

## VARIABLE TOOLS OF LEARNING IN EXPERIENCE REGIONAL TEXTBOOK PRODUCTION

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### Summary

In the work presented for discussion by pedagogical specialists, it was found that in the conditions of the decentralization of the education system in Ukraine and the transfer of a complex of organizational and management functions in the field of educational institutions to local self-government, territorial communities have acquired problems not only in the part of forming the material and technical base of institutions and institutions educational sector, but also in meeting the wishes of local residents to receive high-quality and affordable educational services, which provides for the design, examination, and replication of innovative and progressive teaching tools that would be based on standardized norms of textbook creation and at the same time take into account the existing specificity of the functioning of regional educational institutions with their educational methods, cultural values and local traditions.

The above judgments are meaningfully confirmed in the "New Ukrainian School" concept, which presents the following didactic remarks: 1) the free development of students is facilitated by a creative environment in which there is a change in programs or teaching aids, as well as other elements of the subject environment; 2) one-time educational projects over time give priority to the systematic organization of the implementation of innovative pedagogical technologies; 3) traditional means of education should be replaced by a variable school book of a new generation of educational literature. Variability in this context is correctly understood as a characteristic of a set of teaching aids from a certain subject area for a certain age status of students who perform the same educational task, but may differ from each other in certain information or materials that relate to the specific features of one or another region in the content taking into account its socio-cultural customs or traditions.

**Key words:** education system, regional differences, needs of teachers and students, textbook.

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## 1. Introduction

Studying the topic of regional textbook creation, it should be noted that the growth of its relevance falls on the end of the 19th – the beginning of the 20th century, when the basis of educational activity was laid in Ukraine. The difference in the political, economic and social capabilities of the republics of the then union provided for diverse textbooks to ensure the education of workers and peasants. In the future, with the unification of educational programs for the educational structures of the union republics, the regional features of the national educational systems of each individual republic lost their practical meaning and, according to I. Strazhnikova, school literature was published according to typical models in one national language (*Strazhnikova, 2014:71–72*).

The specified typification of teaching aids, regardless of the level of experience and culture of schoolchildren, led to the formation of a minimal amount of knowledge and skills and did not contribute to the personal and intellectual development of Ukrainian schoolchildren. Thus, only with the transformation of the Soviet-class educational paradigm into its national-patriotic construct, the rise of the Ukrainian education system turned out to be permissible and a shift took place in the compilation of variable textbooks, which had not a political orientation, but a cognitive focus, and met the demands of the educational community.

The purpose of the investigation is to justify the need to arrange variable teaching aids, taking into account the regional features of the educational process and the basic concepts of textbook creation.

Variable teaching aids serve as the objects of the above research. General scientific and analytical-pedagogical methods of conducting scientific research were chosen as tools.

## 2. Problems of regional education

The social development of educational literature is connected with a series of certain socio-political, socio-economic and cultural-educational factors that always determine the dynamic process of improving the school textbook/manual. Thus, in the conditions of active transformation of the content, structure and design of educational literature, the idea of national textbook creation, which should be implemented through the elevation of the originality and uniqueness of Ukrainian pedagogical culture and deep and stable national educational traditions, acquires an important meaning.

Therefore, the application of historical and pedagogical experience in educational practice in the aspect of compiling a regionally oriented textbook enables the introduction of educational parallels and the identification of effective techniques or means in carrying out educational activities. According to L. Berezivska opinion, it was only during the time of independent Ukraine that it became possible to return to the forbidden problem of national-regional education and to borrow past historical pedagogical experience for the reformation of the Ukrainian school (*Berezivska, 2010:38*). Such an approach is quite correct, because according to the vision of V. Andrushchenko, the logic of the functioning and development of any systems in a certain historical period is determined not only by the societies that exist in such a period, but also by political and cultural invariants that have become manifest in the extent of previous historical segments (*Andrushchenko, 2006:624*).

Thus, any innovations in the material, including educational, system organization have a synergistic and integrative orientation, which basically provides for a meaningful combination

of both modern demands of society and practical experience gained in the past in the context of expected social transformations. In this way, the development of the national-regional education system can be presented in the format of a cyclical model, the content of which, according to L. Vakhovsky interpretation, should be reduced to the systemic transformation of organizational formations: their emergence, existence and transformation into more progressive structures (*Vakhovsky, 2005:9*).

In the presented understanding, it turns out that the cyclical model, according to O. Vozniuk definition, embodies the principle of "eternal return", that is, a cyclically repeated appeal to early system-forming ideas, ideas or practical developments (*Vozniuk, 2014:88*). Systemic appeals to previously approved methods or techniques should resist the development of entropy and chaos in material / virtual systems and be described by wave functions of non-linear variable origin (*Voznyuk, 2014:93*).

In the given way, the cyclical model of the national-regional education system sees multivariateness in solving problems and unpredictability in the aspect of the transition of the education system from one functional to another, which is always accompanied by the establishment of new or modernization of existing curricula or teaching aids within the scope of standardized educational standards and traditions (*Voznyuk, 2009:11*). Therefore, the cyclic nature of non-linear educational processes leads to the rejection of the old and the formation of a new order of organization of educational activities in regional educational institutions, taking into account the forgotten, but rational developments in the field of providing modern Ukrainian schools with modern regionally oriented textbooks.

### 3. The relevance of variable textbook development

The analysis of public intelligence in the field of regional textbook creation allows us to draw the conclusion that recently the task of solving a dual task in the field of constructing educational literature has become urgent, namely: 1) subordinating the basic principles of textbook design to the provisions of the paradigmatic philosophy of national textbook creation and 2) taking into account and reflection in the meaningful structure of the school book of value orientations and humanistic and cultural assets of individual regions.

Analyzing the topic of the regionally-variable textbook, it should be noted that here we are not talking about denying the unity of Ukraine and compiling purely different textbooks for different territorial entities. According to F. Turchenko, the leading formula in this matter should be the process of constructing a textbook in which the core cultural, ethnographic, and educational traditions of individual communities and localities would be revealed against a national background (*Turchenko, 2016:47*).

Solving the urgent problems of regional textbook creation can be carried out on the basis of polyphony (a variety of functionally similar, but independently acting phenomena, processes, objects (*Suchasnyi slovnyk, 2006:550*) along the trajectory of the development of alternative / variable teaching aids. The phenomenon of variability in a given context should be understood as the methodological ability to urgently adjust or update the content, structure and design of the textbook under the conditions of solving a single educational task (*Kasyanova 2014:324*). In this way, any variability serves as an alternative variation of something already existing and familiar and is the basic basis for the approval of modern pedagogical innovations, proposals, initiatives and other system modifications.

Meanwhile, since the lexeme "variability" is an interdisciplinary concept, according to the remarks of I. Tsyranluga, it is variability that is a characteristic of certain changes in objects or in their individual components (*Tsyranluga, 2012:205–206*). In this way, it is expedient to use the phenomenon of variability in two closely related vectors of educational activity: firstly, as a characteristic of the suitability of a teaching tool for modifying the content, structure or form of presentation and, secondly, as a descriptive index of a complex of content-synchronized textbooks that solve the same educational task.

According to this, the phenomenon of variability can be considered a leading factor in the modern development of textbooks, the action of which is interconnected with other, no less important, internal or external factors of the process of compiling educational literature, which must be carried out under the conditions of continuous creation and correction of variable samples of school books. In addition to the above, educational variability provides for the resulting identity (invariance) of the means of education of the corresponding subject or age orientation and does not assume the possibility of differences in the content of the textbook and the standardized curriculum.

In the given context, the opinion of Y. Kodlyuk is correct, which rightly recognizes the need to review the conceptual foundations of textbook creation in the context of abandoning academic and information-heavy teaching tools from past educational practice and transitioning to the comprehensive development of modern variant textbooks, which differ in the technologies of revealing educational content within basic educational programs (*Kodlyuk, 2006:225*). The introduction of variability in the field of textbook creation, according to the vision of L. Khoruzha, forces authors and experts to overcome past patterns, directing efforts to the search for the latest pedagogical technologies and the creation of effective teaching aids (*Khoruzha, 2018:41*).

Since modern Ukrainian society is characterized by large-scale subcultural variability (*Kostenko, Ruchka, 2010:5*), it is quite correct to recognize the meaning of manifestations of the phenomenon of variability in all spheres of society life, including in the field of educational activity. According to the interpretation of O. Bozhok, such a phenomenon of variability should transform the traditional functions of social activity and generate a certain multi-layered diversity of ideas and ideas in the scope of people perception of their multidimensional existence in the real environment of their everyday life activities (*Bozhok, 2014:12*).

#### 4. Conclusions

Taking into account the difficult situation in the national educational space of the country, it is urgent to focus attention on the problem of compilation and replication of variable teaching aids (textbooks / manuals) in the aspect of taking into account the regional features of the territorial centers of the peculiar Ukrainian land, unique in terms of their culture and customs. In the given context, the phenomenon of variability not only contributes to the personal elevation of each of the students, but also develops in them a sense of devotion and love for their native land, for their incomprehensible and immortal small homeland.

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