

Psychological and Pedagogical Requirements for Developing a Modern Literature Textbook

O.V. Kon

*Candidate of Pedagogical Sciences, Associate Professor, Department of Pedagogy and
Psychology, Tashkent International University of Finance and Technology*

Abstract: Modern education demands new approaches to teaching, especially in complex subjects like literature. A school literature textbook must meet psychological and pedagogical requirements to ensure effective material assimilation by students and promote their holistic development. This article examines the key aspects of developing new-generation school literature textbooks. The study aims to systematize the core psychological and pedagogical requirements for such textbooks. The methodological basis is a qualitative analysis and systematization of modern approaches to textbook design. As a result, twelve key requirements are identified and described, encompassing systemic design, age-appropriateness, emotional and cognitive development, value formation, interactivity, use of modern technologies, personalization, creativity development, digital integration, reader culture cultivation, interdisciplinary connections, and critical thinking skills. The discussion highlights the integrative nature of these requirements and their role in creating a textbook that is not only an information source but also a tool for developing personality, culture, and adaptable skills in the 21st century. The conclusions emphasize the necessity of a comprehensive approach that balances traditional pedagogical values with the demands of the digital era and the individual needs of students.

Keywords: textbook design methodology, psychological and pedagogical requirements for textbooks, integrative approach, cognitive and creative abilities development, digital educational resources.

Introduction

The contemporary school system faces the imperative to adapt educational programs to the realities of the information society. With the rapid development of technology and changes in how schoolchildren perceive information, the development of new-generation school textbooks that meet current psychological and pedagogical requirements becomes particularly significant (Kolesnikova, 2018). The school literature textbook holds a special place among teaching aids, as it is instrumental in forming critical thinking skills, developing the emotional sphere, and cultivating aesthetic taste in students. However, simply aligning content with educational standards is insufficient. It is crucial to consider the pedagogical rationale for including specific literary works and tasks, focusing not only on artistic merit but also on their potential for moral education, aesthetic development, and understanding cultural traditions (Akhmedova & Kon, 2009). This study aims to identify and systematize the core psychological and pedagogical requirements for designing a modern school literature textbook.

Methodology

The research is based on a qualitative methodological approach. The primary method involves systematic content analysis and synthesis of contemporary scholarly literature on pedagogy, educational psychology, and textbook design (Petrova, 2020; Khutorskoy, 2007). The study focuses on identifying, describing, and structuring the fundamental requirements that a new-generation literature textbook must satisfy. The analysis framework was built around key aspects of the educational process: cognitive, emotional, value-based, and technological. Twelve core principles were extracted from the theoretical analysis and serve as the structural basis for presenting the results.

Results

The systematic analysis allowed us to formulate twelve key psychological and pedagogical requirements for a new-generation school literature textbook:

1. **Systemic Approach Principle.** The textbook should be designed considering systems thinking principles, where every element—from content to presentation—is interconnected and serves the overall learning objectives. This includes thoughtful selection of works, methods for their interpretation, and tasks aimed at developing critical thinking.
2. **Age-Appropriateness.** The textbook must account for the age-related psychological characteristics of students. For younger students, this implies using vivid illustrations, accessible texts, and game-like elements. For senior students, it requires including complex literary works that demand deep analysis and reflection, considering their developed abstract thinking and cognitive abilities.
3. **Development of the Emotional Sphere.** The textbook should leverage literature's power to influence the reader's emotions. This is achieved by selecting texts that address profound life issues and incorporating tasks that foster empathy, compassion, and discussion of characters' feelings and experiences.
4. **Formation of Value Orientations.** A crucial requirement is fostering a value system aligned with cultural traditions. The textbook should include materials that educate patriotism, respect for history and culture, tolerance, and mutual understanding among people of different backgrounds.
5. **Interactivity and Multimedia.** To engage students accustomed to interactive information consumption, new-generation textbooks should integrate multimedia elements (video, audio, animations) and interactive tasks (tests, quizzes), making literature study more engaging and effective.
6. **Use of Modern Pedagogical Technologies.** The design should incorporate contemporary teaching methods such as project-based learning, case studies, and problem-based learning. These technologies activate students' cognitive activity and develop independent information processing skills.
7. **Personalization of the Educational Process.** The textbook should offer opportunities for individualized learning paths. This can be achieved through differentiated tasks of varying complexity, options for choosing topics for independent work, and the use of digital platforms for personalized learning, which is especially vital for inclusive education.
8. **Development of Cognitive and Creative Abilities.** The textbook must promote the development of memory, attention, logic, and imagination. Assignments should include text analysis, comparing different viewpoints, and creating personal interpretations. Creative tasks (writing stories, poems, scripts) and project activities are essential.
9. **Integration of Digital Technologies.** In the digitalization era, textbooks should incorporate digital resources: e-books, multimedia materials, online tests, and simulators. This enhances

engagement and effectiveness, though a balance with traditional methods is necessary to avoid information overload.

10. Cultivation of Reading Culture and Creative Potential. The textbook must stimulate reading interest, help students find pleasure in reading, and develop skills for independent information search and analysis. This involves including diverse genres and contemporary texts relevant to youth.

11. Interdisciplinary Approach. Integrating literature with other subjects (history, social studies, art) helps students better understand the context of literary works and form a holistic view of culture and society.

12. Formation of Critical Thinking. A key objective is developing students' ability to analyze and evaluate literary works critically. Tasks should be aimed at cultivating skills for reasoned argumentation, comparing different perspectives, and identifying cause-and-effect relationships.

Discussion

The identified requirements are not isolated but form an integrative system. A modern textbook is no longer just a knowledge source but a complex educational tool that addresses the multidimensional development of the student's personality (Chernova, 1999). The emphasis on emotional development and value formation through literature underscores its unique role in moral and aesthetic education. The requirements for digital integration and personalization reflect a response to the challenges of the digital age and the heterogeneity of the student audience.

The practical implementation of these requirements presents certain challenges. Balancing classical and contemporary texts, integrating technology without overshadowing the essence of literary analysis, and creating materials that are both age-appropriate and stimulating for all students require careful methodological work (Akhmedova & Kon, 2011). Furthermore, the textbook must serve as a support tool for teachers, providing lesson plans, methodological recommendations, and varied assignment options to facilitate flexible use in diverse classroom settings (Shkol'naya literatura, 2021). The risk of information overload must be mitigated through well-structured and dosed material.

Conclusion

Developing a new-generation school literature textbook is a complex, multifaceted process requiring consideration of numerous psychological and pedagogical factors. The synthesized system of twelve requirements provides a framework for creating a textbook that meets the needs of modern students. Such a textbook should be student-centered, ensure an individualized approach, promote creative and critical abilities, and seamlessly blend traditional pedagogical values with the possibilities of digital technologies. Its ultimate goal is to foster a genuine interest in literature, contribute to the formation of a cultured, thoughtful, and adaptable individual, and support teachers in organizing an effective and engaging educational process aligned with the challenges of the 21st century.

References

1. Akhmedova, L. T., & Kon, O. V. (2009). Metodika prepodavaniya literatury [Methods of teaching literature]. NOFU.
2. Akhmedova, L. T., & Kon, O. V. (2011). Samostoyatel'naya rabota studentov po metodike prepodavaniya literatury [Students' independent work on methods of teaching literature]. Fan va tekhnologiya.
3. Chernova, Yu. A. (1999). Psikhologo-pedagogicheskoe soprovozhdenie obrazovatel'nogo protsessa v shkole [Psychological and pedagogical support of the educational process at school]. Shkola budushchego, 3, 55–67.

4. Kolesnikova, E. Yu. (2018). Sovremennye podkhody k sozdaniyu shkol'nykh uchebnikov [Modern approaches to creating school textbooks]. Vestnik Moskovskogo gosudarstvennogo pedagogicheskogo universiteta. Seriya "Pedagogicheskoe obrazovanie", 1, 21–30.
5. Petrova, G. I. (2020). Razrabotka uchebnykh posobiy novogo pokoleniya: psikhologo-pedagogicheskie aspekty [Development of new-generation textbooks: Psychological and pedagogical aspects]. Obrazovanie i nauka, 22(3), 48–65.
6. Shkol'naya literatura: Uchebniki novogo pokoleniya [School literature: New-generation textbooks]. (2021). (N. M. Svetlova, Ed.). UrGU.
7. Khutorskoy, A. V. (2007). Sovremennyy uchebnik: metodologiya razrabotki i proektirovaniya [Modern textbook: Development and design methodology]. Voprosy pedagogiki, 2, 23–35.