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TEXTBOOK DURING EDUCATION VIRTUALIZATION

EL LIBRO DURANTE LA VIRTUALIZACIÓN DE LA EDUCACIÓN

Oskar Ya. Goykhman

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Lubov M. Goncharova

Pushkin State Russian Language Institute, Russia

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Russian New University, Russia

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Kutafin Moscow State Law University, Russia

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Abstract

The relevance of the article is conditioned by the need to improve the content of higher education, which is associated with the problem of textbook as one of the leading factors in educational and methodological support of the educational process, but the practice of its creation lags behind the modern requirements. They perform the comparison of electronic and paper textbooks in the humanitarian field of knowledge. The analysis of research in the field of high school textbook showed that the paper textbook becomes the least developed, but the most popular in terms of educational process virtualization. The principles of this type of textbook are substantiated. They describe the structure and the content of a comprehensive textbook developed and published by the article authors. It is noted that the result of its use in the educational process is the increase of student interest to professional discipline study.

Keywords

Education – University textbook – Textbook theory – Electronic textbook
Comprehensive textbook – Disciplines

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Introduction

The pedagogical science has gained a great experience for various kinds of educational publication development. Traditionally, the focus is on a school textbook, the problems of the content and purpose of which are the subject of discussion not only for the scientific community, but also for the general public (recall, for example, the discussion that has developed around a single history textbook). At the same time, the problems of a university textbook remain at the periphery. If a sufficiently large number of publications are devoted to a graduate competency model development, the pedagogical conditions for the implementation of FSES requirements and the content of various competencies, the content of the textbooks corresponding to such conditions is almost not considered.

Purpose

To present the position of the article authors and offer a modern printed version of a textbook, unlike the electronic one after the analysis of the theoretical provisions of the textbook as the main source of knowledge acquired by students in the learning process.

Tasks

- to consider the theoretical studies of scientific and methodological literature in the field of textbook study;
- to highlight modern approaches to the creation of a textbook for the study of professional cycle disciplines;
- to compare textbooks for online education and printed analogues for real educational process;
- to summarize foreign educational research from the point of view of textbook studies;
- to offer an original version of an integrated textbook, created and used by the authors in educational practice.

About textbook theory

The theoretical studies in this area, presented by the publications at the beginning of the XXIst century¹ are outdated to some extent, because they did not take into account the modern competence approach to higher education.

According to N. O. Vasilieva, the scientific theory, and the practice of a university textbook creation has not been developed for decades². At the same time, there are about 30 definitions of the term “textbook” in the scientific and methodological literature: “comprehensive teaching tool”, “basic educational book on a specific academic discipline”,

¹ S. G. Antonova and L. G. Tyurina, Modern educational book: Creation of a new generation of textbooks: textbook (Moscú: Agency "Publishing Service", 2001); V. P. Bepalko, Textbook theory: didactic aspect (Moscú: Pedagogy, 2008); M. N. Lykov, Modern requirements for the structure and the content of a university textbook on the disciplines of the humanitarian cycle and the pedagogical conditions for their implementation: Diss. by the Cand. of Ped. Sciences. Kazan. 2008 y V. M. Rozin, “A new generation textbook: purposes and principles”, University Book, num 12 (2001): 20–24.

² N. O. Vasilieva, “Textbook in the system of a higher professional education graduate competence model development”. Historical and socio-educational thought num 1 (2012).

“a book outlining the basics of scientific knowledge”, “the means for a training program implementation”, “the model of educational process” and others³, as well as several definitions of the term “textbook”.

The classification of textbooks is given by A.N. Shchukin, highlighting, in particular, the “comprehensive textbook” and the “aspect textbook” depending on what is its basis exactly and the type of training⁴.

One of the recognized researchers in the field of high school textbook P. G. Buga outlined the shortcomings of such textbook content back in 1980-ies - 90-ies and formulated the general requirements for their text, including the following relevant ones up to date:

- the lack of necessary interdisciplinary links for the presentation of educational material;
- an extremely poorly developed reference basis of the educational book;
- the discrepancy between the volume of individual parts of books and the time budget allocated for independent student work with literature;
- an insufficient communication of textbooks with those sources of information that a future expert will have to face in the future⁵.

The new type of university textbook, which we call complex one, is called upon to overcome the above-mentioned drawbacks. The term "integrated textbook" is not new, it is found in the name of educational publications from different branches of knowledge. For example, the textbook by A.A. Cherepashkov and N.V. Nosov is positioned as a complex one and designed for students and bachelors, masters and graduate students of technical universities, studying information technology during computer cycle training courses: "Computer Graphics", "Computer Simulation", "CAD basics", "Applied Informatics", "Production Cycle Management Automation", "Computer technologies", etc., i.e. the complex of interrelated educational disciplines from the field of information technologies. The authors see the complexity of the textbook in the following: its content corresponds to the content and a specific sequence of training courses in the chain of continuous computer training of engineers in a technical college, which makes it possible to form the basic complex of ideas and knowledge for a reader gradually and logically⁶. The book includes the main topics important for understanding the tasks and the problems of design and production automation, which are interconnected not only substantively, but also methodologically.

Our concept of an integrated textbook, developed on the example of the social and humanitarian field of knowledge, is that its content should cover the disciplines of the educational program professional cycle for graduate training in any area. This means that it should include the disciplines that ensure the professional competence of graduates.

³ T. I. Zharkova and G. V. Sorokovyh, Thematic dictionary of methodological terms in a foreign language (Moscú: 2014).

⁴ A. N. Schukin, Russian as a foreign language: fundamentals of textbook studies (Moscú: "IKAR" Publishing House, 2018).

⁵ P. G. Buga, University textbook: creation, production, distribution (Moscú: "Book" publishing house, 1987).

⁶ A. A. Cherepashkov and N. V. Nosov, Computer technologies, modeling and automated systems in mechanical engineering: UMO AM (Volgograd: "In-Folio" Publishing House, 2009).

Besides, an essential aspect of this benefit, published under modern conditions, should be the combination of federal state and professional standard recommendations. In other words, the competences established by the Ministry of Labor should be implemented in the types of training materials and tasks that will further enable a graduate to use the knowledge and skills generated by this comprehensive textbook during real work function performance. Of course, the difficulty of such a textbook development lies in the fact that the comprehension of the theory and the assimilation of knowledge are the most important educational tasks for a student.

Each section of a textbook should be devoted to one academic discipline from the professional cycle and include basic and additional information depending on the level of training - bachelor or master.

We see the advantages of this approach in the fact that trainees form professional competences in their interconnection and interdependence, and not only in a separate academic discipline or in different disciplines belonging to the same field of knowledge.

As mentioned above, an important aspect of a comprehensive textbook is the choice of technologies that ensure an adequate level of mastering the content of academic disciplines of the professional cycle and mastering the necessary competencies. It is obvious that first of all it is necessary to determine the goals and directions. At the present moment there are at least three ways in the theory and practice of textbook development:

- the improvement of known theoretical provisions on textbooks, their adaptation to modern conditions and tasks;
- the development of an optimal textbook theory;
- the reliance on certain educational concepts, each of which is characterized by specific goals and objectives.

These and other aspects of educational book publishing in modern Russia were discussed at the First International Conference "Textbook of the Third Millennium: Creation, Publishing, Distribution" held by RF Ministry of Education in St. Petersburg on June 28-30, 2001. An important feature of this conference was the fact that a comprehensive review of a new trend in education virtualization: an electronic textbook. There were both the supporters and the opponents of the "file information in the hypertext link structure", but most speakers noted that electronic teaching tools are nothing more than an auxiliary tool in educational process. According to the expert in the field of information technology, Ph. D. A. O. Polyakov, an electronic textbook "is always focused on a rigid, coercive, specific structure of material, despite its contextual nature and hypertext."

The question of the advisability of electronic (virtual) textbook use is also being actively discussed abroad, but has not received a definite answer so far. On the one hand, electronic textbooks have several advantages. So J. Bunkel and S. Dias-Correa⁷ analyzed the cost-effectiveness of online books as compared to printed ones. They proved that online books are more economical because they streamline their search, find the necessary information, and provide cross-references with other online content. The preferential use of electronic books in libraries was also revealed by R. Bradley.

⁷ J. Bunkell & S. Dyas-Correia, "E-books vs. print: Which is the better value?", *The Serials Librarian* num 56 (2009): 215-219.

V. Folb, S. Wessel and L. Chekhovsky⁸ studied the frequency of e-book issue in the health care library system and found that it makes 55.4% on the average. It turned out that the choice of one format or another depends on various factors: readers preferred the printed format when they used reference books and medical examination protocols. The respondents noted that it is convenient to bookmark and highlight important information in printed books.

M. Champa, E. Thrasher and M. Revels⁹ interviewed the students from different colleges and found that the students of business colleges were less satisfied with electronic textbooks as compared to the students of non-profit colleges. Despite the fact that the latter are attracted by the ease of electronic textbook use, however, they will pay more for printed textbooks unlike business college students. Noting such a contradictory result, the author emphasizes that this problem requires attention and further study.

The preferred use of printed textbooks by students has been revealed in other foreign studies. For example, S. Gregory¹⁰ conducted the survey of students from different courses, the purpose of which was to study the use of e-books and students' attitudes towards them. The results, according to the author, contradicted with the expectations from students belonging to the third millennium generation. It turned out that students have mixed feelings about the use of e-books: they use e-books, but still prefer traditional print books.

A more definitive conclusion about the preference of printed textbooks is made by V. Woody, D. Daniel, and C. Baker¹¹. They studied the factors affecting the use of e-books, and concluded that, regardless of gender and the degree of computer skills, students prefer printed books. The survey showed that, despite the possibility of easy access to additional content through e-books (via hyperlinks and other functions), students are more likely to use special functions in printed books than in electronic ones.

The issues raised about the use of electronic technologies in education are the subject of separate scientific research; today, it is only possible to conclude unequivocally that the electronic version is not identical to its "paper colleague". Replacing one with another is hardly advisable.

Nevertheless, the number of supporters of electronic textbooks and online learning is increasing every year. However, in our opinion, it is impossible to build an educational process without its main components: a teacher, an audience and a textbook. So, in the Resolution of the section "Education in Russia: problems and ways of revival" of the Vth International Congress "Production. Science. Education in Russia: Technological Revolutions and Socio-Economic Transformations", which took place on November 29,

⁸ Folb, B.; Wessel, C. & Czechowski, L. "Clinical and academic use of electronic and print books: The Health Sciences Library System e-book study at the University of Pittsburgh", *Journal of the Medical Library Association*, Vol: 99 num 3 (2011): 218-228.

⁹ M. Ciampa; E. Thrasher and M. Revels, "Is acceptance of e-textbooks discipline-dependent? Comparing business and non-business student perceptions, *Research in Higher Education Journal* Vol: 12 num 6 (2013): 162-180.

¹⁰ C. Gregory, "But i want a real book": An investigation of undergraduates' usage and attitudes toward electronic books", *Reference & User Services Quarterly*, Vol: 47 num 3 (2008): 266-273.

¹¹ W. Woody; D. Daniel & C. Baker, "E-books or textbooks: Students prefer textbooks". *Computers and Education*, num 55 (2010): 945-948.

2018 in Moscow, states that “the prevention of contact lecture replacement with online lectures” should take place, since the replacement of classroom lectures with online lectures at “leading” universities will to disaster. Indeed, if a teacher is replaced by some online course, an audience will fall apart, a textbook will lose its significance, and the learning process will be turned into programming essentially, rather than learning. The “scenario-atomic” system of training (adopted today by the secondary school) provides the depth of knowledge and also deprives students of the most important part of the educational process - the work with a book, with a text to be read, taught and memorized. I would like to ask the fanatics of virtuality: why, in their opinion, many stadiums have been built, why do tens of thousands of fans come to them? Wouldn't it be better to watch the matches on TV or via YouTube? this is both comfortable, and you can watch the episode you like again, make pauses. Why go to a theater, to a concert and even to a circus? All this is available by television. Why soak for hours in the rain to get to the exhibition of some artist? The computer will show and tell everything. Do they really not understand the difference between the perception of virtual information and the perception of a storming stadium aura or the admiration of what is happening on the stage? The man is in no hurry to turn into a virtual robot. And do not push him to this.

Comprehensive "service" tutorial

However, in social and human sciences, complex textbooks are almost absent. At the same time, the future of higher professional education belongs to comprehensive textbooks. Let's illustrate this statement by the example of higher education worker training for the service sector. Humanitarian aspects of the service are one of the most demanded today in “Service” area, for which the authors developed and published a comprehensive tutorial “Business communications in service: documentation, speech, image and advertising technologies”¹². The tutorial, which is essentially a textbook, includes the main content of a number of professional cycle disciplines needed to develop the knowledge and skills necessary to provide intelligent services in the process of internal administration and organization promotion in external communications (in the field of consulting, working with clients, information and promotional activities, organization of events, etc.). The textbook is designed for bachelors and masters in the direction of training “Service”, but can be used in related training area teaching, in the system of additional education, as well as by those who would like to work in the field of intellectual service provision. As was noted above, the textbook includes several professional disciplines. Its structure is built on the principle of things which are necessary to know and necessary skills for a future assistant, an office secretary and an assistant manager, an organizer of congress and exhibition events according to professional standard “An expert in organizational and documentation support of organization management”, approved by order of RF Ministry of Labor and Social Protection № 276n issued on 06.05.2015 and “Exhibition activity expert in the field of trade and industrial exhibitions”, approved by order of RF Ministry of Labor and Social Protection N 612 in issued on November 9, 2016. In this case, these are the following disciplines within the content of our textbook: “Documentation activities”, “Referencing and annotation”, “Compilation of advertising and presentation texts”, “Speechwriting activities” and “Image-making activities”. The main part of the textbook consists of five chapters. The first chapter “Documentary activity” deals with the drafting of organizational and administrative documents and the principles of work organization with special documents (personnel documents and business correspondence) necessary for

¹² Business communications in service: documentation, speech, image and advertising technologies: the tutorial (Moscu: INFRA-M. 2017).

future employees of companies. The second chapter "Recording and Annotation" covers the types of analytical-synthetic processing of information and the methodology for annotation and abstract compilation that are necessary in the work of referents, assistant managers, and also important for the provision of intellectual services and work in the scientific sphere. The third chapter, "Drawing up of promotional presentation texts" is designed to teach students to work with promotional materials necessary for commercial companies. The structural components of advertising texts are analyzed consistently, the specifics of advertising tests of the service industry are noted, and practical recommendations in the field of copywriting are outlined. The fourth chapter, "Speech Writing", is aimed to teach students to write speeches for top management. This type of intellectual services requires special training that can not be given by oratory courses, etc. The fifth chapter "Image-maker activity" provides the foundations for practical communicative image-making, taking into account the NLP methods and gender approach.

The logic of an educational text structuring is the following one. A humanitarian service professional should do the following in the broad sense:

- know documentary activity perfectly: not only understand the functions of a document in management, but also be able to compose it;
- possess the skills of data abstracting and annotating;
- be able to write a business text: as a copywriter - small and convincing, as a speechwriter voluminous and tailored to the requirements of a customer;
- know technology advancement.

The division of practical tasks into levels for bachelors and masters was done for the first time in the practice of teaching aids: this was usually declared in the annotation. It is understood that the study of discipline at the undergraduate level should be basic, and of increased complexity at the level of magistracy. The sequence of the listed discipline study, as well as the list of the formed competencies correspond to the curriculum.

Conclusion

A textbook of the future is the main educational book, which includes a cycle of disciplines in a particular area of training. The complexity of the textbook is determined by the inclusion of the professional unit disciplines in it within the educational program. The analysis of the publishing practice for this type of educational books testifies to their professional component. Unfortunately, in the context of frequently changing educational standards, which adversely affects the educational process at higher education institutions, it is difficult to maintain a constant set of disciplines included in a textbook for a more or less long period, which complicates its structure and content. The experience of teaching students in the field of "Service" using our textbook showed a noticeable increase of interest in the relevant disciplines and the best results in knowledge control. It is not by chance that the textbook became the winner of the International Competition "Academus" held by the largest publishing holding of Russia "INFRA-M" in 2017.

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OSKAR YA. GOYKHMANN / LUBOV M. GONCHAROVA / MARIA O. KOSHLIYAKOVA
TATIANA M. NADEINA