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CURRENT TRENDS IN US SCHOOL EDUCATION AND ITS TEXTBOOK SUPPLY SYSTEM

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Abstract. *One of the main tasks of the Ukrainian education system is integration into the European and world education systems, development of international cooperation of educational institutions and education management bodies. In this context, the study of the US experience in the field of school education management is of interest to Ukrainian educators. Special attention is focused on the issues of managing the system of providing school education with educational literature, which are of great importance for Ukraine in the context of education reform in the conditions of dynamic changes. Taking into account the theoretical ideas of foreign educators and the available experience of their implementation, the importance of determining the role of teachers in this activity and their appropriate training is substantiated. Attention is focused on the problematic issues of educational legislation, while not always adequately implemented, finds its reflection in target settings, educational and content requirements of education, in its organizational structures, in the procedures and mechanisms of education management and the system of providing textbooks.*

Key words: *education, provision of textbooks, modern trends, role of teachers, educational legislation, US experience, textbook supply system.*

Introduction.

The Ukrainian education system is passing an important stage of its development. The Law of Ukraine "On Education" defined the priorities of the country's educational policy. Changes in the system of school education and, accordingly, in its component – textbook supply system, are caused by the development trends of the world community, including:

- the growth of global problems, the solution of which requires the cooperation of the international community, which requires the education system to develop innovative educational technologies and teaching tools for the formation of appropriate thinking in the younger generation;

- the transition to a post-industrial information society, the latest achievements in the field of information and communication technologies actualize their use in the educational process, which determines the need to ensure the further development of the technological, academic, educational and methodological, organizational and legal foundations of the educational process;

- the dynamic development of the economy, the tendency to create an innovative economy, which leads to the need for the development and implementation of a new concept of innovative education, focused on:

- 1) improving the quality of education;



- 2) achieving a high professional level of teachers and other categories of education workers;
- 3) development of modern learning technologies;
- 4) transfer of the educational system to modern standards and innovative programs;
- 5) integration of educational environment, fundamental science and educational process.

Main text

One of the main tasks is the integration of the Ukrainian education system into the European and world education systems, the development of international cooperation of educational institutions and education management bodies [1]. In this context, the study of the experience of the USA in the field of management of the textbook supply system of school education is of interest for domestic educators.

The analysis of publications by foreign authors proves that in recent years in the USA there has been a reorientation of school education from a structural-quantitative, knowledge-based approach to determining goals and evaluating results to an approach based on an assessment of the significance of the education received for personality development, its socialization and self-realization.

One of the signs of such a reorientation of school education in the USA can be considered the emergence of new types of educational materials, changes in their functions and methods of use in educational practice. The characteristic features of the modern generation of the system of school educational materials in the USA are:

- the textbook is the basis of the subject set of educational materials intended for secondary schools;
- the main structural components of the textbook are texts, illustrative materials, the device for organizing the learning of the content, the device for orientation;
- educational materials are in the form of printed publications, which can be supplemented with audio and video materials; at the same time, the tendency to use educational materials on electronic media is increasing;
- there is a strengthening of the following functions of educational materials: developmental (development of students' cognitive abilities taking into account their individual characteristics) and educational (formation of students' attitude to themselves, their abilities, education, homeland, etc.) [7; 8; 9].

Unlike Ukraine, which is characterized by a centralized education management system, the United States does not have a unified state education system. Each state determines its own educational policy. The modern education system of the USA is built on the principles of self-management and self-financing with the interaction of federal and local authorities.

Some differences from Ukraine also exist in the system of sanctioning textbooks and controlling their use. Thus, in Ukraine, employees of the Ministry of Education examine draft textbooks prepared by authors in accordance with requirements that are not clearly defined. In the US, the federal administration only facilitates the publication of textbooks and manuals, leaving the right of choice to individual state committees.

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There is a strengthening of requirements for the quality of school education and, in accordance with the means of education, which in the USA is significantly achieved by expanding the participation of society in the management of education and SSP, in particular, education support funds, the support system of professional communities in the field of education, their involvement in the decision of educational tactics and strategy at the federal and regional levels; the attention of the local community to the problems of development and the needs of school education is increasing.

There is a strengthening of the role of teachers, in particular by involving them in the process of developing textbooks and preparing them accordingly for participation in this activity in the professional development system of the United States. Modern trends have been identified that provide flexibility in the professional development of teachers as textbook developers, directing this process to meet their individual learning needs: increasing variability in the forms of organization, content, and teacher training process; active implementation of innovative forms and methods of teaching in the system of training teachers to work as an author (including portfolio (electronic portfolio), supervision, tele-mentoring, written reports and stories, cascade form, involvement in textbook editing, etc.), which involve cooperation between teachers and support from the educational community; the practical orientation of professional development, which supports the training of teachers in the context of the activities of a specific school and emphasizes the teacher as an active and thinking person, capable of creative activity, which is precisely the creation of a textbook [2; 4; 6].

These trends characterize the system of training teachers to participate in the development of textbooks as developing in the direction of the formation of teachers as effective authors. The positive impact of these changes is confirmed by the following facts: the findings of the researchers showed that students of teachers who participated in any of the types of professional development had significantly greater success in passing tests than students whose teachers did not participate (with an average increase of 19- 22% compared to 13% for students from the control group) (Darling-Hammond et al., 2017, p. 11). However, perhaps partly due to the lack of scientific and pedagogical literature on the research problem, we did not see this teacher training as a complete system that is planned and is constantly in the field of view of education management bodies [5].

An important role in this process is played by the state, which promotes the system of professional development in this area. Various mechanisms are used, including support of special programs of non-profit educational organizations through the use of federal funds, activities of the National Advisory Council, etc. An example is the promotion of the US National Writing Project (NWP), which supports TPD programs designed to promote effective strategies. This conclusion is supported by the following data: NWR has nearly 200 sites across the country serving approximately 80,000 educators annually; federal funds cover 50% of the cost of teacher training programs; a survey of 110 teacher consultants and a survey of 1,848 NWP participants found positive results: teachers clarified or revised their writing philosophies, they developed



a writing process for students, and finally “connected their writing instruction to their own experiences as writers, positioning themselves among students as a writer among writers” (Athans, 2018, p. 45-46) [3]

Analysis of changes in the federal regulation of school education shows that in the USA there is a steady tendency to strengthen the positions of the federal legislator in this area. The basic provisions of the US legislative acts, adopted over many years, and numerous recent amendments are aimed at eliminating the common problems of education and, accordingly, its component – textbook supply system. The laws provide for educational policy and educational development programs that contribute to increasing the availability of funds, revision of criteria and mechanisms for determining compliance and availability, expansion of projects that allow for greater state support and private participation in the management of educational processes and textbook supply system. The evolution of educational legislation finds its realized, although not always adequate, reflection in the target settings and educational and content requirements of education, in its organizational structures, in the procedures and mechanisms of management and functioning of education and textbook supply system.

Today, the management of the textbook supply system is the prerogative of states and local authorities. Providing schools with educational materials and educational equipment is considered in state codes in connection with other issues of the organization of the educational process, including, in particular, assessment of success, preparation of the curriculum, implementation of federal and regional educational programs, and others.

The textbook differs from other types of publications, therefore it requires exceptional rules of control over its production, forms and methods used in it to transfer knowledge in the process of use. Due to such a specific feature, as the scientists emphasize, scientific research devoted to educational policy regarding the creation, publication of textbooks, and development of the textbook supply system of schools is extremely important. An important condition for the effectiveness of such research is the consideration of the legislative and regulatory context, which affects not only the content and structure, but also the production of textbooks.

The Ukrainian education system is passing an important stage of its development. The Law of Ukraine "On Education" defined the priorities of the country's educational policy. One of the main tasks is the integration of the Ukrainian education system into the European and world education systems, the development of international cooperation of educational institutions and education management bodies. In this context, the study of the US experience in the field of management of the school education system is of interest to Ukrainian educators.

It is time to develop a strategy for the development of the system of providing school education with textbooks and other educational materials in Ukraine, which involves the implementation of priority tasks: introducing into the content of the management of this system components that reflect the Ukrainian specificity in the economy, socio-political and cultural environment; humanization of relations between the subjects of provisioning processes, paying attention to the ethics of relations in education and the book publishing business, social responsibility, environmental



problems; development and implementation of thorough international internship programs specifically for the problems of providing schools, etc.

Regulatory and legal documents in the field of education of Ukraine emphasize the need to bring the quality level of the education system closer to the best world models, which fully applies to the provision system. But in practice, this task is not fully solved, in particular due to a lack of financial resources. At the same time, it is the scale of financing education that shows the attention of society to its development. In developed countries, where education systems also experience a financial deficit, the problem of lack of funds is solved by involving private corporations, charitable funds in the financing of educational institutions, involving the system of state appropriations, providing loans to pay for education, etc. In the conditions of the economic crisis in Ukraine, one of the most important tasks of education policy is the development and implementation of new mechanisms for financing education.

Educational activity in modern conditions is increasingly internationalized, which enables educators from different countries to find a common language, save and broadcast the generalized experience of their professional activities. In general, Ukraine has a tendency to intensify the use of foreign experience. This experience is partly used in combination with national traditions and standards.

Summary and conclusions

Have been considered the study and creative application of the ideas of foreign scientists and practicing teachers is a complex process. Until recently, Ukrainian educators focused on the problems of a socialist, planned economy in their management activities. Currently, in the conditions of a market economy, they have to rethink the theory and practice of management, the provisions of psychological and pedagogical concepts and, accordingly, work out new approaches to education management, including the system of providing school textbooks. In particular, the problems of the examination of educational materials, the interaction of educational book publishing entities, the development of scientifically based recommendations for improving the management of the system of providing textbooks for school education in Ukraine based on the experience of this work in the USA are relevant.

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