

ISBN 978-1-9998255-6-0



UNS
UCZELNIA NAUK SPOŁECZNYCH



CBRIS

INTERNATIONAL SCIENTIFIC JOURNAL
„PROJECT APPROACH IN
THE DIDACTIC
PROCESS OF UNIVERSITIES -
INTERNATIONAL DIMENSION”

2021, №III(V)

**University of Social Sciences (Poland)
Catholic university in Ružomberok (Slovakia)
Central European Academy Studies and
Certifications (Poland-Ukraine)
Rivne State Institute of Postgraduate Pedagogical
Education (Ukraine)
Centre of the Social Innovation Research and
Development Jesuit University (Poland)**

**INTERNATIONAL SCIENTIFIC JOURNAL
PROJECT APPROACH IN THE DIDACTIC
PROCESS
OF UNIVERSITIES - INTERNATIONAL
DIMENSION**

Nr III(V) - 2021

**PIKTOR Szlaski i Sobczak Spółka Jawna
Lodz, Poland
2021**

ISBN 978-1-9998255-6-0

UDK 37

P 79

P 79 Project approach in the didactic process of universities - international dimension. № III(V). – Lodz: PIKTOR Szlaski i Sobczak Spółka Jawna, 2021. – 283 p.

ISBN 978-1-9998255-6-0

The international interdisciplinary scientific journal „**Project Approach in the Didactic Process of Universities – International Dimension**” is published in cooperation with the University of Social Sciences (Lodz, Poland), Catholic University in Ružomberok (Slovakia), Central European Academy Studies and Certifications (Poland-Ukraine), Rivne State Institute of Postgraduate Pedagogical Education (Rivne, Ukraine), as well as Centre of the Social Innovation Research and Development Jesuit University (Krakow, Poland).

The given collection of studies has been initially published within the framework of a ten-year history of cooperation between the aforementioned institutions as a result of joint research and development projects.

Starting from 2013, the Central European Academy Studies and Certifications has been implementing effective international trainings for Ukrainian academia and facilitates cooperation with foreign partners for the implementation of academic mobility projects, scientific career development, and, beyond all doubt, research projects.

The papers, which are published in this scientific journal, present the result of the longstanding work of Ukrainian and European experts in the field of pedagogy, sociology, economics, history, philosophy, law, psychology, and modern technologies with the use of project approach to teaching, training, coaching, and building successful partnerships.

The collected scholarly articles are intended for further use by academia, undergraduate and graduate/postgraduate students, as well as other stakeholders.

UDK 37

22. TOMÁŠKOVÁ, L. 2013. Syndróm vyhorenia ako ochorenie sociálnych pracovníkov. In Postavenie sociálneho pracovníka v spoločnosti. Bratislava : VŠZSP sv. Alžbety, 2013. ISBN 978-80-8132-094-1.

23. VENGLAŘOVÁ, M. 2011. Sestry v nouzi. Praha : Grada, 2011. ISBN 9788024731742.

24. ZVARIKOVÁ, M. 2019. S hrôzou do práce: Syndróm vyhorenia môže postihnúť každého. Bratislava: Národný portál zdravia, 2019. [online]. [cit. 2021-10-10]. Available at: https://www.npz.sk/sites/npz/Stranky/NpzArticles/2013_06/Syndrom_vyhorenia.aspx?did=1&sdid=49&tuid=0&page=2&

УДК: 373.3/5(73)

UDC: 373.3/5(73)

**Ельбрехт Ольга
Михайлівна,**

доктор педагогічних наук,
доцент

ORCID: 0000-0003-0470-2408

Elbrekht Olga,

Doctor of sciences
(Pedagogy), Associate
professor

ORCID: 0000-0003-0470-2408

**УЧИТЕЛЬ ЯК АВТОР
НАВЧАЛЬНОЇ КНИГИ:
РЕАЛІЇ І
ПЕРСПЕКТИВИ**

**THE TEACHER AS THE
AUTHOR OF THE
EDUCATIONAL BOOK:
REALITIES AND
PERSPECTIVES**

У статті увагу зосереджено на проблемних питаннях, пов'язаних з підготовкою вчителів до участі в розробленні підруч-

The article focuses on the problematic issues related to the preparation of teachers to participate in the development of textbooks in the system of

ників у системі підвищення кваліфікації. Обговорюється роль учителів у цій діяльності, висвітлюються виклики, з якими стикаються вчителі. Здійснено аналіз наукових праць зарубіжних освітян, в яких започатковано розв'язання означених проблем і на які спирається дослідниця. Беручи до уваги теоретичні ідеї і наявний досвід їх реалізації, обґрунтовано важливість відповідної підготовки вчителів. На цій основі запропоновано один із дієвих шляхів формування вчителів як авторів – залучення їх до інноваційного освітнього проекту «Учитель як автор навчальної книги» (далі – УЯАНК).

Ключові слова: підручник, розроблення, вчитель, участь, підготовка, підвищення кваліфікації, проблеми

in the system of professional development. The role of teachers in this activity is discussed, the challenges faced by teachers are highlighted. The analysis of scientific works of foreign educators in which the decision of the specified problems and on which the researcher is based is carried out. Taking into account the theoretical ideas and the available experience of their implementation, the importance of appropriate teacher training is substantiated. On this basis, one of the effective ways to form teachers as authors is to involve them in the innovative educational project "Teacher as the author of the textbook" (TAATB).

Key words: textbook, development, teacher, participation, training, advanced training, problems

Statement of the problem in general and its connection with important scientific or practical tasks. In the conditions of rapid transformational changes in society, the documents of the educational process are constantly considered, revised, changed in the context of education reform. The requirements for the textbook, the main means of implementing the educational program, which significantly affects the learning process of students, are constantly revised and changed accordingly. An important condition for its successful correction or development is the involvement of stakeholders, especially teachers who are directly involved in student learning.

The positive attitude of the teacher to the content of the textbook can be a motivating factor that adds value to the process of its development. Therefore, the points of view of teachers, their ideas must be taken into account for the successful and meaningful development of the textbook. Moreover, teachers' own participation is extremely important and necessary. At the same time, the analysis of scientific works and pedagogical practice shows that teachers play a rather insignificant role in the development of textbooks, only a small number of them participate in this process. Despite the fruitfulness of such pedagogical activities, the approach to it is not clearly defined, as evidenced by research results. Therefore, the process of participation in the development is difficult for teachers, burdensome with many problems, in particular due to:

- lack of proper legislative support for teachers activity as authors;
- lack of planned and systematic training of teachers to participate in the creation of textbooks in the system of professional development;

- lack of resources, including financial, material and technical, educational and methodological;
- as a result, teachers are insufficiently motivated to such activities.

These and other problems should be anticipated and planned to be prevented at the stages of designing and implementing professional development programs for teachers as authors of the textbook.

Ukraine's desire to integrate into the world educational space requires an analysis of the experience of other countries. Under the influence of socio-political factors in these countries for decades were implemented educational reforms aimed at using innovative forms and methods in the system of teacher training and development, adequate to the requirements of the time and favorable for continuous professional growth. Of particular interest is the experience of the United Kingdom and the United States, which have sufficient potential to implement the achievements of pedagogical science in practice.

The purpose of the article is to analyze the experience of foreign teachers in preparing teachers to participate in the development of textbooks, to consider the possibilities of its application in the process of reforming the educational system of Ukraine.

In accordance with the theme and purpose of the study, the author identified the following tasks:

1. To analyze scientific sources, to identify the state of development of the research problem in pedagogical science.
2. To identify innovative forms of professional development of teachers in the UK and USA to prepare them for participation in the development of textbooks.

3. To characterize the features of these forms, due to which the system of professional development is adapted to the preparation of teachers to participate in the development of textbooks.

4. To consider ways of application of positive experience of the specified countries in pedagogical practice in Ukraine.

Methodology. This work is part of a larger comparative study of a group of scientific workers of the department of scientific and methodological support of publishing educational literature of the State Scientific Institution "Institute for Modernization of Educational Content" and an internship program under the international project of the Central European Academy of Training and Certification (CEASC) "International projects: writing, application, management and reporting" (September-November 2021).

The study used methods of studying the scientific literature; analysis, generalization and systematization of information from scientific works, which allowed to identify innovative forms of professional development of teachers in the United States and Great Britain, through which the system is adapted to prepare teachers for the development of textbooks; theoretical generalization in order to formulate and substantiate the conclusions of this stage of the study.

Criteria that guided us to include scientific papers in our review: the language of writing (English), the availability of citations, the disclosure of theoretical foundations, the availability of analysis of empirical data.

To search for literature, we used the funds of the American Library of the National University "Kyiv-Mohyla Academy" named after Victor Kitasty, the State Scientific and Pedagogical Library of Ukraine named after Vasyl

Sukhomlynsky and Internet resources using the Google search engine.

Analysis of recent research and publications, which initiated the solution of this problem and on which the researcher relies. The problem of teacher training in the system of professional development as an author is a relatively new topic of research. Partly because of this, it has not been properly reflected in the scientific literature. It is mostly about the use of teachers to test an experimental version of a new curriculum or a new textbook. Examples of such a situation can be found in some scientific works, in particular in the works of Pears (1988), Venesky (1992) [9, pp. 12-13; 11, pp. 436-443], etc. Concerns that only a small number of teachers can influence the development of textbooks, moreover, participate in the development, say Rukhama Even and Shai Olsher (Even & Olsher, 2014) [6, p. 30] The voice of most teachers, they say, remains unheard of developers.

However, in some works there is evidence of cases where the authors of textbooks are teachers (Boggs, 2019; Pecaski McLennan, 2012) [2; 10]. In this regard, scholars are considering new roles for teachers that differ from those traditionally performed by teachers. According to them, education reform cannot succeed if teachers and heads of educational institutions do not receive appropriate assistance in accepting these new roles (Darling-Hammond, 1997) [4, p. 154]. If teachers need to be prepared for much more challenging work, researchers say, they will need far more knowledge and radically different skills than most actually have.

In this context, the idea of involving teachers in vocational training during the school year at each level in the

context of the subjects they teach, organized with the support of school management systems and education departments is considered important (Wei, 2009) [12, p. ii]. There are also interesting proposals for training teachers to develop and implement new curricula by involving them in professional development programs (Ferrer Ariza & Poole, 2018) [7, p. 249-266]. The problem of adapting the system of professional development to the preparation of teachers for the development of textbooks is not sufficiently reflected in pedagogical theory, which complicates the study of foreign experience on these issues. This fact prompted us to choose the research topic "Teacher as the author of the textbook: realities and prospects".

Presentation of the main material of the research with substantiation of the obtained scientific results. Speaking about the orientation of the system of professional development on the preparation of teachers for the activities of the author, it should be noted the need to introduce forms of work aimed at developing relevant competencies. In particular, for the formulation and written presentation of ideas, each author, according to Justesen (Justesen, 2019) [8, pp. 1-10], needs adaptive, research, organizational, editorial skills, the ability to create quality content, communication skills, SEO, ability to focus, the ability to adhere to deadlines. Among them, in our opinion, research skills (ability to find, view, analyze and interpret information) deserve special attention. According to Eaton (Eaton, 2014) [5, para 2-8], for the author it is important to know the language both in form and function, which means the correct use of words, sentences, paragraphs, sections; text structuring; character creation and plot development; speed and quality of writing.

An analysis of the scientific literature revealed that the idea of developing a teacher as an author is not new. It has been implemented in the pedagogical practice of educators in some foreign countries. An example is the two-year Teachers as Writers (TAW) research project, created in collaboration with the national creative writing charity Arvon, the Open University and the University of Exeter in the UK. The project is funded by a research grant from the Arts Council England (ACE), The Rhine Foundation and the United Kingdom Literacy Association/ It is based on the concept of co-mentoring, in which professional writers and teachers work together for both their own mutual professional benefit and to support the development of students as writers.

The project aimed to determine the impact of the interaction of professional writers with teachers on the formation of teachers' personalities as writers, on changing their professional writing activities and on improving the learning outcomes of their students. Teachers and students from disadvantaged areas of south-west England were involved in the project. In order to determine students' achievements in written results, samples of writing were collected before and after the experimental intervention. Statistical analysis was used for the study, quantitative and qualitative data were collected. For this purpose, field notes, audio recordings of Arvon textbooks, audio diaries of the teacher were studied; interviews of professional writers, focus groups of teachers and students were used; lesson observation; audio reflections of teachers and writers were analyzed.

Assessing learning outcomes in this form, teachers testified that they received a new understanding of the art of writing, realized the importance of their new role as an author,

the requirements for writing, the influence of social and emotional factors. On this basis, teachers made changes in their professional and pedagogical activities, which influenced their motivation to further master the writing activity. Professional writers noted the benefits of working in co-mentoring, reported an increase in awareness of the content of the educational program, a differentiated approach, mode of operation, lack of time, questioned the established methods of work in schools. The TAW project suggests that teacher interaction with professional writers is a valuable way to increase student achievement (Cremin T. et.al, 2017) [3].

Note that writing as an innovative form of teacher training for authorial work is of great importance in the United States. This is clearly demonstrated by the US National Writing Project (NWP), a nationwide nonprofit educational program that supports teacher development programs designed to promote effective writing strategies. NWP programs include diaries, writing works in various genres, lessons of questioning (investigation), research practices, working with other teachers to discuss problems that arise in the classroom, participation in the writer's workshops, etc. (Athans, 2018) [1, p. . 43]. To provide these services, NWP enters into agreements with higher education and non-profit educational institutions to implement small teacher training programs.

An important role in this process is played by the state, which promotes TPD, using various mechanisms, including support for special programs of non-profit educational organizations through the use of federal funds, the activities of the National Advisory Council, and so on. An example is the promotion of the US National Writing Project (NWP), which supports TPD programs designed to promote effective

strategies. This finding is supported by the following data: NWR has almost 200 sites across the country, serving about 80,000 educators per year; federal funds cover 50% of the cost of teacher training programs; a survey of 110 teacher counselors and a survey of 1,848 NWP participants found positive results: teachers refined or revised their writing philosophy, developed a writing process for students, and finally linked their learning to writing with their own experiences as writers, positioning themselves among students. as a writer among writers (Athans, 2018) [1, p. 45-46].

The results of research by foreign scientists within the above projects, which provide examples of practical implementation of the idea of teacher training to develop a textbook, provide important information that provides a basis for concluding the use of scientific and pedagogical achievements of foreign colleagues in domestic pedagogical practice. The urgency of introducing the achievements of pedagogical thought and creative use of the experience of these foreign countries exacerbates a number of contradictions that have arisen in the current educational situation in Ukraine, namely between: the continuous development of new knowledge and the inability of schools to pass them on to students. using outdated textbooks and teaching methods; different natural abilities of students and the only level of their development that the textbook offers; strengthening the requirements for the quality of textbooks and the lack of appropriate modern pedagogical model of textbook quality management; the importance of involving teachers who are the implementers of the educational program and users of textbooks in the textbook creation and the lack of the

appropriate level of knowledge and skills needed by the teacher as a future author.

In this context, the idea of implementing the educational project "Teacher as the author of the textbook" is of interest.

The purpose of the project is to develop, scientifically substantiate and experimentally test the program of professional development of teachers aimed at their preparation for authorial activity.

Achieving the goal involves the following tasks:

- identification of project participants and stakeholders;
- development of organizational and methodological tools for project implementation;
- development of a program of professional development of teachers in the system of advanced training, aimed at preparing them to participate in the development of textbooks;
- formation and training of coaching groups to work with target audiences;
- development of a system of indicators of positive professional development of teachers based on the results of their training;
- creation of a system of motivation of pedagogical workers-participants of the project;
- approbation of the program in order to make appropriate changes based on the needs and capabilities of teachers, the conditions of secondary schools in which they work, the educational needs of the population served.

The legal bases of the project are the laws of Ukraine "On Education", "On Complete General Secondary Education", "On Innovative Activities", "Regulations on the Procedure for Innovative Educational Activities" (order of the Ministry of

Education and Science of Ukraine dated 07.11.2000 №522) and others regulations.

The research base is Mykola Gogol Nizhyn State University (Department of Pedagogy, Primary Education and Educational Management), secondary schools of Chernihiv region, identified in accordance with the specified tasks.

Target groups of the project – students of advanced training courses for teachers of educational institutions and institutions providing educational services (field of knowledge: 07 "Management and Administration", specialty: 073 "Management", educational program "Management in Education") (25 people); teachers-philologists of secondary schools of Chernihiv region, determined in accordance with the specified tasks (25 people).

Table 1: Project implementation plan (key actions within the tasks)

Content of project implementation activities	Date
Creation of a working group for the implementation of scientific and methodological support of the project. Identification of those responsible for the project areas	January 2022
Determining the needs for material and technical support for project preparation and implementation Estimation of costs for project preparation and implementation	February 2022 March 2022
Development of methodical recommendations and educational materials on professional development of teachers in the system of advanced training according to the project	April-September 2022
Development of a system for monitoring the activities of project participants and a system for evaluating the results of teachers' learning activities according to the project programs	May-October 2022

Content of project implementation activities	Date
Development of a system of stimulation of teachers and other pedagogical workers - participants of the project in order to motivate them to author activities and piloting project programs	May-October 2022
Organization of training of management staff of secondary education institutions for the direction of professional development of teachers to involve them in the creation of textbooks (within the training courses)	November-December 2022
Organization of trainings for trainers of teachers-philologists on the issues of their preparation for author's activity	January-February 2023
Formation of a group of teachers of philology to participate in the project and their appropriate preparation for experimental training	March 2023
Organization of experimental training of teachers of philology according to the program of the project	April 2023-June 2024
Summary of project results	July – October 2024

Conclusions and prospects for further research in this direction. The study provides grounds for the conclusion:

– the above projects provide a wide range of opportunities for teachers, within which they can interact, learn and work together in areas of interest;

– a well-designed and implemented teacher training program for authoring should be considered an important component of a comprehensive system of professional development that helps teachers develop the competencies needed to create educational literature;

– effective implementation of teacher training programs as authors requires a response to their professional interests, needs and the context in which the learning process takes place;

– the programs of the researched projects emphasize the interaction between teachers' knowledge of the content of disciplines, pedagogical knowledge and their knowledge as textbook authors, which contradicts the common notion of the teacher as only the implementer of the educational program and justifies his new role as the author of the textbook.

Further explorations will take place in the direction of continuing the study of pedagogical experience of foreign countries on the problem of research and within the defined objectives of the project "Teacher as the author of the textbook".

References:

1. ATHANS KIMBERLY (2018). National writing project fellows' perceptions of themselves as writers and as teachers of writing (Doctoral dissertation). Sam Houston State University. 246 p. <https://shsu-ir.tdl.org/bitstream/handle/20.500.11875/2546/ATHANS-ISSERTATION-2018.pdf>
2. BOGGS BELLE (APRIL 2, 2019). Why Don't More Writers Become Public School Teachers? *From The Gulf by Belle Boggs. Used with permission of Graywolf Press. Copyright © 2019 by Belle Boggs.* <https://lithub.com/why-dont-more-writers-become-public-school-teachers/>
3. CREMIN T. ET.AL (2017). Teachers as Writers. Executive summary. <http://www.teachersaswriters.org/wpcontent/uploads/2017/05/Arvon-Teachers-as-Writers.pdf>
4. DARLING-HAMMOND, L., HYLER, M. E., GARDNER, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute, p 64. <https://learningpolicyinstitute.org/product/teacher-prof-dev>
5. EATON, M. (2014, APRIL, 25). The 7 Core Competencies Vital to Writing Success. <https://www.helpingwritersbecomeauthors.com/writing-success/>
6. EVEN, R., & OLSHER, S. (2014). Teachers as participants in textbook development: The Integrated Mathematics Wiki-book Project.

https://www.openu.ac.il/innovation/chais2012/downloads/e-Even-Olsher-61_eng.pdf

7. FERRER ARIZA, E., & POOLE, P. M. (2018). Creating a teacher development program linked to curriculum renewal. *Profile: Issues in Teachers' Professional Development*, 20(2), 249-266. <http://www.scielo.org.co/pdf/prf/v20n2/1657-0790-prf-20-02-00249.pdf>

8. JUSTESEN, I. (2019, JANUARY 9). 10 Skills Every Great Content Writer Needs. In *Freelance Writers*. <https://www.constant-content.com/content-writing-service/2019/01/skills-content-writer/>

9. PEARS, D., 1988. A guide to planning and administrating government school projects. With special emphasis on costreduction factors. UNESCO. Paris, 1988. 95 p.

10. PECASKI MCLENNAN, D.M. (2013). Educators as Authors: Teaching Beyond the Classroom. *Early Childhood Educ J* 41, 1–4 (2013). <https://link.springer.com/content/pdf/10.1007/s10643-012-0558-1.pdf>

11. VENEZKY, R.L., 1992. Textbooks in School and Society. In P. Jackson (Ed.), *Handbook of research on curriculum: a project of the American Educational Research Association* (pp. 436-443). New York: Macmillan Pub. Co.

12. WEI, R. C., DARLING-HAMMOND, L., ANDREE, A., RICHARDSON, N., ORPHANOS, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Dallas, TX. National Staff Development Council. <https://learningforward.org/wp-content/uploads/2017/08/status-of-professional-learning-phase-1-technical-report.pdf>