

Forming of School Manual as a Scientific Problem in General and Special Psychopedagogy

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Abstract: School manuals have special place among the socio-cultural acquisition of the past, which are the kind of reflection of certain era, the level of knowledge, worldview and prevailing stereotypes in the field of education. The manual is a carrier of the content of education, definitions, storage of knowledge and methods of learning that is necessary in this society. The complexity of the manual, the richness of its types, structure, diversity of its content and functions define it as a valuable historical document, the research of which provides opportunities to study the features and patterns of development and formation of the manual in different historical periods and using modern manuals. The research of the history of school manual development begins with the establishment by scientists the fact of the manual origin, which historians associate with clay tablets on which the Sumerians placed manuals five thousand years ago. The formation of the pedagogical theory of the manual is associated with the idea that the manual was first defined as a special book created on the basis of pedagogical principles as one that implements a certain content of education.

Keywords: *history of school manuals, functions of the manual, structure of the manual theory, psychological and pedagogical requirements, intellectual defects, correction of defects of mental development.*

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Introduction

Self-determination of the manual, the allocation of all educational literature into independent form, which is characterized by a set of only its inherent features, as we know, it began with Comenius (1982). However, more than a century passed before the brilliant idea of Comenius (1982), enriched with ideas-reflections of prominent thinkers, teachers was realized in the pedagogical theory of the manual. The facts show that the interest of scientific and practical pedagogy in the history of the manual, the problems of its content, design has always remained high and has never been exhausted. At the same time, the opinion of Skatkin (1992, pp. 26-35) about the necessity and significance of a deep and systematic study of the history of manuals development in different periods of its formation remains relevant today.

Reconstruction of the history of the manual is a necessary condition for understanding the present and predicting the future, in general, the entire education system, because, as it is noted by Vizgin (1998), “forces” of epistemogenesis that led to the emergence of knowledge in the past...they continue to operate today and thanks to this past, knowledge can be revived in a new historical epoch.”

Scientists see the importance of studying the history of the manual in “not to discover what has already been discovered, but to build a system of science on the basis of proven principles and provisions.”(Schunk & Zimmerman, 1994).

In order to provide a comprehensive approach to the study of manual they offer to use the concept of “manual”, which integrates knowledge about the nature, essence and content of the manual, the basic laws of its creation, the conditions, forms and ways to improve the quality of the manual, the relationship between different kinds, types and forms of manuals, the impact of the manual on the development of science, the effectiveness of education, upbringing and development, etc.

Theoretical Foundations of the Definition of the School Textbook as a Scientific Problem

Historians of school and pedagogy (Kuzmenko, 2016; Zavgorodnia & Strazhnikova, 2017) studied the history of the school manual as a socio-pedagogical phenomenon, scientists for whom the manual is a kind of source for the study of certain historical phenomena (Bolhuis & Voeten, 2001), researchers of pedagogical aspects of illustrative design of manuals (Bai, 2005; Kodliuk, 2005). At the same time, the history of the textbook is

the history of the formation of methods of its scientific analysis (Beilinson, 1985).

Currently, priority areas are identified the followings for research in the field of history of school manuals:

- cataloging and description of manuals in a particular field of knowledge,
- identification of leading pedagogical ideas for textbook creation;
- establishments of factors that determined different views on the meaning and essence of school manuals in different historical periods of education;
- identification of factors (normative documents, pedagogical ideas) that conditioned and regulated the preparation of manuals in certain historical periods.

The study of the history of the manual is closely related to solving the question of what should be a modern manual, namely - its place in the educational process. Knowing how you would like to see the manual will ensure its precise definition and help to better navigate the real qualities (Hiemstra, 1994).

The analysis of the special literature testifies that in modern pedagogics the methodological bases of the researches directed on studying of various aspects of the manual are already put. The most important aspects in the study of school textbooks are didactic, psychological, hygienic and bibliographic requirements for its creation; principles and criteria for selection of scientific knowledge; requirements to the structure of the manual, illustrative material, devices for orientation and organization of knowledge, skills and abilities, realization of educational, developmental and upbringing potential of the manual.

Analysis of the historical aspects of the formation of the textbook is impossible without a complete and accurate definition of the essence of the basic concept - the school textbook. The main function of a textbook is to form a systematic generalized knowledge in accordance with the standards of educational activity. A school textbook is compiled in accordance with the age and individual characteristics of children at the appropriate scientific and methodological level. The textbook reveals the main content lines and regulates the formation of competence in children. An important task of the textbook is the formation of content for the intellectual development of the individual in a learning environment. In the context of digital transformation, the textbook acquires innovative content based on new requirements for the content and methods of teaching the subject.

The definition of «manual» has changed many times under the influence of the development of both didactic theory of the manual and the social nature of the order. However, clarification of the main feature of the manual is noted in all definitions. In particular, it is emphasized that the manual is a special type of manual, which contains a systematic presentation of knowledge in a particular subject, required for students to master.

It is «the bearer of the subject content of education, as well as certain activities determined by the school curriculum» (Zuev, 1983), the prototype of learning in the unity of its content and procedural aspects, a means of learning the basics of science for students (Higgins et al., 2007).

According to Bepalko (1988), in a broad sense of the essence, the manual is a complex model of human experience, part of which is pedagogical experience. From the point of view of Bepalko (1988), the main meaning is taught by the substantive implementation of the goal.

In addition, the textbook should serve to organize the entire learning process (Lerner et al., 1982).

Slastonin (2001) sees the role of the textbook as educational literature.

Today, the generally accepted definition of «school manual» is given by the Ukrainian Pedagogical Dictionary: «A manual is a book that lays out the basics of knowledge in a particular subject at the level of modern science and culture». For each type of educational institutions, textbooks are issued that correspond to the programs and tasks of this institution and other features of those who study.

A special feature of the definition of the structural components of the textbook is the goals to achieve a certain result. The content of the textbook should be accessible for all students, and at the same time provide opportunities for the implementation of knowledge achievement at all levels and in different directions. In the context of the formation of knowledge and skills on the basis of the textbook is implemented competence approach, activity-based personal-oriented. The main objectives of the textbook are to achieve results in accordance with the requirements of the program, in accordance with certain stages and appropriate effective methods. Today's textbook developers conclude a system of exercises performed through Internet resources, effectively helping to form the knowledge and skills of students in an information society.

The system-forming component of the textbook content is its goal, considered as an expected result achieved in the process of mastering and assimilation of the content. At the same time, the content of the textbook is designed for all students of a particular age and at the same time provides

ample opportunities for the use of personality-centered, activity-based, competence-based and other approaches implemented through a variety of teaching methods, technologies, taking into account the individual needs, capabilities and characteristics of the individual student, his cognitive interests and abilities.

The traditional formulation of the general goals of the textbook - to provide new knowledge to the student during a certain period of study - does not cover the present requirements of educational standards, which stimulates the need for continuous improvement of both its content and methodological apparatus (Clark, 2009). Developers of today's textbooks are aware of the fact that a school book should meet the requirements of the time, provide a sufficient theoretical level of knowledge of students, contain material that helps students to correctly formulate and understand new concepts, draw generalized conclusions, promote the practical use of the knowledge obtained.

The manual provides a diagram of the coordination of all teaching aids needed to solve each educational task and the subject as a whole. Depending on the specifics of the subject, even the topic, the methodological role of the manual changes.

Definition the functions of the manual

Among textbooks, the manual carries the greatest functional load: it is characterized by the greatest completeness of functions, the highest level of their holistic implementation, as well as the presence of most special functions. The number of functions is not constant. In some lists they number up to 7, and in others up to 22.

Beilinson (1985, p. 14) in "The Arsenal of Education" analyzes the functions of the textbook.

Scientist Zuev (1983) most fully defined the meaning of the textbook in the context of informativeness, transformativeness of generalization and systematization of knowledge.

Kodluik (2006), in addition to the above-mentioned functions, singles out the sociocultural function. The function of social and cultural education involves the formation of an effective position of the student, ensuring his socialization.

The textbook can be used as a reference for information when other sources are not available. Also, the textbook can identify more precisely the content and substance of the information.

Sociocultural education forms the value orientations of the student and determines his active position in the context of socialization and self-realization.

In particular, Papezh groups functions into two groups. The first, didactic, includes informational, methodological and formative. According to the authors, they contribute to the solution of educational tasks, assimilation by students of cognitive and moral values, socialization of personality primarily didactic. "Under the didactic function of the school textbook we understand its purposeful properties (qualities) as a carrier of educational content and the main book means of learning, most fully meet the intended purpose of the textbook in the implementation of the content of education in the development, educational training".

For educational literature in general, and for each of its editions, it is of paramount importance to establish the relationship and co-subordination of function (Pohonets, 2020).

The controlling function aims to create a relationship «teacher - student, the formation of attitudes to the acquired knowledge, to the surrounding reality, the formation of a system of personality integrity»

Researchers such as Lerner et al. (1982, p. 6) argue that the main function is expressed in the process of educational content management. According to his conviction, the textbook is the leading factor in the accumulation of social experience represented in a certain learning reflection. In the manuals for the first educational degree which implement the ideas of developmental learning of the system of Zankov (1953), the developmental function is singled out as the leading one.

The textbook fulfills an important multifunctional role, because it transforms knowledge into skills in practical activities. The textbook selects the most relevant and effective knowledge that defines value orientations in the context of educational activities. The student can gain knowledge on his or her own in the context of reading the textbook on his or her own. The school textbook contributes to the formation of knowledge, deepens its content, defines the basic theoretical concepts, contributes to the systematization of knowledge and forms the intellectual factor of mastering.

In addition to the original, the educational function of the textbook is important, contributing to the formation of feelings of national consciousness, patriotism, moral qualities, forms value orientations. Thus, the textbooks contain educational information in the state language, which contributes to the formation of linguistic competence, as well as the value attitude towards society and the state. The presentation of educational material activates intellectual and aesthetic abilities, in particular the use of

different views, norms of social life. It is in the clear organization of this guidance that a textbook is able to really help solve the developmental-educational problem.

The leading functions of manuals for junior high school students are informational, developmental and motivational. The function of guiding students' cognitive activity to be the leading one. Zuev (1983) in the role of the leader highlights the developmental and educational function of the manual.

In the textbooks for the first educational degree, implementing the ideas of developmental learning system of Zankov (1953), as the leading function is allocated a developing function.

Zuev (1983) identifies the developmental and educational function of the textbook as the leading one.

Considering the textbook as a pedagogical system with appropriate functions; Zuev (1983), Beilinson (1985) defined the didactic functions of the textbook as systematized frameworks that define the object of study of the topic. Appropriate functions form the structural components of textbook analysis and study.

Talyzina (1978) developed a functionally targeted focus of the manual, taking into account the process of learning and individual characteristics of students. manual as a carrier of educational content:

1. textbook as an indicator of learning content;
2. manual performance of functions related to the formation of motives;
3. monitoring content of education during study;
4. development and introduction of educational tasks in manuals.

The structure and main generations of manuals

Science knows the provisions of the two-level structure of manual theory (Lerner et al., 1982; Zuev, 1983).

The first level is general theoretical. Despite the fact that the manual reflects the content of a particular subject, it, however, has the common features that are characteristic of all types of manuals. This fact allows us to assert the existence of a general theory of the manual, the subject of which is the study of universal principles of its construction (general didactic level).

The second level is methodical. It finds its expression in the implementation of the general principles of construction of the book on the creation of a specific manual, taking into account the characteristics of the subject, the age characteristics of students, the type of school and others (Kodliuk, 2005).

The most important aspects in the study of school textbooks are didactic, psychological, hygienic and bibliological requirements for its creation; principles and criteria for selection of scientific knowledge; requirements to the structure of the textbook, illustrative material, devices for orientation and organization of learning; realization of educational, developmental and upbringing potential of the manual (Kodliuk, 2005, p. 6).

Thus, the manual should reflect the tasks, the content of education (as an expression of the content of education), as well as methods, techniques, organizational forms of education (as a means of ensuring its assimilation). This interpretation of the essence of the manual is the result of understanding its role and place in the educational process in different historical periods of school development.

Researchers of the history of the manual identify three main generations of manuals which differ in function, principles of construction and use (Pohonets, 2015).

In the manuals of the first generation the work with the manual as a special educational task was not allocated and was not developed. Such books were intended for use by readers for various purposes, so scientists believe that they can be called educational only conditionally. Although they often contained an appeal to the reader, informing him of the content of the material, gave useful advice.

Second-generation manuals are «assigned and accordingly created with the intention to use them as a tool in the hands of the teacher», so the result of the functioning of such books is largely determined by the professional qualities of the teacher. The development of the theory of manuals and methods of their use is closely connected with the names of Comenius (1982), Ushinskiy (1983).

The creation of third-generation manuals is due to the transition of humanity to the information society. Attention in these manuals is focused on the developmental function, the function of self-education. Formation of the ability to learn, work with the manual and other sources of information - such tasks are designed to solve at the present stage, not only the teacher but also the manual.

There is another approach to considering the problem of the manual in the historical aspect. Analyzing the history of the manual, scientists identify two main types of manuals - «academic» and «methodological development». The difference between them is seen in the fact that the «academic» does not contain guidelines for performing tasks. The manual «methodological development» focuses on the appropriate technology of the task, ie to some extent regulates both teaching and performance activities.

Historical experience shows that «academic» manuals are old-fashioned. Manuals «methodical development» can withstand only a few editions.

History of school manual formation as a scientific problem in general and special psychopedagogy

In general pedagogy the manual first became the object of scientific research in the 1950s. During this period, the manual was seen as a source of information for the teacher, as a means of reviewing and consolidating the knowledge gained by the student in the classroom, as well as a guide for homework. In the first place, the functions of consolidation and control were put forward. The manual included mostly reproductive questions. Perovski (1955) defines improvement of knowledge as the main function of the textbook was to improve the knowledge already perceived by students. The research of this period also analyzes the psychological and pedagogical requirements for manuals (Schunk & Zimmerman, 1994). They attempted to identify the original elements of the structure of the manual and substantiated the position that the psychological requirements for the manual are determined by knowledge of the basic patterns of learning material, (White, 2008).

The methodical apparatus of manuals of the 50-60s regulated both the activity of the teacher and the activity of the student in the lesson. Manuals developed during this period, withstood 10-15 reprints.

In the 60s and 70s of the last century a comprehensive study of the school manual is unfolding. The theoretical basis of these studies were the following provisions:

- activity approach to the learning process according to which in the content of textbooks should be designed not only knowledge but also ways of their assimilation and application. The textbook was considered as a model of the learning process in the unity of its content and procedural aspects;
- a theoretical concept according to which the content of education includes the following components: informational, reproductive, creative, emotional and value, which should be presented in manuals taking into account the requirements of didactics and adapted to the age characteristics of students (Lerner et al., 1982);
- the problem of the relationship between learning and development (Skrypchenko et al., 2001; Zankov, 1953)
- raising the theoretical level of education and the formation of educational activities (Davydov, 1996; Elkonin, 1989).

Conducted psychological and pedagogical research has influenced the content of manuals and its methodological support:

- the information orientation of the manual has increased;
- increased attention to its methodological apparatus (increased number of questions and tasks, algorithms and instructions);
- great importance was attached to the ways of activating the educational activities of students by means of books (the idea of problem-based learning became widespread) (Kodliuk, 2005).

The information orientation of teaching is strengthened, the didactic functions of the manual are expanded, its content and structure are thoroughly enriched. In addition to manuals, generalizing texts, questions, tasks, diagrams, tables and manual material are introduced.

The manual is defined as an important and unique means of organizing learning, it became considered as a tool through which the teacher teaches and educates students, organizes their learning activities.

Analyzing this period, Zuev (1983) notes that the creation of manuals at that time involved leading scientists from various fields of science and this significantly increased the theoretical level not only of the manuals themselves, but also of education in general. At the same time, some of them turned out to be so overloaded that they became practically inaccessible to most students.

This contradiction even more sharply showed the urgency of the problems of the school manual. The theory of teaching at that time did not reveal objective criteria for constructing the educational process in manuals, nor was the initial theoretical idea defined, on the basis of which it was possible to determine what should be in the manual and how it should be presented. At that time, the application of a local approach to the process of creating and improving the manual was determined to be as ineffective as in relation to the educational process, (Sheremet et al., 2019). Separate attempts to improve certain qualities of the manual did not give the necessary results, which naturally led to the realization of the need to deploy comprehensive research manual.

Theoretical developments of manuals problems in the 70-80s of the 20th century become especially intense. There is a further understanding of the role of the manual in teaching. The textbook is transformed into a multifunctional book, which is defined as "not only a manual for the student, but also a very important methodological aid for the teacher; the core, a kind of scenario of the entire educational process"; "the main source for constructing a project for organizing the entire educational process"

(Lerner et al., 1982); a kind of scenario (prototype, project) of the teaching activity"; "a complex teaching tool".

The total number of domestic publications covering the history of school manuals has grown significantly. This was facilitated by the annual, since 1974, publication of the collection «Problems of the school textbook». Describing this period, Shakhmaiev (1970) noted that only from 1970 to 1985 the number of publications on the role and importance of manuals in teaching students increased compared to the period 1960-1970 almost 30 times. This collection was thematic in nature, among which the proper place was given to the study of the history of the manual. Scientific articles presented in the collection reveal various aspects of the development of the school manual, since the beginning of the manual. Great importance is paid, in our opinion, to the methodological material. It is presented in the articles of Pinskiy (1962) and others. These studies have identified priority areas in which work has begun in the field of studying the history of school manuals at the present stage.

Since 1999 large-scale work has been carried out in Ukraine to study various aspects of the problem of becoming a domestic school manual. Scientific developments of general issues of the theory of modern manual creation were intensified (Behas et al., 2019). The peculiarities of manual creation in the fields of specific disciplines and pedagogical technologies are subject to thorough analysis (Chepurko, 2014; Matiash, 2010); attention is paid to the study of school manuals for primary and special schools (Baibara, 2015; Volchasta, 2014).

In the general array of research on the problem of the manual, unfortunately, a very small number of works are devoted to the question of history. Great importance in these studies is given to the analysis of school manuals developed before the revolution and in the first years of Soviet power. These manuals played an important role in the development of Ukrainian education, they became the foundation for the further creation of manuals for the national school. Chepiga's (1924) approaches to the creation of manuals have not lost relevance for modern textbook creation.

A specific requirement for a modern manual is the mandatory presentation in its structure and content of those activities that lead to the development of creative abilities of students. According to modern requirements, crucial in the process of improving existing and creating a new generation of school manuals is the optimal use of questions-tasks of different levels of complexity in the system of questions-tasks of the whole manual; strengthening the role of research questions-tasks, as well as independent (or co-authored with the teacher); strengthening the functional

relationships of questions-tasks with other structural textual and non-textual components of the textbook (Kravets, 1994).

It is advisable to structure the content of the manual into thematic blocks. In turn, each block should consist of three main parts: software, training and self-examination. According to the proposed approach to the restructuring of the school textbook provides an increase in the function of self-control of students in the learning process.

Given the implementation of personality-oriented learning, the leading functions of school manuals are informational, motivational and developmental (Kodliuk, 2005), which actually consolidates this model of learning. It is also necessary to consistently and persistently prepare students for educational and research activities, for self-study.

All-Ukrainian conference on topical issues of school manuals, which took place in May 1999 at the National University named Taras Shevchenko, methodologists, university teachers, school teachers, publishers identified significant shortcomings in the creation of modern manuals, namely: manuals are overloaded with complex terms and concepts (Nevedomska & Mykhailovska, 2014), insufficient attention is paid to the integration of knowledge, insufficiently productive questions in manuals, the principle of integrity is not observed; the dynamic presentation of educational material is missed (Moroz & Bratchenko, 2015); existing textbooks do not meet today's requirements (Rychko, 2012). The causes of these shortcomings Matiash (2010), Moroz and Bratchenko (2015), Nevedomska and Mykhailovska (2014) and others include the following: in Ukraine there is no scientifically sound concept of creating a modern manual for secondary schools, there is no system of organizational, scientific, pedagogical, logistical measures aimed at creating a new generation of manuals; author teams consist of university specialists who do not know the school; the author's teams, mostly, do not include experienced school psychologists, methodologists; insufficiently developed general requirements for passing textbooks in the scientific-methodical subject commission; the editorial boards of publishing houses responsible for publishing school manuals do not sufficiently take into account the standardized requirements for their publication.

The consequences of the imperfection of modern school manuals are a decrease in students' interest in studying disciplines, a decrease in the level of mastery of fundamental laws and concepts, overloading students (Frolov, 1994; Sharko, 2015).

To overcome these difficulties in creating modern textbooks, the conference proposed ways to overcome them (Frolov, 1994; Matiash, 2010; Moroz & Bratchenko, 2015;).

As it was already mentioned, the manual is one of the main means of learning, the transfer of social experience, it is a pedagogical system (Bespalko, 1988). To become educational, ie to perform certain educational functions, the book must always be planned and designed as a pedagogical system. The peculiarities of this system are the laws that follow from the analysis of the great experience of mankind in the creation and use of textbooks, from the theoretical understanding of this experience (Bespalko, 1988).

The history of the school manual for teaching children with intellectual disabilities has a half-century history of development. Throughout the history of the theory of education and upbringing of mentally retarded children (oligophrenic pedagogy) in the foreground before the auxiliary school was the task of correcting the shortcomings of cognitive activity of students. A large number of studies by both domestic and foreign defectologists (Pinskiy, 1962; Vygotskiy, 1956; Zankov, 1935) are devoted to the study of the peculiarities of the cognitive activity of mentally retarded children and the problem of correcting the shortcomings of their development.

Already in 1924, in preparation for the second congress of social and legal protection of minors SPON, Vygotskiy (1956) raised the question of the need for radical changes in the work of special schools. He identified a fundamentally new approach to the problem of teaching auxiliary school students, which would help prepare an abnormal child for independent working life. In the light of this special task, the issues of psychological and pedagogical study of children were raised and resolved, the content and methods of teaching in auxiliary schools were determined, namely, the development of special manuals for teaching children with intellectual disabilities was considered primarily in terms of correcting their shortcomings. mental development.

Despite the fact that educational work in the auxiliary school is based on the general principles of Soviet pedagogy, the auxiliary school should be guided by a system of special methods and tools that take into account the characteristics of mentally retarded children.

At the present stage, the study of the history of the school manual for teaching children with intellectual disabilities is of particular importance. To date, the history of the manual - the only textbook with which to study, educate and prepare for life a child with intellectual disabilities, which implements the most important provisions of the education system and correction of intellectual disabilities of this category of children, has not been studied.

Foreign and domestic correctional pedagogy has accumulated considerable experience in the practical creation of manuals for the auxiliary school. Only in Ukraine does such experience in creating manuals have more than half a century of history. This is especially true of native language manuals, as well as the primer, which was first created for an auxiliary school in Ukraine in the first postwar years.

However, it should be noted that such a large array of empirical material has not found proper analysis, generalization and theoretical understanding in the scientific literature. Questions of the history of formation and development of the textbook for children with intellectual disabilities as a scientific problem have not been the subject of special research in correctional pedagogy. In the content of methods of teaching certain subjects, a certain place is given to the study of the textbook, but this applies only to the methodology of working with it in the classroom.

In their research, defectologists only indirectly touch on the study of various aspects of the manual.

In the auxiliary school, learning is organically connected with the correction of the shortcomings of cognitive activity and the whole personality of the child. The learning process in this type of school has a corrective direction, ie should provide correction of defects in the psychophysical development of mentally retarded children. Problems of correctional orientation of education have always been relevant in the history of special education. At different stages of development of oligophrenic pedagogy, scientists and practitioners have approached the interpretation of the essence of correction, the purpose and content of correctional work with children with intellectual disabilities. Analyzing the relationship between development and learning pointed out that these are not parallel and not identical processes. The learning process should awaken in the child a number of processes of internal development in the sense that cause to life, put into action, give rise. External influences achieve significant results only by refracting through internal conditions (determination) (Rubinstein, 2007). The manual should specify such a structure of activity, its ways that the student learns actively, and as a result of learning increased not only the informativeness of the student, but also the formation of new psychological formations. Only a combination of training and correctional and developmental work will ensure the proper formation of mental functions of an abnormal child. This is why there is a need to develop special textbooks for teaching children with intellectual disabilities.

Only a combination of teaching and corrective and developmental work will ensure the correct formation of the mental functions of an

abnormal child. This is what necessitated the development of special textbooks for teaching children who have intellectual disabilities.

Correctional work should dissolve into the education and upbringing of mentally retarded children without a trace.

The problem of correction in the history of oligophrenic pedagogy has been considered by many scholars. The history of teaching mentally retarded children is the history of correctional and educational work. The principle of correctional work is that the correction of defects of a mentally retarded child should be carried out in the process of its education and upbringing (Zankov, 1953).

For mentally retarded children should be organized support training, which aims to «develop the spiritual and physical strength of the child to the maximum possible limit, which will be different for each, and adaptation to life - this is the only goal that can be achieved in education and training mentally retarded children».

Important at the present stage of development of correctional pedagogy is the concept of correction which means the use of such means of pedagogical and methodological influence that help correct the distorted mental development of the student. Indeed, correctional and educational work is the core of the whole pedagogical process of the auxiliary school. Besides, correctional tasks should be an integral part of the educational work of the school, and that the whole system of pedagogical work should be based on correctional tasks.

It is worth noting that the main condition for the general development of a child with intellectual disabilities, as well as the development of its individual abilities is called educational activities, emphasizing that learning and methods should be special.

Yeremenko (1970) made a meaningful definition of correction in the theory of oligophrenic pedagogy. He developed the basic requirements, compliance with which provides correctional and educational orientation of education. The scientist noted that «correction should not be carried out by individual elementary mental processes, but as a whole, ie addressed to the whole person as a whole.»

The problem of correctional orientation of the educational process in the auxiliary school has been studied by many scientists in various fields. They determined that the main essence of auxiliary training is the idea of correction, and correctional work is a system of measures carried out in the process of all educational work in the auxiliary school (Baudish, 1978).

The socio-pedagogical aspects of the formation of the goals of correctional training, the principles of construction of correctional

programs, training, issues of correctional orientation of individual subjects were revealed by Kravets (1994) and others. Kovaleva (2017) substantiated why correctional work should be carried out on the material of educational subjects, identified differences in correctional work with students of junior and senior classes. Brese (1981) believed that it is necessary to adapt to the special nature of the educational process for people with intellectual disabilities, taking into account the specific goals, content of educational material and special didactic methods.

Such an adaptation, in the opinion of Brese (1981), requires even manuals of a different didactic form. He identified areas that should be implemented by teachers of auxiliary schools in order to develop the intellectual abilities of students of auxiliary schools (p. 32). He believed that it is necessary to awaken in moronic children an interest in learning, and then stimulate, guide and control.

The most fundamental developments in defectology were made by Sinev (1988), who defined the essence and principles of correctional work with mentally retarded children, described the conditions for full implementation of correctional work in auxiliary school, highlighted psychological and pedagogical methods of correctional work in geography lessons, researched and generalized and practical aspects of correction of intellectual disorders in auxiliary school students.

There are some peculiarities of correctional work in the auxiliary school, which in some way reflect on the content of manuals:

- it is necessary to organize educational work to correct or weaken in the learning process psychodefects - it is extremely important that the participation of children in all these activities was sufficiently focused and active;

- should not be misunderstood the dominant role of intellectual functions, in particular, thinking, and limit the corrective work only to this side of the personality of students. It is necessary to systematize and work hard on the education of emotions of mentally retarded children, to create all opportunities for vivid positive experiences and the creation of cultural interests, as well as the re-education of character in general.

Special researches have shown that children with intellectual disabilities suffer greatly from logical analysis of perceived material. During reproduction there is a violation of the logical connection of sentences, violation of the sequence in the transmission of individual semantic units of the text, there is a fragmentary perception of individual semantic units of the text (Pinskiy, 1962; Zankov, 1953).

In the 80s of the 20th century, the first experimental studies in defectology appeared in which an attempt was made to substantiate the possibilities of the manual both as a source of new information and as a means of forming educational activities in the process of teaching auxiliary school children (Kabelka, 2011).

In oligophrenic pedagogy the issues of activity with the texts of manuals, especially with literary and artistic works, popular science and business articles of textbooks for junior classes are most fully covered. The study found that the peculiarities of understanding a literary text are not only justified by the level of development of thinking, speech, memory of children with intellectual disabilities, but also depends on the logical and semantic structure of the text and its nature. Scientists have determined that the method of working with texts of natural, geographical, historical content is not sufficiently developed and differentiated. To better understand the material, students need a preparatory stage that would provide purposeful perception and analysis of the text. In this regard, the methodists reveal some techniques that will promote the conscious assimilation of written information by students (Sumarokova, 2014).

Perova (1996), developing a method of teaching mathematics in an auxiliary school, pays attention to both independent and frontal work of students with the manual, defining it as a source for obtaining certain knowledge, depending on age. She notes that the older mentally retarded children are, the more often they can use the manual to learn about certain knowledge. The author gives a certain description of manuals in mathematics, focusing on the text material-tasks, problems and examples. It is recommended that all tasks be completed in full, as this will help correct the attention of children with intellectual disabilities.

Yeremenko (1970) in the work “Fundamentals of special didactics” draws attention to the work with the manual and other printed texts, points to the role of the manual in the auxiliary school: “it is used only to consolidate the educational material.” To make students aware of the content of reading, he advises to conduct various types of work with the manual, in particular, to answer questions of a reproductive nature, gradually moving to questions of a creative nature, which helps to correct the shortcomings of mental activity. The variety of tasks contained in the manual contributes to the development of students’ thinking. Analyzing the types of work with the text of the article, Yeremenko (1970) points to its corrective and developmental significance for students, emphasizing the accustoming to independent work with the manual as a source of knowledge.

Mentally retarded children are characterized by low productivity of perception and assimilation, unstable memory requires the submission of a significant amount of material to repeat and consolidate what has been learned.

Regarding the planning of manual's texts, Yeremenko (1970) emphasizes: "In a well-composed manual, each text is clearly planned: the presentation is divided into separate parts, the main ideas and conclusions are highlighted, questions and tasks are presented in another font".

According to the author, the manual should contain additional material for individual study, in particular, a series of drawings for oral and written works, handouts, illustrative maps, chronological tables.

He pays special attention to the illustrative material: "The manual should contain a sufficient amount of specially selected illustrative material, which could prepare the student for a full understanding of grammatical definition or spelling rule." Schemes and tables should, in the author's opinion, be simple, transparent, accessible to children of a certain class, presented with appropriate explanations.

Yeremenko (1970) also draws attention to the ratio of artistic and popular science texts in manuals for different classes, which must meet the requirements of pedagogical and methodological expediency and the language of texts - the possibilities of children's perception. Without losing sight of general pedagogical goals, objectives and principles, it is necessary to find those special, corrective and developmental techniques and ways to influence the development of students, which would take into account the cognitive abilities of children with intellectual disabilities.

Examining the system of working with the manual in the senior classes of the auxiliary school, Fedorova (1988) determined that the manual for children with intellectual disabilities is a comprehensive learning tool, each component of which carries a certain didactic load, has corrective capabilities. Therefore, textual material and non-textual elements of the textbook should be used purposefully at all stages of the learning process: when getting acquainted with a new topic, when consolidating, repeating, checking and systematizing the material. However, the author points out that the system of working with the manual - a comprehensive teaching tool in oligophrenic pedagogy and special methods is not presented. The main directions of the work taking into account the logic of the taught discipline are not defined.

In the process of the research the conditions of effective organization of students' activities with a manual in class were determined.

The didactic conditions for the effectiveness of the proposed system of work of high school students with the manual were:

- strengthening of educational motives and formation of interest in work with the manual;
- variability of use of the textbook together with other means and methods of training;
- reliance on positive opportunities of pupils: purposefulness, systematicity, sequence, etc. (Fedorova, 1988).

Since 1999, work has been widely carried out in Ukraine to study various aspects of the problem of developing a national school manual for teaching children with intellectual disabilities (Kravets, 1994).

Conclusions

The analysis of the special literature testifies that in modern pedagogics the methodological bases of the researches directed on studying of various aspects of the manual are already put. The most important aspects in the study of school manuals are didactic, psychological, hygienic and bibliographic requirements for its creation; principles and criteria for selection of scientific knowledge; requirements to the structure of the textbook, illustrative material, devices for orientation and organization of knowledge, skills and abilities, realization of educational, developmental and upbringing potential of the manual.

Currently, priority areas are identified the followings for research in the field of history of school manuals: cataloging and description of manuals in a particular field of knowledge, identification of leading pedagogical ideas for manual creation; establishments of factors that determined different views on the meaning and essence of school manuals in different historical periods of education; identification of factors (normative documents, pedagogical ideas) that conditioned and regulated the preparation of manuals in certain historical periods.

The manual integrates and programs the functions of other teaching aids, and its system of functions is basic. Therefore, the manual is called the leader of educational literature. Other educational publications are grouped around the publications and the manual coordinates their functional use. Almost all publications specify, supplement and develop what is included in the manual.

The manual should reflect the tasks, the content of education (as an expression of the content of education), as well as methods, techniques, organizational forms of education (as a means of ensuring its assimilation).

This interpretation of the essence of the manual is the result of understanding its role and place in the educational process in different historical periods of school development.

At the present stage, the study of the history of the school manual for teaching children with intellectual disabilities is getting the particular importance. To date, the history of the manual - the only textbook with which to study, educate and prepare for life a child with intellectual disabilities, which implements the most important provisions of the education system and correction of intellectual disabilities of this category of children has not been studied.

Researchers of the history of the manual identify three main generations of textbooks, which differ in function, principles of construction and use.

The history of the school manual for teaching children with intellectual disabilities has a half-century history of development. Throughout the history of the theory of education and upbringing of mentally retarded children (oligophrenic pedagogy) in the foreground before the auxiliary school was the task of correcting the shortcomings of cognitive activity of pupils.

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The author 2 analyzed the main theoretical and methodological foundations of textbook research as a scientific problem.

The author 3 investigated the functions of the book as one of the more important aspects of defining the scientific problem

The author 4 put in order the list of literature of domestic scholars.

The author 5 put in order the list of literature of foreign scholars.

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