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THEORETICAL FRAMEWORK OF FOREIGN LANGUAGE INTEGRATIVE TEXTBOOK FOR HIGHER EDUCATIONAL INSTITUTIONS

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The article provides a brief survey of the theoretical framework of the foreign language integrative textbook for the higher educational institutions. The authors present the theoretical principles of the integrative foreign language textbook for the students of higher educational institutions, its purpose, tasks, and formulate the conceptual apparatus. They substantiate the necessity of coherence between phonetic material and spelling, vocabulary, grammar and thematic plan. They determine the basic approaches to the development of the integrative textbook (structural, systemic, active, problematic, informational, integrative, humanistic and personally oriented).

Key words: *textbook, integration, integrative textbook, foreign language, institution of higher education, theoretical framework.*

Introduction

The issue of creating an integrative textbook for the foreign language teaching as a general education subject for future specialists in engineering majors has a pivotal role. Textbooks, which are mostly used in higher technical educational institutions, do not meet the requirements of society and pedagogical science, contradicts current notions of language teaching, which is essentially decreasing the quality of specialists training and the level of their foreign language background.

Foreign language teaching is the complex process, which requires a student to have different types and levels of knowledge. Therefore, teaching materials should contain balanced content, which reproduces the task complexity, but still gives the opportunity to master it. The leading stage in textbook creation is the development and awareness of its clear scientific concept and the most effective and appropriate structure.

The aim of the study

The aim of the article is to outline the theoretical framework of the foreign language integrative textbook development for students of higher educational institutions.

Theoretical framework and research methods

In the study, we relied on scientific works concerned with the foreign language textbook (Redko, 2003; Volynskyi, 2003; Vasylenko, Petruk, & Riabokon, (2003); the issues of the textbook (Beilynson, 1986); the issues of educational information structuring and the content of teaching materials (Hez, 1973; Sohor, 1974); the organization of teaching materials in foreign language textbook (Makhmutova, Dorokhova, Mostipaka, Adonieva, & Oboryiev, 2003; the issues of integration in education (Kozlovskyi, 2017) and of integration in foreign languages study (Kharytonov, 1996).

The presence of concept, which contains accurate and balanced answers about textbook features, allows not only predicting its quality but also performing all subsequent stages of the process of creating and improving the textbook effectively, as well as to check and use it in the teaching practice. Exceptional value has the study with a single concept of the textbook designing together with the teaching aids.

Results

In order to fulfil its purpose, the concept must meet a number of requirements (Beilynson, 1986, p. 230). The first and main feature of the concept is its system. Even if the concept introduces something new only in a part (separate elements) of the educational publication, the innovation must be correlated with all other components of the intended book system and describe the changes that this system undergoes. The second mandatory feature of the concept is its sufficient certainty and concreteness. Different understanding of the possible and necessary degree of concreteness is a serious obstacle to the implementation of the “method of concept” in the process of creating and improving textbooks. The third feature of the concept is its instrumentality. In developing and using of modifications of the model scheme, it is necessary to focus on typological peculiarities of educational disciplines and on the specifics of organizational forms, as well as methods of teaching and learning. In foreign language textbooks, special attention is paid to the formation of certain skills and abilities.

The textbook is considered as a socio-historical category since the content of education is determined by the certain socio-historical stage of social development. The textbook is a manual, which sets out the content of a particular training course in an accessible form. It defines the types and methods of students’ activities aimed at achieving the goals and objectives of learning and meets the requirements of the program for students of this course. As a component of the syllabus, a modern textbook in the case of the correct methodological structure of the content in terms of its components – texts, illustrations, methodical apparatus, etc. acquires a new systemic property creating a system. The textbook as a means of managing students’ educational activities and directing the teacher’s tool fully reflects the basic concepts of the adopted teaching system, based on the methodological principles tested in the higher school practice, to provide a sufficiently goal-oriented and, at the same time, flexible management of the teaching process.

Integrative textbook as one of the leading types of learning tools is a book, which contains systematically described basics of knowledge of a foreign language at the current level of achievements of science and culture

taking into account the links of its content with other disciplines based on an integrative approach to learning. Note that integrative textbook is also defined as an informational, multimodal, and multicultural model of a given educational system (Kharytonov, 1996). The purpose of the integrative textbook is to systematize the knowledge of related sciences, as well as to correlate the achievements of sciences and cultural phenomena.

The foreign language textbook has its own peculiarities and functions. The main functional purpose of the foreign language textbook is the formation of students’ skills and abilities in different types of language activities, namely: listening, speaking, reading and writing. The textbook provides the formation of linguistic, country study and other knowledge, which students must obtain with the help of foreign language as the main object of study.

The leading components of the foreign language textbook are the methods of activities that provide students with the practical skills and abilities in different spheres of speaking, primarily with the means of the exercises system, which are the main means of achieving the goal.

The parameters of the textbook are its content and the internal and external structure. The internal structure of the learning content is the decisive factor in managing the process of teaching, strengthening and deepening students’ knowledge and is essential for clarifying the control issue over the acquired knowledge in relation to textbooks.

The foreign language textbook content consists of the following types of information: contact establishing (information about the attitude of the author to the teacher and students); auto-lingual-didactic (information about the optimal nature of the implementation of educational activities at all stages of the pedagogical process); metalingual (information about semantic, structural, paradigmatic and syntagmatic features of linguistic units that must be mastered); objective (information about the various aspects of reality, language and culture of countries, which are in contact with the educational process, information from the sciences, which are determined by the professional information); accompanying (information about the rules and traditions of verbal and nonverbal communication); background (a place in the values system of the native speakers of a particular object, fact, process, etc.) (Vasylenko, Petruk, & Riabokon, 2003).

The study shows that structure is the frame and the internal form of system organization acting as a unity of close relationships between its elements, as well as the laws of these relationships. On the other hand, the structure is a way of a stable combination, the interaction of the elements of this kind of complete systems (Sohor, 1974, p. 16). Creating an inseparable internal union the

content and the structure, however, are not identical, as the same content may be a part of different structures, and even may be without a structure (or, that happens much more often, may only form the external structure of a system that is determined just by external signs).

The logical structure of the educational material is interpreted as a system of internal connections between concepts and judgments, which are a part of the study section of the teaching material (Sohor, 1974). This approach results from the systemic structural approach and allows modelling the structure of the textbook by the means of a metalanguage. The internal structure of the textbook contains pragmatic characteristics of the indirect pedagogical communication (Vasylenko, Petruk, & Riabokon, 2003). This includes the concept determined by the hierarchy of goals and objectives of the educational process, the principles of their implementation.

The textbook external structure contains the nature of material carriers of the content information; units of this information, their combination and their location in the connection with the rubrication, the external organization of classes: external links of the textbook with other components of teaching and methodological support; periodic updating of the textbook parameters (provided by the flexibility of the methodological model of the textbook, the openness of its external structure) etc.

The guide-type textbook in addition to specially selected and structured content of training information includes the availability of reference materials, tasks for knowledge and skills evaluation, and gives methodological recommendations for the work on the text of the teaching material, etc. (Makhmutova, Dorokhova, Mostipaka, Adonieva, & Oboriev, 2003).

A syllabus is a system of didactic teaching aids for particular subject (with the textbook leading role), which is created for the most complete realization of teaching and educational tasks formulated by the program of this subject and contains, in addition to the educational component, a set of manuals for a teacher on the subject (Hez, 1973). An integrated computerized textbook will combine the functions of different types of educational literature (a course book, popular educational literature, learners' dictionary, a collection of tasks and exercises, other teaching aids), which are organically interconnected and are directed towards the fulfilment of general and special educational objectives (Volynskiy, 2003).

The textbook system functions in a real environment of educational process and is its subsystem. For the analysis of large systems, the concept of integral influence is introduced. It is "the same type of influence of a control device on all or at least on a significant number of elements of a large system in order to reduce

its entropy" (Ivakhnenko, & Zaichenko, 1967, p. 42). The development and functioning of an integrative textbook are impossible without integral effects, but targeted information processing activities are possible due to the presence of integrated control mechanisms. Integrative foreign language textbook is a textbook of a control type and is based on the psychological principles of the indicative activity basis.

The foregoing made it possible to formulate the theoretical framework for the development of foreign languages integrative textbook for higher education.

The concept of the integrative textbook is based on the integration of professional and linguistic disciplines, historical achievements and modern world standards of education.

Conceptually an integrative textbook is considered as a dynamic system with complex structure and cause-effect relationships between the elements. This system is a process and a result of purposeful scientific and methodological activity. On the one hand, it is a subsystem of the more general system (educational process), and, on the other hand, it contains a number of smaller common systems (structural elements of the textbook).

The content of education is being constantly updated by means of differentiation and integration of knowledge in order to provide personally oriented teaching, activating the formation process of students' creative abilities, skills and habits for applying acquired knowledge to solve unusual problems. This exacerbates the problem of improving the content of the textbook and structuring this content. The textbook should play the role of the complete foreign language source of information and should contain all program materials.

In the textbook, it is expedient to reflect the fundamental basics of a discipline, and for multivariate consideration of a topic and the need to create tutorials.

The interaction of elements of the integrative textbook involves two sections: vertical and horizontal. Vertical section considers the textbook as a system, which main independent unit is a textbook with its typological and individual peculiarity. This system has a number of subsystems: structure, component parts of the textbook, etc. The horizontal cut of the textbook as a system shows that it consists of different types (exercises with their classifications, texts, etc.).

Integrative textbook assumes the integrity of the four basic skills and abilities of a foreign language (reading, speaking, listening and writing), consistency between phonetic material and spelling, vocabulary, grammar, and thematic plan. The updating of the goals and the content of teaching in these directions is through expanding the differentiation and integration of knowledge, personal-oriented development and individualization of teaching, activating the formation

process of creative abilities of students, skills and habits of using the acquired knowledge to solve unusual problem tasks.

The professional orientation of the integrative textbook requires that the theory and methodology of the vocational education in the context of studying of specific academic disciplines in higher education be closely linked with the foreign language teaching based on a general scientific paradigm. The professional aspect of teaching a foreign language has always occupied a leading place in the curriculum of non-language high schools realizing not general linguistic competence but professionally oriented one. Professionally-oriented education is a complex dynamic process in which the purpose, content, methods, forms of teaching, the activities of the teacher and the student interact with each other, as well as other factors. It relies on the concept of personally effective approach to the development of the cognitive activity of the student, which is associated with the chosen profession. Professional orientation enhances the motivation of foreign language learning and improves the quality of the specialists training.

The application of this approach in teaching foreign communication with the implementation of vocational vocabulary facilitates professional adaptation of the student's personality. Professionally significant for the engineer actions and operations are organically linked with activity character of mastering foreign languages.

The universal principle in the development of the integrative textbook is the idea of 'core' and 'shell' of the textbook when the textbook consists of two unequal in size, value and technical execution parts (the main, stable one is the core and the smaller, movable, which can be removed from the book and replaced – the shell). It is also necessary to implement the principle of continuity for textbooks at different levels of education, in particular between general secondary school and higher education.

Conclusions

The research sheds light on the textbook as the main part of the system of the syllabus with its leading role. The main functions of the integrative textbook include the following: informative, developing, communicative, motivational, systemic, forming, trans-foresting, educational, managerial, organizational, self-study, controlling, instructional, etc. The basic approaches to the development of the integrative

textbook are structural, systemic, active, problematic, informational, integrative, humanistic and personally oriented. The variability of the integrative textbook involves taking into account the real inequality of primary teaching, abilities, intellectual capabilities and cognitive interests of students. For further inquiries in this regard, we identify the conditions for the implementation of theoretical provisions in the practices of higher technical education institutions.

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