

## Modern Functions of a Textbook on Social Sciences and Humanities as an Informational Management Tool of University Education

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### ABSTRACT

The relevance of the study is conditioned by the changes in the content of socio-humanitarian education, aimed at the acquisition of knowledge, the development of tolerance, civic and moral education. The purpose of the paper is to identify the modern functions of a textbook on social sciences and humanities as an informational management tool of university education. The leading approach to the study is the functional-oriented approach, allowing identifying the functions of information objects and objective criteria for their evaluation. The study involves 350 teachers, 350 students who have expressed their demands to the functions of textbooks on social sciences and humanities, participated in the selection of the most effective books. The main results of the study are to identify the characteristic features (including in the contents of the scientific material in accordance with the teaching, educational, developing educational objectives, consistent and systematic knowledge presentation, the figurative representation of the educational material, the availability of multiple questions of different levels for self-control and Exercises for independent work) publications features (multilevel system of different types of books editions), functions (adaptation, systematizing, methodical, ideological, managerial) textbooks on social sciences and humanities. The significance of the results obtained is that the revealed characteristic features of the textbooks provide the unity of logical and rational, artistic and imaginative ways of presentation of knowledge; publications' characteristic features - compliance with the requirements of state educational standards, training, educational, developmental objectives of the educational curricula, didactics of university education; functions - integration of cognitive, research and professional activities of students. Identified features of a textbook on social and humanitarian disciplines contribute to the formation of the students' holistic humanitarian view of the world and reliability of higher education, which manifests itself in the awareness of the objective laws of the functioning society and its development trends.

### KEYWORDS

Tutorial function, social sciences and humanities, education management tools

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## Introduction

The relevance of the study is conditioned by the changes in the content of socio-humanitarian education, connected with its specificity. The social and humanitarian education is interconnected with patriotic, moral education, spiritual revival of the country, development of tolerance, overcoming the manifestations of national and religious intolerance (Pugacheva et al., 2016a). In modern conditions of instability the quality of social and humanitarian education is the most important category of public policy around the world, a major target of international policy in the field of education, UNESCO, the UN, the European Union. Therefore, a textbook on social sciences and humanities for higher education should not only correspond to the structure of scientific knowledge and state educational standards, but also selected content of educational knowledge should be provided in order of its occurrence (Nazarova & Gospodarik, 2005). As an information management tool tutorial of university education in the disciplines of social sciences and humanities should be focused not only on knowledge system for the formation of the students' holistic humanitarian view of the world, but also the system of professional and training skills (Kamasheva et al., 2016).

The tutorial should include a system of knowledge, rather than their sum. In addition, for successful mastering of educational material it is necessary to provide motivation for teaching, that is, to form the inner motivation, stimulating the student to active creative work. These motives can be: interest in knowledge and process of their acquisition; awareness of practical and theoretical significance of the studied material, compliance with the abilities and aspirations of the students; the establishment of training's and independent work's prospects; creating a situation of success in educational work, and so on. Therefore, the textbook should include educational material, stimulating the thinking of students, promoting concentration on problem issues and future development of a particular science. It is important to include questions, illustrations, charts, tables and diagrams in the textbook that create a problematic situation and leads to the formation of students' need to master the necessary knowledge. Knowledge can not be transferred, they can be offered, but the students must master them themselves. Therefore, it is important to teach students to work with the book. But the question often falls out of the scope of university teachers' attention. Independent creative thinking is formed and developed in the process of overcoming the difficulties encountered in the course of study (Tyurina, 1998). But if the material is presented in the textbook in a too "light" version, the work with the book does not contribute to the development of thinking, creative abilities of students in teaching (Batsyn & Butyagina, 2005).

All stated and actualized the purpose of the paper - to clarify and substantiate scientifically advanced functions of a textbook on social sciences and humanities as an information management tool of university education.

## Materials and Methods

The leading approach of the study is functional-oriented approach, which allows accurately to identify not only the functions of a textbook on social sciences and humanities, but objective criteria for their evaluation, and to consider the textbook as an information management tool of university education. Tutorial is an educational information carrier and, accordingly, the information management tool. Based on the textbook functions (adaptation, systematizing, methodical, ideological, management), the components can be distinguished in the process of university



education. And on this basis to develop a functional organizational structure of university education that ensures the achievement of goals. Thus, the essence of functional-oriented approach is to consider the object of the study as a structured system of specialized, specially interconnected components, each of which has its own function and purpose (Magdanov, 2010). Functionally-oriented approach orients us to identify such functions of the textbook that together provide a synergistic effect in achieving the objectives of students' learning, education, development. During the research the following methods were used: theoretical (analysis, synthesis, generalization and systematization); sociological (observation, interviews and questionnaires).

## Results

### *The characteristic features of textbooks on social sciences and humanities*

It is found that the textbook is only one of the types of educational books. All instructional books are represented by the following types: 1) informational (textbooks, manuals, practicums, teaching aids); 2) reference and illustrative (maps, charts, atlases, albums, posters); 3) control (assignments forms, exam cards, etc.). Thus, the textbook is an informational type of educational books, representing the basis of scientific knowledge on a particular subject, in accordance with state educational standards and requirements of didactics and officially approved. In our opinion, the textbook is a detailed model of the discipline's learning, addressed to students and presented in print and electronic versions. Accordingly, tutorials' characteristic features on social sciences and humanities are as follows: 1) the inclusion of the scientific material in the content in accordance with the teaching, educational and developing objectives defined in the state educational standards; 2) consistent and systematic presentation of knowledge; 3) figurative representation of educational material (photo, audio, video-materials, multimedia application on CD-ROM, a hyperlink); 4) the availability of multiple questions of different levels for self-control and tasks for independent work; 5) compliance with the name of discipline, defined by a state educational standards; 6) sustained focus on civic and moral education (Yepaneshnikov et al., 2016).

### *Tutorials' features on social sciences and humanities*

It is found currently that there is a two-level system of textbooks on social sciences and humanities. First level is federal. At this level, based on state educational standards the textbooks' publication is performed by publishing houses (public and private), which are specialized in the production of textbooks. Textbooks published at this level, are assigned by the mark "is recommended" and they are included in the federal list of textbooks. Based on the diagnostically set goals of the textbooks (the identification's possibilities of the educational results achieved in this textbook) and didactically developed content, there are four basic types of textbooks of this level: didactic (with diagnostically set goals and didactically developed content); declarative (with diagnostically set goals and didactically undeveloped content); dogmatic (without diagnostically set goals, but with a didactically developed content); monographic (without diagnostically set goals and with didactically undeveloped content) Thus, not all types of books of this level can be considered effective ones. We believe that effective textbooks are whose content is consistent with state educational standards in a specific discipline, and be sure to

assimilate by students (didactically developed and can be diagnosed for specified purposes). The most controversial one may be monographic type, which generally can not be called a textbook. This, of course, does not mean that with the help of such books knowledge cannot be acquired. The thing is just that neither the nature of the knowledge nor the quality of their mastering by students is unpredictable and the results of their training are always unstable (Bespal'ko, 1988)

The second level is regional. At this level, the publication of textbooks is carried out by university publishing houses.

The organization of their publication rests with the educational-methodical association (EMA) created in various areas of university education. The peculiarity of this level is in the publication of e-books that contain a systematic exposition of the discipline or its section corresponding to the state educational standards and curriculum, and officially approved as an information type of educational books.

Of course, such a hierarchy of levels of publication of textbooks is conditional one and reflects the desire of the Ministry of Education and Science of Russia to the coordination of educational book publishing process. We believe that the characteristics of textbooks' publication on social sciences and humanities is not that at what level (federal, regional) they are issued, but in accordance with, first, the state standards of higher education, and secondly, training, educational, developmental objectives of the educational curriculum, and thirdly, the requirements of the didactics of university education (Pugacheva et al., 2016b).

### ***Functions of textbooks on social sciences and humanities***

It is found that the functions of textbooks on social sciences and humanities is purposefully generated properties (quality) of the textbook as a basic information management tools of university education, in accordance with the requirements of state educational standards of higher education. Tutorials on social sciences and humanities have the following functions:

1) adaptation, which reflects the inclusion in the contents of the textbook of the necessary scientific knowledge, abilities and skills that form the educational material. Logic and science system do not coincide with the logic and system of discipline. The logic of science must be "projected" on the educational subject taking into account the objective laws of assimilation, without which the intellectual development of man is impossible. Ways of development of knowledge, abilities and skills in human history (documented in science) and individual human experience are different (Nazarova & Gospodarik, 2005).

2) systematizing, designed to structure the knowledge, abilities and skills in a system that ensures their availability, integrated perception and assimilation, taking into account psychological and didactic patterns of cognitive activities. The textbook should set not only a system of knowledge abilities and skills, but also to model the structure of cognitive activities, conjugated with the structure of scientific knowledge (Bespal'ko, 1988).

3) methodical, which ensures the development of cognitive activity of students, without which there is no assimilation of knowledge. No matter how well is a textbook's scientific content, it may not be fully assimilated, if the student does not possess active ways of working with it. The textbook should provide for teacher's minimum participation in the learning process of students; ensure the independent work of students on the mastery of knowledge and consolidation; to perform as an autonomous learning tool (Tyurina, 1998).



4) ideological one that promotes the formation of students' philosophical foundations, both in everyday life and professional activities. The textbook should include a logical-rational and artistically imaginative ways of presentation of knowledge aimed at the formation of the ability to think in the form of asking questions, the responses' search (Petrova et al., 2016).

5) management, which provides guidance by the educational process, allows determination of the place of the textbook in the didactic system of means, forms and methods of training and control of the process of development of knowledge, abilities and skills (Tupal'sky, 1976).

Identified functions of books on social sciences and humanities provide an effective solution of pedagogical problems: 1) the inclusion in the content of scientific material in accordance with the teaching, educational and developing objectives defined in the state educational standards (adaptation and ideological function); 2) consistent and systematic presentation of knowledge (systematizing function); 3) the figurative representation of educational material (photo, audio, video-materials, multimedia application on CD-ROM, hyperlinks) (methodical function); 4) the availability of multiple questions of different levels for self-control and tasks for independent work (management function).

### **Experimental verification of the effectiveness**

Experimental verification was carried out from 2014 to 2016.

The experimental test included 350 teachers, 350 students. Experimental verification took place in three stages: ascertaining, forming and controlling one.

As part of ascertaining stage through questionnaires the requirements of teachers and students to the functions of textbooks on social sciences and humanities were clarified. It is found that as the core functions of textbooks, students put forward: the availability of the presentation; clarity of structure; the availability of photo, audio, video-materials, multimedia applications on CD-ROM in the printed textbook and hyperlinks in the electronic textbook; the availability of questions and tests for self-control. Teachers prefer textbooks, the content of which corresponds to the main directions of development of science and the requirements of state educational standards

In the formative stage the selection of textbooks was held on social sciences and humanities, which perform the identified functions (adaptation, systematizing, methodological, ideological and managerial). To do this, students and teachers were suggested 20 textbooks in each discipline (history, sociology, political science, philosophy, law, psychology), (electronic and print) in order to select those that perform the identified functions. The results of the selection are presented in Table

**Table 1.** The results from the selection of textbooks on social sciences and humanities, performing adaptive, systematizing, methodical, ideological and management functions (in pieces)

Social sciences and Humanities	Number of books proposed for selection	Number of textbooks performing functions	
		According to teachers	According to students
Sociology	20	12	14
Political science	20	8	12

Philosophy	20	7	15
Law	20	14	15
Psychology	20	8	14
History	20	11	12

Table 1 show that students selected more textbooks than teachers. This is due to the students' preferences to electronic textbooks that contain textual material, search systems, varieties questions and tasks for self-control and testing, hyperlinks. Teachers prefer printed textbooks. Electronic textbooks, according to teachers are a set of information, methodical and software tools designed to study the discipline. This opinion of teachers is conditioned by the fact that often conventional printed books become e-books, because they have shown their worth being on paper and now are converted into electronic form. Of course, this kind can not be considered fully electronic textbook, which should conceptually differ from the printed textbook. It is more correct to publish a paper textbook with multimedia application on CD-ROM.

All textbooks which were selected at this stage by the students and teachers were used in the education process.

In the control phase through a survey of students the relationship was established between textbooks functions and their application efficiency in the process of learning of socio-humanitarian disciplines. A criterion evaluating its effectiveness was determined according to each function. The results of the control stage are shown in Table 2.

**Table 2.** The results from evaluating of the effectiveness of the textbooks' functions on social sciences and humanities, obtained in a survey of students (%)

Social sciences and Humanities	Functions of tutorials / criteria for assessing their effectiveness				
	Adaptation / knowledge of terminology	Systematized / developed skills of conscious application of assimilated terminology in cognitive activities	Methodical / successfully performed assignments for independent work	Ideological / developed ability to think in the form of questions' asking	Management / successfully passed tests for self-control
Sociology	86	81	85	79	87
Political science	81	76	81	75	83
Philosophy	72	69	71	68	76
Law	82	78	80	75	85
Psychology	87	80	85	76	91
History	91	86	91	88	94

Table 2 shows that the effectiveness of the students' educational process is increased with the application in the study of textbooks on social sciences and humanities, performing adaptive, systematizing, methodical, ideological, managerial functions.

## Discussions



Textbook functions' Issues on social sciences and humanities as an information management tool of university education are the subject of studies by famous Russian experts on textbooks.

According to V.I. Smirnov (2000), conceptuality limits the total number of functions necessary and sufficient for the implementation of the priority objectives of training. He identifies four functions of university textbooks: educational, developmental, educational, technological functions. According to him, these four functions are constitutive (system-forming). Derivatives can be formed on the basis of these functions, which depend on the orientation of the educational material, pedagogical problems. A similar position is occupied and by N.M. Rosenberg (1986), who uses the classic triad: training, education, development. In each of these processes, he sees the managerial aspect that stands out. According to this researcher highlights such textbook functions as a statement of knowledge, education, development and management.

I.Y. Lerner (1983), highlighting peculiarities of the modern educational process as a social phenomenon included in the whole system of social relations notes that the book and its functions cannot be avoided by these social relations. The same thinks A.Z. Rakhimov (1991), the author of the concept of textbooks' logical and psychological development. According to A.Z. Rakhimov (1991), a textbook should not contain new knowledge but the problem which has socially significant value, which will grab the student, will be processed in mind and heart. Textbook should be focused not on memorization of notions but form the motifs for study, independence, responsibility, creative attitude to learning. On this basis, A.Z. Rakhimov (1991) highlights the following functions of the textbook: general educational (implemented by special mastering of methodical principles' knowledge, methods of discipline's cognition and the ability to consciously apply them in learning activities); developing (development of cognitive needs, positive motivation, purposeful learning activities and creative abilities of students); educational (development of attitude to scientific knowledge as a means of rational organization of training activities and the source of self-education, formation of the developing system of self-control and self-estimation, mutual control and mutual estimation); ideological (the formation of the belief that the knowledge about the world can be objective and true); synthesizing (designed to form a holistic view of the world and an integral creative personality of students); value-oriented (strengthens the humanization of education, provides a broad intellectual background, which can be deployed in a process of self-education).

D.D. Zuyev (1983) highlights the following functions of the textbook: informational, transformational, integrating, coordinating, developing-educational, systematizing, function of consolidation and self-control, function of self-education. He notes that the didactic functions of the textbook, which are not next put but making a system of components the properties of which are hierarchically interrelated and interpenetrating, must act in every textbook in the organizational unity, in the complex. The peculiarity of functions' system of the textbook by D.D. Zuyev (1983) is a selection of such specific functions of the textbook as an integrating and coordinating. The integrating function within the meaning of the author - is to help in the selection and assimilation as a unity of knowledge acquired by students in the different activities, from the various sources of knowledge. In characterizing the functions D.D. Zuyev (1983) indicates that modern textbook has a real opportunity to consistently generate methods of scientific thinking, to educate

the students' ability to independently and correctly assess the facts, to process all the wealth of information that comes to them. Integrating function of the textbook serves thus as a kind of framework that combines both textbook's internal structure on the discipline (internal disciplinary connections), and, last but not least, teaching aids system, in which the knowledge and skills are incorporated that are supporting the study of textbook material (interdisciplinary connections). The essence of the coordinating function, according to D.D. Zuyev (1983) thought is to provide the most effective, functional use of all the means of education, as well as mastering of additional information relating to the subject matter and produced by students with the help of extra-curricular media.

V.G. Beilinson (1986), offering a set of functions, notes that they are arranged in a certain order: each successive function is based on the previous. He highlights functions: informational, transformational, systematizing, organizing and intercourses and interdisciplinary connections, consolidation and self-control. Self-education, organizational-procedural and developing-educating. V.G. Beilinson (1986), adhering to the functional-oriented approach, considers that the function is a social category, is the role, purpose, the correlation with the target. For every result of human labor, and the book is a product of culture and production, the function essentially is what we expect from this product (Beilinson, 1986).

In our view the function systems of the textbook of D.D. Zuyev (1983) and V.G. Beilinson (1986) are very similar. Both authors agree on the allocation and understanding of the following functions:

1. Informational function. Under the informational function D.D. Zuyev (1983) realizes fixing of objective educational content and activities that are to be formed among the students in the subjects' study, with defining of certain mandatory volume (dose) of information for students. V.G. Beilinson (1986), adhering to a similar position, emphasizes that without presenting of the content of education, without giving enough information about it, the book even if it is designed to study practical ways of action, doesn't become training book.

2. Transformational function. This function is considered by the authors in terms of connection with the conversion, processing, of scientific-theoretical, philosophical, artistic and valuable and other knowledge included in the textbook based on didactic principles and rules (Zuyev, 1983).

3. Systematized function. V.G. Beilinson (1986), starting from the need for a complete, integrated and strong assimilation of as the end result of training, writes about the responsibilities of the academic edition to embody a certain systematization and serve it in the learning process by its content and the external structure (Beilinson, 1986). D. D. Zuyev (1983) about the essence of systematizing function says more emphatically: "to ensure the strict consistency of the teaching material in a systematic form, orientation of students to master the techniques of scientific systematization".

4. Function of consolidation and self-control. This function is defined according to V.G. Beilinson (1986) by patterns of assimilation and serves as the rational organization of learning activities. According to D.D. Zuyev (1983), tutorial is designed to fully facilitate the assimilation of the students and consolidation of this material, help them to fill the gaps in their own knowledge and skills.

5. Function of self-education. The authors mean by this function formation among the students of the desire and ability to independently acquire (get)





knowledge (Zuyev, 1983). Textbook should through the ways of presenting and structuring of the material " give the highest possible sources and means for students' independent knowledge's and skills' mastery (Beilinson, 1986).

6. Developing-educational function. Characterizing this function V.G. Beilinson (1986) says that training for which textbook is created doesn't itself directly educate. To solve educational problems in the learning process is possible only by means of targeted development. D.D. Zuyev (1983) says that using specific tutorial means the teacher has the opportunity to organize a strong educational impact on student. The authors specifically highlight the leading, synthesizing role of this function. For example, considering the content of the organizational and procedural functions V.G. Beilinson (1986) notes that educational book is based on the basic elements of educational content available in each academic subject, enriches, sets deep inner connections between the disciplines. Singling out the organizational and procedural function of the textbook V.G. Beilinson (1986) includes and the development of correctly coordinated working construction of the educational content in it, calculated on the existing educational process. V.G. Beilinson especially emphasizes that in real life the content of education lives and acts in the learning process, in its specific organizational forms (Beilinson, 1986).

N.I. Tupalsky (1976) highlights the following functions of high school textbook: information and cognitive, research, teaching and practice, socio-educational, methodical, stimulating, reference and self-control function. When considering these functions it should be remembered that the function is considered by N.I. Tupalsky (1976) as an effective specific side of the textbook or as a specific manifestation of its sides' aggregate. Function, according to N.I. Tupalsky (1976) is only a particular feature of the textbook. For example, in the framework of information and cognitive function, the textbook, according to N.I. Tupalsky (1976), presents information in the form of text, drawings, photographs, diagrams, statistical data, and also sends students to other teaching tools (reference books, encyclopedias, monographs, experiments, excursions, in research laboratories, etc.). Training and practical function, in terms of N.I. Tupalsky (1976), provides a link between theory and practice, serves to establish the proportion between the theoretical material and assignments for the acquisition of knowledge, abilities and skills. Stimulating function explained by N.I. Tupalsky (1976), is simultaneously one of the special cases of transformational functions (according to the author, this function serves as a motive for the activity of students in the learning process, involving them in the educational and scientific activities, and includes elements of self-education (textbook attracts students to use primary sources, for independence in the acquisition of knowledge and skills, encourages a deeper and wider search for information outside of the textbook. Described by N.I. Tupalsky (1976) reference function provides orientation of students in the primary sources in the discipline. For this purpose, the textbook contains not only the basic information on the course of study, but also references and pointers on other literary sources. Methodical function in its meaning corresponds to the organizational and procedural function of V.G. Beilinson (1986), this function according to N.I. Tupalsky (1976) solves the problem of training process's management through the tutorial as by the logic of the factual material so the appropriate structure of the textbook, it rubricating, the nature and form of the tasks (Tupalsky, 1976). Socio-pedagogical function is close in meaning to the educational and developmental function among D.D. Zueva (1983) and V.G. Beilinson (1986). N.I. Tupalsky (1976) believes that this function ensures the formation of ideological, moral, ethical, philosophical, and other rules of

behavior and attitudes on the basis of knowledge. A special place among the functions allocated by N.I. Tupalsky (1976) takes the research function. This function is inherent in most university textbooks and it is one of its characteristic features correctly noted author. Research function contributes not to a simple memorization of the actual textbook's material, but the dependencies' and problems' discovery and their research.

Thus, textbooks' problems research was very popular in the Russian pedagogy in the late twentieth century. Currently, research on this issue is extremely small. Analysis of the above shows that the identification of advanced functions of a textbook on social sciences and humanities as an information management tool of university education is possible only in the course of a scientific dialogue. Therefore, all the above opinions are important for us.

### Conclusion

It is found that the characteristic features of the textbooks on social science and humanities are mediated by the specificity of socio-humanitarian knowledge, which is manifested in the formation experience of emotional and value relationships. This experience is reflected in the textbook by including of specific tasks for assessment of the events, processes, identifying of their importance for themselves, the ratio of the studied and already developed personal system of values. Edition peculiarities of textbooks on social sciences and humanities disciplines are associated with the process of their creation. Writing of a textbook is not a simple matter and the modern scientific monographs on pedagogy should be carefully studied to improve the creation of original textbooks (Bespalko, 1988).

The criteria for the publication of textbooks on social sciences and humanities should not be the names of the authors (often well-known and well-deserved), but compliance with state educational standards, didactic requirements, official approval (Ministry of Education and Science, Training and Methodical Council of the University). The publication of textbooks should not be business but a component of educational policy, ensuring the quality of university education. Modern functions of textbooks on social sciences and humanities are designed to provide feedback (teacher - student); the formation of the educational process all entities' readiness to learn throughout life; reassess by a student of the world and personal values.

The article can be useful for teachers of social sciences and humanities in the universities; employees of the centers for training and retraining of the teaching staff of universities. The study results allow outlining of prospects for further research of the problems that are associated with the development of training and methodical support of specific educational curricula for students of legal profile. Article Submissions may be helpful for leaders and teachers of educational institutions; Staff training and retraining centers for the selection and structuring of the content for professional development of the teaching staff.

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No potential conflict of interest was reported by the authors.

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