches*: **research**, *which covers the observation, experimentation and study*, and the second approach, **the implementation of planned,** *which includes the relevant moments of reflection, production, construct and use*.

THE most typical approaches that build functional literacy through technological training are their universality, very comprehensiveness. Universality of approaches formed and their specific use in the training. Education starts from the general that characterizes the approach and goes to the special, specific and individual, episodic.

APPROACH as a concept can be seen in broad and narrow sense. In a broad sense, in the approach means all methodological means by which to achieve a goal, solve problems, and in a narrow sense approaches are a degree more technical methodology. Often, these two propositions are mixed. The approach is used as a methodology and approach in the strict sense (something between methodology and strategy).

OBVIOUSLY, *the research approach* is not typical of the technology. But it is necessary if among other objectives essential attribute of ability to understand our world marked by technique. In this case study will be technology-oriented not so much the choice of items as due regard to the views of those objects. So this approach is mostly analytical and direction is determined by the issue of technological orientation.

THE practice itself is essential. In fact, here there are two approaches, well known in pedagogy, which are also valid and technological training in the construction of functional literacy of the personality of the student. Global, immediate and *empirical approach* to all aspects inherent in a field concerned practical inclusion technology. The other approach is *synthetic*, which is a priority when it comes already learned everything or designed to be applied or incorporated in order to take certain decisions but.

IN the field of technology *synthetic approach* is a concrete expression in the two main concepts: the concept of the project: technical objective and detailed statement of the aims, difficulties and means to implement the project and the second term is the production contract, which is a mutual commitment to proceed in accordance with the requirements of the technical design.

THESE two concepts have in the first place, technical meaning: they reproduce the main elements of modern social technical processes in industry and services.

HOWEVER, their scope is much greater, because in this case the technique has contact with pedagogy, since it is the contract arising on the basis of technical design, will indicate the group's activities, i.e. class, defining roles and responsibilities of each of its members - the teacher of separate groups of students. Finally, when these concepts - explicit and precise application, combined with extensive practical experience they convey the technological nature of knowledge with research focus in school and especially outside. At this stage it is worth the effort proposals be grouped around the main guiding idea, which serves as a reference. In fact all the component values of technological learning in school should be connected with the realities of actually existing areas of social activity based on functional literacy. This applies to the studied objects and projects and tasks. Therefore, educational activities should be seen as a reflection of social practice. And here emerges another concept with functional significance - term benchmark.

MODERN pedagogical practice more convincingly confirms the need for the application of these approaches to the construction of functional literacy through technical training in the social sphere of human life.

THOSE facts stated above outlines some extent within the technology education and the need for its thorough implementation in education. It must be of the opinion that this training should not be used stereotypical developments, but needs constantly to decompose these stereotypes so that the main point to be the definition of the concepts underlying the technological thinking, areas of practical utilization and output bases for comparison as well as the areas of application and action with accompanying concepts - contract and project. This

review is necessary to transmit at least some pragmatism and consistency of technological activities.

WITHIN general education technology training can only be considered in conjunction with the rest of the overall cultural preparation. But only if explicitly acknowledged that the technological training has its own specifics, we can more properly to stimulation of complex learning activities, outlining their unity. When technological learning is seen as an integral part of them, then it will be indispensable to have a chance to develop.

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