

Designing the Educational Content of Mechanics Based on Modular Teaching Technology

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Received: 30 March 2026; **Accepted:** 25 April 2026; **Published:** 16 May 2026

Abstract: This article highlights the theoretical and methodological foundations of designing the educational content of mechanics based on modular teaching technology and reveals the didactic possibilities of systematically organizing the educational content of mechanics through modules. The study substantiates the division of educational materials into logically completed blocks, the integration of theoretical and practical components, and the mechanisms for developing students' independent learning activities within the framework of modular teaching technology. According to the research results, the modular organization of mechanics education contributes to increasing educational effectiveness, developing students' analytical and creative thinking skills, and forming their professional competencies.

Keywords: Modular teaching technology, educational content, instructional design, competency-based approach, kinematics, dynamics, statics, impulse, laws of energy, rotational motion, oscillations and waves, pedagogical technology, independent learning, physics education.

Introduction: **Mechanics** is one of the fundamental branches of the physics course, aimed at studying the laws governing the motion and interaction of objects in nature. This discipline plays an important role not only in forming theoretical knowledge, but also in developing students' analytical thinking, problem-solving abilities related to real natural phenomena, and skills in modeling physical processes. Therefore, organizing the educational content of mechanics on a scientific, systematic, and didactically sound basis is considered one of the key factors in improving the effectiveness of physics education.

The educational content of mechanics possesses its own didactic and logical structure, consisting of interconnected theoretical concepts, laws, formulas, and practical activity elements. This educational content is generally formed on the basis of the following

main sections:

Kinematics is the branch that describes the motion of objects without considering the causes of motion. In this section, concepts such as trajectory, velocity, acceleration, and equations of motion are studied.

Kinematics is one of the main branches of mechanics and deals with the descriptive and mathematical representation of motion without considering its causes. This section focuses on clarifying the external manifestation of physical phenomena, namely how motion occurs, and serves as a theoretical foundation for understanding dynamics and the laws of energy. Within kinematics, the concept of trajectory is first introduced.

A **trajectory** is the geometric path occupied by an object during motion, which may be straight or curved. The shape of the trajectory is important in determining the

type of motion and serves as fundamental knowledge for further analysis. One of the important physical quantities used to describe mechanical motion is velocity.

Velocity expresses the rate of change of an object's position with respect to time. It is considered in two forms: average velocity (the ratio of total distance to time) and instantaneous velocity (the quantity describing the state of motion at a specific moment). In particular, the concept of instantaneous velocity is associated with differential calculus and plays an important role in developing students' mathematical understanding.

Acceleration represents the rate of change of velocity over time. This quantity makes it possible to determine whether an object moves uniformly or non-uniformly. For example, in uniformly accelerated rectilinear motion, acceleration remains constant and is expressed through special kinematic equations.

Dynamics is the branch that studies the causes of motion, namely the relationship between force and mass, with Newton's laws serving as its main theoretical foundation.

The scientific basis of dynamics is formed by Newton's laws. According to the first law, in the absence of external forces, an object maintains its state of rest or uniform rectilinear motion. This law explains equilibrium conditions in mechanical systems. The concept of force occupies an important place in dynamics. Forces may vary according to physical laws, such as gravitational force, elastic force, frictional force, and attractive force. Understanding the physical nature of each force and expressing them mathematically enables accurate analysis of mechanical processes. In particular, considering forces as vector quantities and working with their magnitude and direction develops students' spatial thinking abilities.

Statics studies the equilibrium state of objects and determines the conditions of force balance. This branch is one of the important sections of mechanics and examines equilibrium conditions and the relationships among the forces acting on bodies. In this section, the scientific principles required for an object to remain at rest or move with uniform rectilinear motion are explained. Therefore, statics serves as an important theoretical basis for ensuring stability in mechanical

systems, designing structures, and analyzing equilibrium conditions.

The laws of energy and momentum study mechanical motion from the perspective of energy and momentum analysis. Energy and momentum constitute one of the important branches of mechanics, enabling the analysis of mechanical motion in terms of energy transfer and momentum change. This approach allows motion to be explained not through forces alone, but through generalized physical quantities such as energy and momentum. As a result, complex mechanical processes can be interpreted more simply through scientific laws. The laws of energy and momentum provide an essential theoretical basis for deep scientific analysis of mechanical motion and help students develop a broader and more systematic understanding of mechanical phenomena.

Rotational motion includes concepts such as angular velocity, angular acceleration, torque, and moment of inertia. This section represents a generalized form of the laws of linear motion, where physical quantities are expressed through angular parameters. Studying rotational motion is important for understanding dynamic processes in mechanics and especially for analyzing mechanisms used in engineering and technology. Rotational motion is an essential topic of mechanics that enables deep analysis of rotational processes, interpretation of forces from a new perspective, and modeling of real mechanical systems. This has significant didactic importance in developing students' systematic and analytical thinking.

Oscillations and waves are among the important sections for studying periodic motion and its properties. Oscillations and waves reveal the periodic and propagating characteristics of mechanical processes, enabling a deeper understanding of physical phenomena and serving as an important theoretical basis for teaching modern technological and natural processes. This section plays a major role in explaining the physical essence of many natural and technical phenomena.

The sections of mechanics mentioned above are closely interconnected, with each topic building upon previous ones. This creates opportunities for designing the educational content of mechanics based on modular teaching technology.

A module is a logically complete and interconnected set of educational materials within a specific discipline, where the educational content and the technology for mastering it are coordinated. Each module is oriented toward a specific educational objective and includes theoretical materials, practical tasks, independent study activities, and assessment tools related to the subject. From this perspective, modular teaching technology contributes to increasing the effectiveness of education, developing students' independent learning skills, and individualizing the educational process.

Modular teaching technology, as a modern pedagogical technology, is based on organizing the educational process through logically complete, goal-oriented, and interconnected didactic modules. Such a technological approach enables the educational process to be designed as a coherent system aimed at step-by-step mastery of knowledge and ensures the coordination of all educational components, namely objectives, content, methods, tools, and outcomes. The scientific-theoretical basis of modular education lies in a systematic approach organized through stages and blocks. According to this mechanism, the educational process is viewed as an integrated set of interconnected modules. Each module functions as an independent unit serving the overall educational goal. The interconnection among modules ensures consistency and continuity in educational content, leading to a structurally organized presentation of learning materials.

The educational content of mechanics is not limited to theoretical knowledge alone but also includes practical activities. In particular, solving physics problems, conducting laboratory experiments, and using graphical and modeling methods are integral parts of the educational content. Through problem-solving activities, students learn to apply theoretical knowledge in practice, which develops their logical and analytical thinking.

The educational content of mechanics should possess a competency-based orientation in accordance with modern pedagogical requirements. In the learning process, students are expected to develop the following competencies:

- explaining and analyzing mechanical processes;

- expressing physical laws mathematically;
- independently solving problems;
- interpreting and generalizing experimental results;
- applying theoretical knowledge in real-life situations.

The use of modern information and communication technologies is also important in shaping the educational content of mechanics. Through virtual laboratories, simulations, and interactive programs, complex mechanical processes can be visually demonstrated, increasing the comprehensibility of educational materials and contributing to deeper learning.

At the same time, when the educational content of mechanics is reorganized on the basis of modular teaching technology, it is presented in the form of logically complete modules. Each module includes theoretical materials, practical assignments, independent learning elements, and assessment tools. This enables systematic organization of the educational process, supports students' individual learning trajectories, and enhances educational effectiveness.

The main sections of mechanics discussed above — kinematics, dynamics, statics, laws of energy and momentum, rotational motion, and oscillations and waves — each possess their own scientific concepts, laws, and mathematical theories. Effective teaching of these sections requires pedagogical design of the educational process. From this perspective, scientifically planning and systematically organizing the teaching of mechanics in modular form is an important methodological task.

Designing the educational process involves determining and systematically planning the objectives, content, methods, tools, and expected outcomes of instruction in an interconnected manner. In modular teaching of mechanics, this process is especially relevant, as it enables students to master complex educational material gradually, consistently, and effectively.

When foreign pedagogical research on instructional design is analyzed methodologically, it becomes evident that all approaches emphasize advance planning of the educational process, outcome-oriented instruction, and systematic organization of teaching and learning

activities. These scientific views have served as important methodological foundations for the development of modern didactics.

Designing the educational content of mechanics on the basis of modular teaching technology is one of the important directions for improving the scientific and methodological aspects of the educational process. Organizing the subject content into modules ensures logical sequencing in mastering educational materials.

Modular teaching technology creates a favorable pedagogical environment for integrating theoretical knowledge with practical activities, developing students' independent working skills, and forming individual educational trajectories in the teaching of mechanics. The integrated organization of theoretical information, practical assignments, laboratory work, and assessment tools within each module increases educational effectiveness.

CONCLUSION

In conclusion, designing the educational content of mechanics on the basis of modular teaching technology has significant pedagogical importance in improving the quality of physics education, systematizing the educational process, and preparing specialists who meet the requirements of a modern competency-based approach.

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