

Galych O. A.

**TEXTBOOK OF THE 21ST CENTURY: PROBLEMS, EXPERIENCE,
AND PERSPECTIVES**

Rapid changes in the social and political life of Ukraine at the turn of 20th – 21st Centuries, new curriculum content, implementation of innovative scientific pedagogical techniques and methods, and use of the technology raised the problem of developing the new generation of textbooks in literary studies (history of literature, theory of literature, history of literary studies, history of literary criticism, etc.) that are offered to university students studying philology.

The content of the modern textbook in literary studies largely depends on both the level of the scientific thought in each of the literary disciplines and the achievements in related sciences such as philosophy, linguistics, art, aesthetics, higher education pedagogy, etc.

University philological textbooks have a long history. Among the earliest are the time-honoured Ukrainian poetics of 12th – 17th Centuries (about thirty of them are preserved to the present day as manuscripts) that were courses in literary studies taught in Kyiv-Mohyla Collegium (later it obtained the status of an academy), brotherhood schools, and other collegiums. They were written in Latin and could be used by students to learn poetics and rhetoric. However, there is a different opinion as for their function: “these courses were supplementary. They served important pedagogical tasks, i.e. the study of the classical languages (mostly Latin) and the student’s personal and intellectual development. In poetics textbooks, literary theory was employed to learn Latin” [3, p. 75].

At the beginning of 19th Century, new textbooks in literary studies appeared in Kharkiv University: Russian-language textbooks “Introduction to Rhetoric”, “Science

of Prosody”, “Introduction to Language Arts” by Ivan Ryzhskiy. However, these textbooks contained mostly outdated theoretical positions.

Analysis of the textbooks of 17th – 18th Centuries suggests that literary disciplines were originally integrated with other scientific disciplines, such as poetics, rhetoric, grammar, etc. It was only in 19th Century that they became independent disciplines in the universities. Unfortunately, today history of the university textbook in literary studies is a potential problem, resolving of which will facilitate the creation of new generation of course books for philologists. Special consideration should be given to the textbooks of the 20th Century. This is when the first Ukrainian-language textbooks appeared in universities. They may have come laden with ideology, which we have been trying to grow away from for the last fifteen-twenty years, but the best practices of soviet textbooks should be studied and taken into account for the benefit of the new generation of textbooks.

Historic changes in 1991 laid foundation for the emergence of the brand new generation of textbooks free from clearly delineated *ideological content*. These new textbooks are oriented to the latest achievements in science and educational technologies, as well as to the European educational standards.

Nowadays, scientific and methodological periodicals feature many articles examining scientific and methodological principles of developing the new generation of textbooks. This subject is raised in the following journals: “Дивослово” [4], “Українська мова і література в загальноосвітній школі” [7], “Українська література в школі” [8], “Всесвітня література в середніх навчальних закладах України” [9], etc. Also, there were released the monograph of Vadim Olifirenko “Textbook in Ukrainian Literature ” [5] and M. Bandura’s work “School textbook in Ukrainian Literature” [1]. However, the majority of these materials are intended as the new generation textbooks for secondary schools. At the same time, the university textbook is a distinct type of textbooks, especially in the context of the integration into the European educational system, under which independent study is given prominence.

Since 2009 to 2011, the Department of Theory of Literature and Comparative Studies of Luhansk Taras Shevchenko National University was carrying out a project titled “The Textbook of the 21st Century” (the project was financed by extra-budgetary resources). It was devoted to the development of textbooks in literary studies for philological schools of higher educational establishments. The writing teams included the faculty of the Department of Theory of Literature and Comparative Studies of Luhansk Taras Shevchenko National University and related departments. Among them there were three Doctors of Sciences, professors, more than ten Candidates of Sciences, associate professors, postgraduate (Doctoral and Master’s) students. Some professors and associate professors from Kyiv joined us at the final stage of the project. The development of the manuals and textbooks took three years. At that, the experience of writing “Literary Theory”, prepared by a writing team with the author of this article in the lead, was taken into consideration [2].

One of the main aims of the department project is to narrow the gap between the latest achievements in various literary disciplines and the Soviet era level of knowledge that has strong influence on and sometimes defines the curriculum content in our universities. Moreover, against the background of new textbooks such as “The Art of The Word (Introduction to Literary Criticism)” by A. Tkachenko, “History of the Ukrainian Literature of the 19th Century” edited by M. T. Yatsenko, “History of the Ukrainian Literature in late 19th – early 20th Centuries” edited by O. Hnidan, “Introduction to Literary Criticism” by P. Bilous, “Introduction to Literary Criticism” by M. Moklytsya, etc., there are some new textbooks (e.g., “History of the Ukrainian Literature of the 20th Century” edited by V. H. Donchyk) that do not measure up to the genre of textbooks. This complicates comprehension of teaching material by students.

Manuals and textbooks created under the auspices of the department project “The Textbook of the 21st Century” include definitions and terms, authors and their works that were not mentioned in the preceding editions. Introducing new materials, we try to provide source references, monographs of Ukrainian and foreign authors,

numerous articles in the national and foreign periodicals, individual scientific articles, and materials of the conferences of all levels. Materials of doctoral dissertations on the topical issues of literary criticism and methods of teaching in the universities were also taken into account.

Furthermore, working on this project, we took into account current geopolitical conditions. In doing so, we attempted to move away from the Soviet tradition to publish only one textbook for each discipline and provided alternative textbooks. This, to our mind, would give both the professor and the student the freedom of choice.

We believe that new textbooks in literary studies should avoid the two extremes: “On the one hand, this is the unification of terms, building up their system by the example of terms in mathematics, sciences, and engineering, which are mostly monosemantic” [6, p.11]. Often under such conditions it is the introduction of the new word itself that is emphasized. The sole purpose of this is to demonstrate the author’s high intellectual level. However, it makes the comprehension of the material by the students much more difficult. “On the other hand, literary studies still suffer from the semantic confusion at the attempts to theorize the concepts that cannot possibly be given a definition” [6; p.11].

In addition, the authors of the textbooks intend to convey to the young generation the true story of the Ukrainian literature, literary studies and criticism, as well as to bring back to the scientific discourse forgotten or misappropriated by the neighbour peoples names. Scientific, concrete historical approach, consistency, complexity are organic to the approach of Luhansk scientists.

Special attention should be given to the three-level control on the independent work of the students, which is offered after each chapter in our textbooks. Each next level is more elaborate than the previous one. The first level is the easiest, it is made of tests. After every chapter, students are supposed to answer no fewer than 20 multiple-choice questions (each having 3 options and only one of them is correct). This approach allows the professor to check students’ comprehension of the material within 20 minutes.

The second level requires solving certain problems on current theme. Written answers provided by the students allow the professor to check the depth of their knowledge. This level is rated by the professor during the hours allocated for the grading of the academic performance of the students' independent work.

The third level is the most difficult: it entails students' creative work, independent information search, logical thinking, theorizing, employing knowledge from the related disciplines. This level involves writing essays on the suggested topics.

Tests, questions, and assignments within the three-level system of testing of knowledge are considered to help the professor in checking students' comprehension of every chapter. At the same time, the textbook allows students to answer multiple-choice questions of the first level and, partially, solve the problems of the second level. The latter also requires engaging additional literature and knowledge from related disciplines. The third level assumes that students have certain amount of knowledge obtained independently from other channels (other textbooks and recommended monographs, articles, literary texts, and related literary and linguistic sciences, philosophy, history, aesthetics, etc.).

It is only by meeting these requirements that students can demonstrate their true knowledge during exams or credits.

The realization of the project "The Textbook of the XXI Century" (the following works were published in 2009: "History of Literary Studies" by O. A. Galych; in 2010: "Introduction to Literary Criticism" by O. A. Galych), its orientation to the humanization of the educational process, intensification of and special emphasis on the independent work will help to improve professional training of philologists and make it more profound. As new textbooks are approaching the current scientific level of Literary Studies, they will take into account the students' concentration, correspond to the curriculum (often experimental), and, at the same time, promote the best traditions, established by our predecessors. E-textbooks will help, by means of the latest educational technologies, to engage to work the

undergraduate and Master's students of online study mode and are available for all Internet users and everyone who wants to upgrade their skills.

It may safely be said that, already in the nearest future, students' education in literary studies is expected to improve substantially and come nearer to the European standards of education and training.

References

- 1. Бандура О. М.** Шкільний підручник з української літератури / О. М. Бандура. – К. : Педагогічна думка, 2001. – 76 с.
- 2. Галич Олександр.** Теорія літератури : підручник / Галич Олександр, Назарець Віталій, Васильєв Євген ; за ред. Олександра Галича. – вид. четверте, стереотип. – К. : Либідь, 2008. – 488 с.
- 3. Європейське відродження та українська література XIV – XVIII ст.** – К. : Освіта, 1993. – 279 с.
- 4. Крупа Марія.** Український менталітет і дидактичні матеріали шкільних підручників / Марія Крупа // Дивослово. – 1996. – № 2. – С. 54 – 55.
- 5. Оліфіренко Вадим.** Підручник з української літератури: історія і теорія / В. Оліфіренко. – Д. : Східний видав. дім, 2003. – 324 с.
- 6. Хализев В. Е.** Теория литературы : учебник / В. Е. Хализев. – 4-е изд., испр. и доп. – М. : Высш. школа, 2005. – 405 с.
- 7. Пасічник Євген.** Варіативність програм і підручників – це урок вперед чи назад? / Євген Пасічник, Ольга Слоновьська // Укр. мова і л-ра в шк. – 2002. – № 3. – С. 46 – 53.
- 8. Соп'яненко К.** Перспективи підручника з української літератури / К. Соп'яненко, Г. Воробйова // Укр. мова та л-ра в загальноосвіт. шк. – 1999. – № 6. – С. 2 – 5.
- 9. Сафарян С. І.** Підручник з літератури: яким йому бути? / С. І. Сафарян // Всесвітня л-ра в середніх навч. закл. України. – 2004. – № 1. – С. 6 – 8.

Galych O. A. Textbook of the 21st Century: Problems, Experience, and Perspectives

The article describes the experience of creating the new generation of textbooks in literary studies (History of Literature, Introduction to Literary Criticism, History of Literary Criticism etc) taught to prospective philologists in the higher educational establishments under the auspices of the project “Textbook of the 21st Century”.

Key words: tutorial, experience, perspectives.

Галич О. А. Підручник XXI століття: проблеми, досвід, перспективи

У статті аналізується досвід створення нового покоління підручників з літературознавчих предметів (історія літератури, вступ до літературознавства, історія літературознавства, історія літературно-художньої критики та ін.), що викладаються на філологічних спеціальностях вищих навчальних закладів у межах проекту “Підручник XXI століття”.

Ключові слова: Підручник, досвід, перспективи.

Галич А. А. Учебник XXI столетия: проблемы, опыт, перспективы

В статье анализируется опыт создания нового поколения учебников по литературоведческим предметам (история литературы, введение в литературоведение, история литературоведения, история литературно-художественной критики и др.), которые преподаются на филологических специальностях высших учебных заведений в рамках проекта “Учебник XXI века”.

Ключевые слова: Учебник, опыт, перспективы.

This is to confirm the receipt of the article by the Editorial Office 27.12.2011

This is to confirm that your article has been put into print 27.01.2012