

THE ROLE OF A TEXTBOOK IN THE REALIZATION OF THE PUPIL'S INDIVIDUAL TRAJECTORY

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The article deals with the improvement of the school textbook in the individual educational pathway of pupils and of forming competence.

Keywords: *school textbook, pedagogical paradigm, the individual educational pathway of pupils, competence .*

The set goals and certain objectives. In the context of competence formation, personality-oriented education is the most important individual educational paradigm of the XXI century. A school must create the conditions to implement the each pupil's potential on the highest level. A textbook as well as additional methodical-didactic provision for it must be designed on this base.

Analysis of the recent studies. Taking into consideration the requirements of the modern period of the development of the society as well as a school we can mark out that formation of a pupil's personality becomes of high priority nowadays. In this context, the role of the pupil's individual educational trajectory is very significant. Unfortunately school textbooks don't focus on the most important issues and do not achieve the key goals.

The objective of the article. To ground the importance of a school textbook as a foundation in the realization of the pupil's individual educational trajectory in the context of a modern pedagogical paradigm.

The main part. The formation of a personality who is able to realize oneself at the highest level in the XXI century becomes the main objective of the modern school education. Usage of the special technology information on the pupil's individual educational trajectory must be reflected on the components of the school educational process:

- individuality and variety of education;
- personality-oriented education;
- integration and complex use of the informational and communicative technologies;
- integration of the school discipline study;
- giving a pupil an opportunity to choose one's own educational trajectory and appropriate subject by choosing a variety of educational syllabus.

The optimum combination of the scientific and accessible account of educational material and practical oriented textbook (text, e-mail) in context with the personality-oriented education remains topical. In their turn, the chapters, the

order of which reflects a certain gradation in difficulty, focus on each one on a selected type of exercise as following:

- the leading substantial lines;
- the logical reasoning lines;
- the lines of one's world outlook;
- the applied and practical activity lines;
- the connective lines between subjects;
- the lines of evaluation and self-appraisal;
- the lines of differentiation (as the mathematics manual for 5-9 forms of the

Republic of Moldova contains three-level assignments:

- 1 level – Consolidate knowledge;
- 2 level – Form skills and use them;
- 3 level – Develop ability to create, but only two levels are obligatory for all

pupils.

-the line of creative activity which is an ideal opportunity to practice consolidation of the studied material (systematic and extensive research development, laboratory and practical graphic works, project works which can be taken by the pupil and teachers can feel free to add any update material which is available for any of the chapters, whitening the personal educational trajectory.

The textbook(text, small-sized) must be developed in the full correspondence with the scientific-methodological-didactic complex (SMDC), containing:

- electronic version of the textbook (with the elements soft-interaction);
- CD for a teacher (a collection of teaching aids is represented; tests at the level of grammar, didactic project works, including software tools etc;
- CD for pupils (workbook, more precisely defined topics of social, public and personal interest; final tests, graduation exam tests, knowledge correction line etc.).

The future is for the Scientific –Methodological-didactic complex (SMDC), which has to provide realization of broad spectrum of different styles of educational activity and the main is individual-educational pupil's trajectory in common with school textbooks.

Including:

- algorithm (problem solution, based on a sample, algorithm);
- visual (finding bonds corresponding facts, comparison through different information retrieval);
- applied (using ready patterns, creating and using new models enclosure in different fields);
- deductive (systematic and intensive skills development);
- research (select information, process data, classification and generation facts and information, heuristic);
- combined (using diverse options, creating proper diversity, conduct necessary calculation and evaluations);
- integrating (implement inter subject bonds, interact with the scientific field, solve complex problems and significant vital situations, exposure skills through a different competence).

The assignments which are placed in SMDC must consolidate the whole spectrum of cognitive styles. This is very important for our discussion on the pupil's individual educational trajectory. It's clear that both theoretical and practical parts are directed at the development of the intellectual abilities of a pupil, and our textbook in very necessary here. The pupil shows his intellectual potential and possibilities through perceptiveness and understanding new information and knowledge from one hand and problem solution using this knowledge from another hand. Individual approach to a pupil shows that the teacher knows what style of assignments he will suggest to his pupil. The teacher must take in account the individual preferences of each person and instruct the pupil which style is the best.

The importance of motivation is great at this moment. The final result will show efficient teaching. In accordance with the result, we understand receiving the right answer as well as qualities development in certain directions.

In this context, the teaching process becomes more significant than the supposed answer and its assignments.

Practically, in the pupil's individual educational trajectory, the leading role must be played by the self-education which is supervised by the textbook as well as the Informational Communicative Technologies. For organizing the self-education of the pupils, in particular, the creating of teaching portal/site is necessary (one more component of the educational-methodical-didactic complex (EMDC) is giving the following permission.

- twenty four hours availability;
- interaction;
- obtaining a possibility to discuss appearing questions using forum;
- free access to the individual doctor's consultation (psychologist) as well as a teacher's of a school subject;
- having an opportunity to demonstrate one's portfolio, reflecting the pupil's individual achievement;
- having an opportunity to obtain information about the project and the activities which are organized on the portal/site;
- being able to receive supplementary information recommended by a specialist from the certain field of knowledge;
- having an opportunity for self-examination and self-estimate of educational activity;
- having an opportunity for correction of one's educational trajectory;
- having an opportunity to form a special group for the research activity.

Educational portal/site, undoubtedly, addresses the needs of all pupils who are interested in acquiring results in different types of educational activity:

- work on project plan;
- research organization;
- study theory;
- problem solution of different complexity;
- various types of play-educational activity;
- discussion topics of scientific themes; etc.

Synchronized works gives such opportunity to a pupil when he operates the textbook and manages self-education. Furthermore, distance learning is the most significant prerogative of the XXI century.

Organization of the self-educational activity will promote in increasing subjectivity of education as well as all pupil's needs and interests and will setup a foundation for the productive self-realization.

The riches of materials give a broad opportunity to take only a certain part from all materials and use them in a certain situation for certain goals.

Both a pupil and a teacher must have the access to them. The teacher's prerogative is to choose the assignment. This increases responsibility in choosing varied directions in studying curriculum, including characteristics of different levels as well as the balance between various cognitive styles.

The textbook is indented for the combined work or individual use by a teacher and a pupil; we suggest a new approach to creating a textbook using a unit of teaching. The unit includes the part of the unit of contents (chapter, module) which touches upon significant scientific problem studying during the certain space of time, in frame of that unit of the content. Building the textbook based on the unit of teaching gives a possibility to use the four-step algorithm of competence formation:

I. A stage of obtaining the new fundamental knowledge is associated with the cognitive activity – **to know**.

II. A stage of functional knowledge – is associated with the cognitive activity – **to be able to** (solving simple problems, standard problems, application in common situation).

III. A stage of conscious knowledge – is associated with the cognitive activity – **to be able** (solving nonstandard problems and problematical situations).

IV. A stage of external (social) display of knowledge – display of competence – a pupil integrates all three abovementioned stages associated with the cognitive activity **to be able to stand, to be able to live, to be able to act, to be able to suggest an adequate plan of actions** (solving problems from real life).

The textbook, undoubtedly, addresses the needs of all pupils who are interested in acquiring top performance and competence, especially when it comes to the final and the entrance exam. This book is meant to test the capacity of high school pupils to discern between different section of knowledge and qualitative realization of individual pupil's trajectory. Taking into consideration the fact that we are in a new information space it is necessary to think how to write the textbook (the text and the electronic book), the book of problems, how to teach pupils at the lessons and what quantity of tasks should be given as home assignment, we, in our turn, recognize the opportunity to find ready answers of homework (RAH) in Internet.

Conclusion. Realization of the individual educational pupil's trajectory corresponds to the humanistic educational line; in this context, we accept the realization of the exclusive education. School textbooks represent a collection of teaching aids to be used to achieve one's purpose. The main implementation is EMDC textbook. There are many ways in which every pupil can perform his own

way of studying. He has to use his own individual educational trajectory and obtain competences which are necessary for the qualitative social integration.

The main objective of updated education in the post-Soviet space is the alteration of pupil's mentality taking in account his own personal formation.

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Акірі І.

ПІДРУЧНИК ТА ІНДИВІДУАЛЬНА ОСВІТНЯ ТРАЇКТОРІЯ УЧНЯ

У статті розглянуто питання про роль шкільного підручника в реалізації індивідуальної навчальної траєкторії учня в контексті формування компетенцій.

Ключові слова: шкільний підручник, педагогічна парадигма, індивідуальна навчальна траєкторія учня, компетенція.

Акірі І.

УЧЕБНИК И ИНДИВИДУАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ ТРАЕКТОРИЯ УЧЕНИКА

В статье рассмотрен вопрос о роли учебника в реализации индивидуальной образовательной траектории ученика в контексте формирования компетенций.

Ключевые слова: школьный учебник, педагогическая парадигма, индивидуальная образовательная траектория ученика, компетенция.