

functions and capabilities; “text-centered” nature of the tasks that is the syntactic study of material which is mainly based on texts and completed construction of coherent expression; ability to develop their own creative and analytical thinking, defend their position, make decisions and bear responsibility for them; knowledge functionality, providing motivation and knowledge continuity between tasks; formation of a mechanism of pupils’ self reflection; introduction of group forms of educational activities, providing the dialogization of the educational process; continuity of the impact on the development of students’ language skills, skills in all kinds of speaking situations, taking into account the development of self-differentiated instruction of syntax and punctuation provided by different levels of complexity of educational material; update of software and educational facilities; promotion of hierarchical composition of values in the minds of students.

The purposeful work on the acquisition of skills is foreseen. It includes defining the goal of activities, planning, making the algorithm of performing actions, predictions, differentiating between new and known knowledge, analyzing the cause of success and failure in their work.

**Key words:** competence oriented textbook on Ukrainian language, content, structure, educational function of a textbook, requirements, skills.

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## **METHODOLOGICAL FOUNDATIONS OF HISTORY TEXTBOOKS**

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In the article, an analysis is conducted on the main didactic and methodological requirements for a modern history textbook that have been developed by the homeland scientists and practitioners by understanding their own and foreign experience of creating textbooks. The author notifies that the qualitative upgrading of the history education content put forward the new principles of the selection of content integrity, consistency, humanization, integration, multiculturalism, alternativeness, multi-dimensional nature, reflexivity along with the common didactic traditional requirements (scientific nature, fairness, availability, systematic and chronological sequence of presentation).

In particular, according to the author, in the process of constructing a modern history textbook content, the content and procedural peculiarities of forming the subject historical competence at three levels of teaching differentiation: standard, academic and profile ones should be taken into consideration. The

authors of the manuals have to consider the differences in the markers of the chronological, space, information, logical, verbal, and axiological competences of pupils in correspondence with their level of training.

The scholar is convinced that in modern terms, it is not worth admitting the unification of textbooks in Ukraine, but the need for the formulation of the common requirements to the historical literature is urgent. The presence of several textbooks ensures the atmosphere of a creative competition between the authors, promotes their intention not to stop on what has been done and perform the constant work on the content and analytical tools.

**Key words:** didactic requirements of modern history textbooks, methodological requirements of modern history textbooks.

**Problem statement.** Discussing the current state of textbooks creation it should be noted that the process of ensuring an integrated system of the Ukrainian history textbooks for the high school is being slowed down by the barriers of the regulatory, methodological and methodical nature.

A major obstacle for the authors of the history textbooks is no concept of history education in Ukraine, the lack of coordination in the design and the software support of the textbooks.

Considerable difficulties arise in the representation of the history of XX century, especially the homeland one. They are traced in several directions. First of all, it covers the history of Ukraine of the Soviet period, which appears to the pupils as the lost time for history of the country and the people. O. Pometun underscores that it is not true-to-reality and now it is possible to develop a new, more logical model, which is correspondent to this period [9, p. 14].

The lack of clear and fair requirements for the textbook leads to inconsistency in its estimates and discovers the opportunities for lobbying the poor quality of educational products by the publishers. The requirements for the evaluation of the history textbooks that are suggested by the Ministry of Education and Science of Ukraine are too generalized. They primarily appreciate a tutorial by its formal, external interdisciplinary features as an academic book on any subject and neither address the peculiarities of the history, nor the important academic historical and methodological approaches. The application of these requirements by the experts makes it impossible to analyze their historical content properly in the process of evaluating new textbooks [9, p. 19].

**Analysis of the recent researches and publications.** The main didactic and methodological requirements of a modern history textbook were studied by the leading scholars K. Bakhanov, V. Vlasov, Yu Malienko, N. Hupan, A. Maiboroda, P. Moroz, O. Pometun, O. Udod and others.

In particular, K. Bakhanov finds that the tendency to strengthen developmental functions of the Ukrainian history textbooks that was

outlined at the beginning of the XXI century is not a whim of the individual authors but meets the common European vision of modern textbooks. [1] N. Hupan underscores the need for the multi-dimensional approach to the presentation of educational material in the history books for the 10<sup>th</sup>-11<sup>th</sup> grades [3]. O. Mayboroda focuses on the problems of combining the chronological and the problem-thematic principles in the process of developing a history course, historical concepts of pluralism (which and how many of them can be given in the textbook), relativity concept of objectivity in history.

The updated methodological foundations of a modern history textbook for the high school students were determined by V. Vlasov, N. Hupan, Yu. Malienko, P. Moroz, O. Pometun, the staff of the Social Science Education Department of the Institute of Pedagogy of the NAES of Ukraine.

**The article purposes** are to analyze the main didactic and methodological requirements of a modern history textbook formulated by the homeland scholars and practitioners by understanding their own and foreign experience in creating textbooks.

**Main body.** It is well known that the Soviet didactics considered a textbook as a normative document that determined a range of knowledge (concepts, patterns, key facts, etc.), which accounted for learning content, set the approximate parameters for the degree of this knowledge representation, its worldview and ideological orientation as well as established the certain guidelines for the process of knowledge acquirement and the pupils' mental development [8, p. 13]. The Soviet Union held the monopoly on the textbooks as it guaranteed the possibility of ensuring a single educational space as well as the unified training and educational work in the context of the communist ideology in the USSR.

O. Pometun admits that the authors of the Soviet textbooks have made significant progress in the development of the main body of a textbook, which was focused on the pupils' age-related cognitive capabilities, selecting and presenting bright diverse illustrations that turned the textbooks into interesting sources of educational information. The majority of Soviet history textbooks were peculiar for the well developed methodological apparatus that promoted the effective consolidation and reproduction of historical facts as well as theoretical generalizations. Due to the long labor of F. Korovkin, H. Donskyi, M. Nechkina, P. Leybenhrub and other Soviet methodologists, a certain type of Soviet textbooks on history that provided historical education for the entire generations of Soviet pupils and teachers who studied and taught the history of the ancient world, the Middle Ages and the homeland history was formed.

However, the information that was contained in those books was one-sided, ideological and politically biased. That is the reason why in the

educational space of independent Ukraine there was the first shift from the “Soviet” history content to a complete revision and creation of the course on the national history of Ukraine; it was accompanied by the realization of the fact that a unified textbook and the monopoly that is held by a small group of authors and is promoted by the state is impossible under the principles of democracy [8, p. 13].

Therefore, some authors advocate their own point of view on the copyright and the need for the objective self-assessment as they claim the inability to create a completely neutral (politically or ideologically) tutorial. The existence of the alternative educational programs is also significant [13, p. 4].

In order to overcome the abovementioned obstacles in the process of the creation of the third generation of textbooks for the high school history, the Ukrainian authors have been provided significant assistance by the Council of Europe experts and the representatives of the European Association of History Teachers EUROCLIO who prepared certain recommendations for the Ukrainian history textbooks authors [13, p. 4-5].

By understanding the homeland and the foreign experience in the textbook design, the homeland scholars and practitioners have formulated basic didactic and methodological requirements of the modern history textbook for the high school students.

N. Hupan stresses that in the history books for the 10<sup>th</sup>-11<sup>th</sup> grades, the author’s text can take a third of the volume of the textbook, the rest is given to the source text, illustrations, various analytical tools. Such tutorial is not a book to read, but a book for work. It should ensure the pupils’ development, activity and creativity to be academically and pedagogically modern as well as multi-dimensional. Therefore, besides a core set of facts, concepts, dates, it should contain a variety of additional materials and offer a variety of ways for their use [2, p.3].

N. Hupan draws attention to the fact that it is not only the lack of sensibility in the coverage of historical events in textbooks, but also the main function of the textbook, namely, pupils’ socialization. In this context, the following question is set: is it necessary to sensitize a pupil to the future revolutions? [2, p. 3]

Since in Ukraine, a society with a market economy is being developed, the scholar considers that it is advisable to introduce the modern textbooks content on the private property, financial and business activities, successful stories of entrepreneurs and oligarchs, that is, the historical subjects which were demanded in the society of the previous generations.

N. Hupan finds out that another important factor in the selection and structuring the content is the idea of statehood [2, p. 3]. The current textbook has to form pupils’ positive attitude towards the state. It is also

desirable to strive for a balanced presentation of the past in all spheres of life including economic, social, spiritual and cultural ones.

A textbook should combine holistic, scientific, and objective representation of the past so that the authors should strive to carry out the selection of facts and historical events without any redundant emotional emphasis and estimates. However, they should take into consideration the multidisciplinary analytical thinking that is as close as possible to the pupils in order to form the students' civic sense and quality [10].

An important aspect of creating a textbook, its content selection is the desire to preserve the traditions of the people, following the best examples of the Ukrainian culture and thought, consideration of the "national identity" of a textbook and its target group.

O. Pometun specifies that traditionally the content of history textbooks can be roughly represented in two components: *textual* and *non-textual ones*, both of which consists of three elements. The whole content of the textbook is divided into *basic, additional and explanatory* ones by its volume and purpose. Respectively, a non-textual component includes *illustrations, methodical apparatus and orientation tools* [10, p. 12].

By its arrangement and the functional tasks in the textbook, its main body can be described as *introductory, informational (educational) and final* ones.

According to the researcher, the introductory word of a modern textbook should provide a description of its main elements (textual and non-textual ones) with the brief recommendations for the pupils on the use of a certain item. Such structure of the introductory text enables to compensate for the lack of the most pupils' level of skills to work independently with a textbook, using all its developmental opportunities to the whole extent.

Information (educational) text of the history tutorials comprises a basic information about the past of their native country or the foreign countries divided into sections, chapters and paragraphs according to the current curriculum. The main body should be presented logically and concisely, with a number of facts that should be minimal but sufficient for understanding.

Before explaining the new material, a teacher reads the title of the topic, the basic questions, and a list of basic concepts and issues that are provided before the main text with his pupils. This part sets pupils on the achievement of the certain results in education, develop new concepts and content. A teacher can apply to the subheadings of the topics during the presentation of the lesson to make reading easier, especially if these subheadings contain a new concept or describe a new phenomenon. In his story, a teacher can refer directly to the text of the textbook or offer to read a text. [12]

By the presentation techniques, information text can be divided into descriptive, narrative, and explanatory problem ones. Naturally, none

of them can be found in textbooks in pure form. However, most history textbooks are written in the explanatory key with the elements of description and narration. The main techniques of pupils' work on the main text of a textbook in the classroom are their independent reading. If the text is complicated or contains a number of important pieces of content (new concepts, names), a method of commented reading can be applied. In this reading, the student reads aloud the individual paragraphs or even the sentences and provides their main idea, semantic links or text links to sources, illustrations, etc. in accordance with the instructions of a teacher [10].

In some books, the main text ends with a special, *final* text, in which the authors summarize the period under review, submit evaluative findings, outline the historical perspective or make predictions about the future of the mankind. However, no clear concept of a text, which would give the opportunity to define its place and importance to improve pupils' learning, has been formulated yet.

The so-called *extra* text immediately won the right to exist in the methodology of history. We consider that a major achievement of Soviet methods in the 60s can be publishing the extracts of historical documents in the textbooks, which made them an active tool of cognition. Except for the documents, the main text can be extended by the passages from the popular science and fiction literature. For a long period of time (and even now), the *extra* text was perceived only as an extension or a specification of the main ideas. [10]

However, given the new task of teaching the history and the current understanding of a school textbook, the functions of the extra text should significantly expand.

*Explanatory* text is necessary to clarify the obscure words that are mostly text comments to images. Each illustration has a short explanatory text, sometimes with the note about the time when the photo or the scene was made.

Visual materials are the first to attract attention among the *non-text components*. History can come alive in contemporary authors' drawings created on the subjects of the paragraphs, the reproductions to artistic works on historical themes and documentary images. Conventional graphical visualization in the form of maps, charts, plans, drawings, tables, etc. helps the pupils to gain insight into the fact that is studied, to understand the theoretical conclusions. Depending on the age-related cognitive capabilities of their readers, textbook authors try to find the optimal ratio of fine and shareware graphical drawings, to prefer educational or documentary images. The level of modern printing makes it possible to provide students with bright, colorful books on history, but the logical problem of communication

and interaction between the main text and illustrations of the textbook still cannot be considered solved. [10]

According to the age peculiarities of the high school students in 10<sup>th</sup>-11<sup>th</sup> grades, it is appropriate to apply to graphic visualization of documentary photographs that do not duplicate, but complement, specify the text. All artwork can be numbered, making it easier to find them during the lesson.

As it was notified by Yu. Malienko, modern Ukrainian history education directs its efforts on the formation of the general cultural competence, so the study of the cultural monuments plays an important role in the pupils' assimilation of historical knowledge and forming the respective competences. Using the cultural objects that are represented in the textbooks, a teacher should pay attention at the fact that they should be: the most important and typical for the studied period; understandable for the disciples, emotionally rich, able to arouse pupils' interest in their native land, strengthen their love for the motherland, sense of civic duty; promote involvement in practical work [4, p. 206].

According to Yu. Malienko, besides the images of cultural monuments, the important elements of the non-text component of a textbook are drawings, photographs, historical reconstructions, charts, maps, map charts etc. The scholar considers that they can also promote relevant competencies if the optimal image-related text and other structural components of a manual are qualitative as well as placed and implemented in the text properly. However, all illustrative material can be used effectively only if the authors have designed a system to work on it, in other words, they have designed pro-questions and tasks as well as appropriate algorithms, etc. [4, p. 207].

As it was noted in the article by P.Moroz and I.Moroz, in the process of the development of its analytical tools, the authors of history textbooks should primarily focus on the development of the skills of independent work with a book and the ability to explore, analyze historical events, phenomena, critically evaluate historical information. They find that modern textbooks should be based on the principles of communication and activity approaches and be largely dialogued [5; 7].

O. Pometun states [11; 12] that nowadays history textbooks cannot be imagined without any questions and tasks to the material sections. This system provides:

*firstly*, questions and tasks which are ahead of topics and paragraphs, included in the main body (the so-called "internal questions"), located after paragraphs, topics, sections of the course as a whole, repeat, systematize, summarize the materials of the most structural units of the main text. They can be accompanied by the illustrations and the documents of the textbook by expanding its educational opportunities;



*secondly*, by the nature of the pupils' alleged activities, questions and objectives, questions are divided into reproducing, transforming, creative, shaped and problematic. The ratio of these kinds of questions is a major criterion of a quality of a modern history textbook.

If the authors of that or another textbook use as many different approaches to the location and the use of questions and problems as possible, it will enable a teacher to diversify the techniques of a lesson, provide various forms and methods of work. [11]

O. Pometun notes that in the textbooks of the previous generation, questions and tasks like "Why ...", "What for ...", "Explain ...", "Compare ...", "Prove that..." and so on were prevailing whereas the new generation of textbooks should strive for the equal dialogue with the readers and offer such tasks as: "restore the picture", "express your point of view", "estimate behavior" etc. along with the traditional questions [12, p. 6].

According to Yu Malienko, a textbook should be considered as a tool of the formation of the pupils' comprehensive and historical competences, so it should be action-oriented. As the scholar stresses, modern history teaching requires from a teacher the introduction of reactive use of the content of a textbook, which not only provides the necessary dynamics of the lesson, but also contributes to the educational process, lays the foundations of the pupils' active life position [4, p. 211].

As I. Moroz and P. Moroz note, a characteristic feature of the new generation of textbooks is teaching the methods and techniques of learning, that is, development of the ability to learn and to acquire knowledge independently. According to the researchers, the implementation of the elements of a research study in the history books suggests that the structure and the content of a textbook should be the means of pupils' productive research activities, their creative activity; applying to the method of analogies, comparing different points of view and approaches to coverage; availability of evaluation positions on educational material; reflexive reading comprehension [5; 6; 14].

According to N. Hupan and O. Pometun, except for the questions and the tasks, the methodological tools of a textbook of new generation can include a variety of text tables: chronological, synchronizing, comparative and generalizing, specifying whereas their names indicate the possible operations with the educational historical material both at the empirical and the theoretical levels of studying history. [14]

Another important methodological element of a modern textbook is the orientation apparatus, which is a prerequisite for ensuring clear and coordinated work of other textbook elements. The content that is located at the beginning of the book (or at the end, which is considered to be less successful) introduces the structure, the components of a textbook that allows finding the necessary facts and materials quickly.



The system of headings and subject symbols that provide the pupils an opportunity to divide the course into several historical periods accelerate pupils' orientation. Page headers and footers facilitate the search of topics, and the half-titles indicate a transition to studying a new stage of the past. Each half-title can be presented by a collage of photographs from the documents of the considered year that convey the "spirit" of this time and can be used by a teacher at the beginning of the study section as a separate source of learning for the anticipatory conversation about the content [12, p. 7].

Signals-characters that are presented in the former textbooks by the single asterisks, were supplemented with new texts and symbols tasks of high complexity, materials for the extra reading, using various fonts (italics, bold, petyt) in the textbooks of new generation. They also reinforce the emotional and the expressive aspect of a text, differentiate the educational information.

Authors can supplement the orientation tool by a new element, that is, the plan of presentation placed after the title of each topic, a list of key terms and concepts to help the pupils to pay attention at their meaning and definition in their reading.

The new component of the orientation tool is the designation of the various components of textbooks with icons, the list and the content of which is given in the introductory text. The transformation of a school textbook into a Practical Guide is promoted by various information services: signs of dates, names, dictionaries, indexes, glossaries, metric genealogical tables, references, etc. Except for the application, these materials may be placed on the flyleaves of a textbook with the efficient use of the entire area of textbooks. The appendices should contain advisable terminology.

As O. Pometun finds out, the abovementioned approaches are fundamentally changing not only the status of educational books, but also the opportunity to work with it in the classroom and at home. The textbook is not the "center of the universe," the only correct and unequivocal in its wording. Today it is *one* of the means of learning that has *architectural character*. The *relationship* between the author and a pupil has changed while working with a textbook: the author defines the ways of interpreting and commenting on the facts; a pupil "perceives himself" partly as a co-author of a textbook and offers a different interpretation along with a teacher [12, p. 7].

N. Hupan and O. Pometun note that as the bearer of objective historical content a handbook contains all its components. A textbook should include not only the historical information but also other elements that ensure the conditions for acquiring all elements of cognitive experience by a child. Only under such conditions, a textbook indeed performs the function of

not only the carrier of historical content (the information that should be learnt), but also the means of implementation and training (development, upbringing) of pupils [9; 10].

The qualitative update of the history education content put forward the new requirements for a textbook along with the traditional common didactic requirements (scientific nature, fairness, accessibility, systematic and chronological sequence of presentation, etc.). Recent studies, including foreign ones, show that the current content of history textbooks should conform to the principles of integrity, consistency, humanization, integration, multiculturalism, alternativeness, multi-dimensional nature, and reflexivity [9, p. 19-23].

As it was considered in the article written by P. Moroz and I. Moroz, in the development of the analytical tools of a history textbook, the authors should focus on the development of the skills of the independent work on a book and the ability to explore, analyze historical events, phenomena, critically evaluate the historical information. In their opinion, modern textbooks should be based on the principles of communication and activity-based approaches and be largely dialogized [7, p. 63-64].

O. Pometun considers that for modern Ukrainian school textbooks, the polyconceptual character that gives not one but two or more interpretations of the facts and events are more suitable for the textbooks of a polycultural nature.

It is polyconceptual model of a textbook that allows the authors and, therefore, the teachers actually use problem statement, search and research training, interactive technology in the educational process [8, p. 14].

According to P. Moroz and I. Moroz the basic methodological ways of implementing the research-based approach in the history books are the following: 1) problematic nature in the material presentation; 2) acquiring the skills to formulate assumptions, hypotheses through the specially designed challenges; 3) improving the skills of the various sources of information and versions; 4) development of the skills of analysis and primary sources; 5) formation of skills of self-education that means active cognitive activity; 6) the development of students' ability to take up a research position, apply the elements of the research-based activity [7; 15].

Describing the books published in the last few years, we notify that the architectural character of the text makes it a particularly urgent task to develop pupils' critical thinking, the strong belief that for the same fact, not one, but sometimes even opposing views exist. For pupils, the ability to distinguish the facts from opinions is necessary. In this case, the text of a textbook is not the ultimate truth, dogma or canon. So far, we can say that none of the existing textbooks adequately orients pupils to seek differences and the author's interpretation of the facts.

Besides, a variety of content, the main text of modern textbooks is different in the number of facts that represent the past life in a more colorful and multifaceted way. Therefore, the inevitable overload of the facts in the paragraphs is a common feature of new textbooks.

Improving the system of assimilation is in several directions at once. In the most successful cases, the author manages to create the so-called fabric of the issues and challenges with which the constant contact of the authors with the readers is maintained at all stages of processing a text.

It should be noted that there is the existence of new approaches to the vocabulary of the textbooks. What is new is not only the availability of dictionaries, glossaries at end of the book, but also some authors' attempt to make such a dictionary page by page. Faced with a new word, the student can immediately learn its meaning, etymology or transformation.

It can be noted that the authors of the new textbooks began to use the external methods of orientation, font selection, half-titles, footers, symbols, icons, etc. more actively.

The presence of several textbooks ensures an atmosphere of creative competition between the authors and stimulates their desire not to stop on what has been done, and constantly work on the content and analytical tools.

**Conclusions.** Consequently, in the unification of Ukraine, not a textbook but the need for the formulation of common requirements to the historical literature is considered.

We believe that the history textbooks for the high school students should take into account certain (content and procedural) criteria to form the components of the subject historical competence on three levels of teaching differentiation: standard, academic and profile ones. The author of the textbooks should take into account the differences in the chronological markers, space, information, logical, verbal, axiological competences of pupils according to their level of training.

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## **МЕТОДИЧЕСКИЕ ОСНОВЫ УЧЕБНИКОВ ПО ИСТОРИИ**

В статье проведен анализ основных дидактических и методических требований к современному учебнику по истории, сформулированных отечественными учеными и практиками путем осмысления собственного и зарубежного опыта создания учебников. Автором отмечается, что качественное обновление содержания исторического образования выдвинуло наряду с традиционными общедидактическими требованиями к учебнику (научность, объективность, доступность, системность и хронологическая последовательность изложения) и новые принципы отбора содержания: целостности, системности, гуманизации, интегрированности, поликультурности, альтернативности, многоаспектности, рефлексивности.

В частности, по мнению автора статьи, в процессе конструирования содержания современного учебника истории, следует учитывать особенности (содержанию и процессуальные) формирования составляющих предметной исторической компетентности на трех уровнях дифференциации обучения: стандартном, академическом и профильном. Авторы учебных книг должны учитывать различия маркеров хронологической, пространственной, информационной, логической, речевой, аксиологической компетентности учащихся в соответствии с уровнем обучения.

В современных условиях, по мнению исследователя, речь не может идти об унификации учебников в Украине, а только о необходимости в формулировке единых требований к исторической учебной литературы. Наличие нескольких учебников создает атмосферу творческой конкуренции между авторскими коллективами, стимулирует их стремление не останавливаться на том, что уже сделано, и постоянно работать над содержанием и методическим аппаратом.

**Ключевые слова:** дидактические требования к современным учебникам по истории, методические требования к современным учебникам по истории.

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## **МЕТОДИЧНІ ЗАСАДИ ПІДРУЧНИКІВ З ІСТОРІЇ**

У статті здійснено аналіз основних дидактичних і методичних вимог до сучасного підручника з історії, сформульованих вітчизняними науковцями і практиками шляхом осмислення власного та зарубіжного досвіду підручникотворення. Автором зазначається, що якісне оновлення змісту історичної освіти висунуло поряд з традиційними загальнодидактичними вимогами до підручника (науковість, об'єктивність, доступність, системність і хронологічна послідовність викладу) й нові принципи відбору змісту цілісності, системності, гуманізації, інтегрованості, полікультурності, альтернативності, багатоаспектності, рефлексивності.

Зокрема, на думку автора статті, в процесі конструювання змісту сучасного підручника історії варто враховувати особливості (змістові й процесуальні) формування складових предметної історичної компетентності на трьох рівнях диференціації навчання: стандартному, академічному й профільному. Автори навчальних книг мають зважати на відмінності маркерів хронологічної, просторової, інформаційної, логічної, мовленнєвої, аксіологічної компетентностей учнів відповідно до рівня навчання.

В сучасних умовах, на переконання дослідника, мова не може йтися про уніфікацію підручникотворення в Україні, а лише про потребу в формулюванні єдиних вимог до історичної навчальної літератури. Наявність декількох підручників створює атмосферу творчої конкуренції між авторськими колективами, стимулює їх прагнення не зупинятись на тому, що вже зроблено, і постійно працювати над змістом і методичним апаратом.

**Ключові слова:** дидактичні вимоги до сучасних підручників з історії, методичні вимоги до сучасних підручників з історії.

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## **РЕАЛІЗАЦІЯ СУЧАСНИХ МОВОЗНАВЧИХ ТЕНДЕНЦІЙ У ЗМІСТІ СЕРТИФІКАЦІЙНИХ РОБІТ З УКРАЇНСЬКОЇ МОВИ І ЛІТЕРАТУРИ У ФОРМАТІ ЗНО-2016: НОРМАТИВНИЙ АСПЕКТ**

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У статті досліджено реалізацію сучасних мовознавчих тенденцій у змісті сертифікаційних робіт з української мови і літератури у форматі ЗНО-2016 з погляду нормативності та відповідності академічній мовознавчій науці, а також шкільному курсу української мови. Запропоновано науково обґрунтовані формулювання умови тестових завдань і варіантів відповідей з урахуванням принципу науковості, внутрішньої будови синтаксичних конструкцій, а також відповідно до норм українського літературного слововживання.

**Ключові слова:** сертифікаційна робота з української мови і літератури; граматична структура умови тестового завдання; варіант відповіді; граматична норма слововживання.