

## Didactic Guidelines for the Development of a Modern Textbook

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**Annotation:** The article outlines the course of research on the topic of the research work "Scientific foundations for creating a modern textbook that meets the tasks of forming schoolchildren's key skills of a person of the 21st century": the initial theoretical provisions are formulated, the methodological framework of the study is characterized, and the main directions of the study are determined. Some results of a survey of teachers, students and their parents, conducted in order to identify the ideas of the subjects of the educational process about the modern textbook, are analyzed.

**Keywords:** textbook, didactics, key skills, competencies.

This article will consider some of the didactic guidelines that guide the study, outline its methodological framework, and show the main directions. Let's start with understanding the textbook in didactics. The textbook is the main learning tool. In didactics, the idea of a textbook changed from understanding it as a book that sets out the content of an educational subject to a scenario of the learning process, which included not only the content of education, but also ways to organize its assimilation. I.K. Zhuravlev wrote that a textbook is a meaningful program of learning activities deployed in time and space, built as a consistent approximation to the implementation of the goals of the subject with the help of didactic means of controlling the cognitive activity of students and organizing the learning process. In didactics, various functions of the textbook are considered: informational and transformational, systematizing, consolidation and self-control, self-education, integrating, coordinating, etc.

The authors of the culturological concept of the content of general secondary education considered the main function of the textbook to be the function of managing educational and cognitive activities. I. Lerner outlined four forms of leadership in educational and cognitive activities:

- a) the nature of logical structures and the frequency of their repetition in the text;
- b) disclosure of norms and methods (models) of cognitive actions, their generalized structures;
- c) tasks for the performance of openly designated educational and cognitive actions;
- d) tasks, the fulfillment of which to some extent implicitly contains the possibility and necessity of the educational and cognitive actions desired by the author.

At the same time, I.Ya.Lerner emphasized that the function of directing the cognitive activity of students should not dominate the rest, it permeates all functions and leaves an imprint on them. The textbook can be represented as two components superimposed on each other: a component that sets out what should be learned, and a component that ensures this assimilation. I.K. Zhuravlev also considered the ways of the textbook to manage the cognitive activity of students. This is the division of the text into main and auxiliary material; means of updating previously studied material, life experience of students; techniques for memorizing the text in parts; questions inside the text and in the margins; underlining, bolding, summary after each significant part of the text; tasks that form the stable skills of students, the connection of tasks with the text and their place in relation to the text (pre-text, intra-text, post-text); types of tasks (practical, aimed at using knowledge and skills in life, simulating life situations);

teaching methods that program the work of students (problem presentation, elements of a heuristic conversation), the very frequency of repetition of means and techniques, reference to other sources, references, interpretation of unfamiliar words, etc. All these means ensure the management of the cognitive activity of students, organize the assimilation of educational material by students, and monitor this process. In the history of didactics, one can single out the period of the 80-90s of the twentieth century, when the issue of changing textbooks, bringing them in line with the requirements of society for an educated person, was actively studied. It should be noted that for the problem of developing a textbook in the culturological concept of the content of education, the notions of a 4-component structure of the content of education (knowledge, methods of activity, experience of creative activity, experience of emotional and value attitude to the world), classification of educational subjects according to the leading component of the content are especially important. education: scientific knowledge (for example, physics, history), methods of activity (mathematics, Russian and foreign languages), creative experience (literature, music). Such a classification makes it possible to consider the variability of the structure of the educational material: in subjects with the leading component “scientific knowledge”, they will be the main ones, the methods of activity are guided by a deeper assimilation of knowledge; and in subjects with the leading component “methods of activity”, the assimilation of these methods will be the main one, scientific knowledge will necessarily be present and ensure the effective assimilation of these methods.

Note that the above reasoning is typical of the traditional approach. If we move to a system-activity approach, then the formation of educational and cognitive activity comes to the fore in all academic subjects, but it is easier to implement in subjects with the main component “methods of activity”. From the consideration of the main functions and the application of the ideas of the cultural concept to the textbook, we can formulate the requirements for the traditional textbook:

- subject material should be presented fully and accurately, taking into account the age of students;
- the material should be presented logically and didactically consistently based not only on the logical structure of science, but also on the implementation of the task of forming the learning activities of students;
- in the textbook, the apparatus of self-control and consolidation of the material is obligatory (questions and tasks at the end of the paragraph of the reproductive and partially reconstructive type, exercises and tasks that reinforce subject skills);
- the textbook should contain figures, tables, graphs, diagrams illustrating the educational material; - for the implementation of the educational function, texts, illustrations and tasks are needed that make the student experience various feelings (pride, joy, sadness).

Interesting thoughts about the requirements for the textbook were expressed by I.K. Zhuravlev: he believed that the strict requirements for the textbook in the form of prescriptions and prohibitions are not effective, since some conflict with each other, which makes it difficult to build a hierarchy of requirements. It is better to use trend requirements, which are recommendations that take into account the modern educational process. So, the initial theoretical provisions of the study are:

- understanding the textbook as a model of the learning process that creates the conditions for achieving the expected results;
- the provisions of the cultural concept of the content of general secondary education;
- system-activity approach, which is the basis of the educational process;
- an idea of the content and structure of the key life skills of the 21st century.

If we consider how key skills are understood today, we can see that the very concept of "key skills" is metaphorical. We are not talking about skills in a didactic vein, as methods of activity brought to automatism. We are talking about skills, competencies, personal qualities, areas of functional literacy - i.e. about everything that enables a person to successfully develop, realize his potential in modern society. These are linguistic, numerical, and natural science literacy, financial, ICT literacy, these are competencies: critical thinking, creativity, communication, cooperation, these are certain character traits: curiosity, perseverance, adaptability, leadership, etc.

We decided to dwell on key competencies and show how the orientation towards their formation can be presented in textbooks. We have somewhat reformulated the names of competencies, presenting them as competencies of constructive-critical thinking, creativity, communicative, team cooperation, and subjectivity. For each competence, its composition was developed: the necessary knowledge, the types of activities that students need to master, the experience of which to acquire, as well as the value field of competence were specified. Next, we presented what conditions for the formation of each competence it is advisable to create in textbooks: how the texts should look, what must be included in them, how to structure; what tasks are needed. The methodological framework determined the directions of the research: analysis of existing textbooks for the presence in them of the conditions for the formation of key competencies, as well as the development of didactic foundations, and then exemplary texts, tasks that supplement the textbooks with materials directly aimed at the formation of key skills. "The textbook is a model of the learning process. Its study should allow students to learn how to set goals and carry out their own cognitive activities, provide an opportunity to develop cognitive abilities, and prepare for self-education. The first definition is given in line with the traditional idea of a textbook, the second is closer to the modern understanding. The first definition is preferred by 39.3% of teachers, the second by 60.7%, i.e. most of the teachers tend to the modern understanding. However, the answer to the following questions shows that most educators remain within the traditional framework. To the question "What requirements for a textbook do you consider significant?", the following answers were given: the presentation of the material should be clear and precise (16.2%), the educational material is available to students (15.4%), the least number of answers (6.4%) - the interests of students are taken into account; the textbook is aimed at developing the cognitive abilities of students (9.4%). The teachers' answers to the question: "What types of work with the textbook do you use most often?" are also indicative. The most commonly used exercises, tasks, tasks (14.3%), reading text (12.2%).

To the question: "Why do you need a textbook?" most often, students answered: to repeat the material studied in the lesson in order to better assimilate it (59.1%), to understand what they did not understand in the lesson (45.1%). At the same time, 9.1% of the respondents answered that they did not need a textbook. According to students, a textbook can be called good if the material in it is presented briefly but clearly (77.5%); it contains a lot of interesting texts (30.7%), the textbook is colorful with vivid illustrations (28.5%). As wishes, students in the textbook would like to see: a description of life situations in which the acquired knowledge is applied (49.4%), information about the latest discoveries in science (41.9%), information in the form of tables, graphs, drawings (39.2%). The majority of students remained indifferent to the proposal to include in textbooks tasks that are not immediately solved (9.9%); tasks with reference to additional literature (10.8%).

An analysis of the results of the survey, fragments of which are given above, showed that, despite the fact that most teachers chose to understand the textbook as a learning model, they consider the main function of the textbook to be the presentation of the material being studied (perhaps without even fully realizing it), hence the requirement for a clear and precise presentation, accessibility, and ignoring students' self-setting of problems, finding ways to resolve them, taking into account the cognitive interests of students. What didactic guidelines should be followed when developing a modern textbook?

Firstly, by focusing on a system-activity and, moreover, a competency-based approach, and, accordingly, the implementation of the function of forming the educational and cognitive activity of a student and the key skills of a person of the 21st century.

Secondly, the presence in the textbook of four components of the content of education: knowledge, methods of activity, experience of creative activity and experience of an emotional and value attitude to the world, the ratio of which is determined by the didactic approach and the nature of the subject.

Thirdly, the orientation of the educational material in the textbook not only on the presentation of the content of education, but also on the independent organization of the learning process by students in full.

Fourth, providing an opportunity to organize individual, pair, group forms of work in the classroom, project activities.

Fifthly, the inclusion in the composition of the textbook of material that represents a description of life situations in order to formulate and solve various kinds of problems that arise in these situations.

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