

Pohonets Ivanna. Textbooks illustration features for junior schoolchildren in the establishment of state independence of Ukraine period (1990–2000). *Journal of Education, Health and Sport*. 2020;10(6):415-424. eISSN 2391-8306. DOI <http://dx.doi.org/10.12775/JEHS.2020.10.06.043> <https://apcz.umk.pl/czasopisma/index.php/JEHS/article/view/JEHS.2020.10.06.043> <https://zenodo.org/record/4382495>

The journal has had 5 points in Ministry of Science and Higher Education parametric evaluation. § 8.2) and § 12.1.2) 22.02.2019.
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The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 29.05.2020. Revised: 02.06.2020. Accepted: 30.06.2020.

TEXTBOOKS ILLUSTRATION FEATURES FOR JUNIOR SCHOOLCHILDREN IN THE ESTABLISHMENT OF STATE INDEPENDENCE OF UKRAINE PERIOD (1990–2000)

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Abstract

The article considers the peculiarities of illustrating school textbooks for primary schools of Ukraine, published in 1990-2000 in the second half of the twentieth century in the context of reforming the national school system, development school textbook theory and the art of book graphics.

Illustrative material of a number of outlined textbooks is analyzed period according to didactic, hygienic and artistic and aesthetic criteria and corresponding quality indicators of this structural component textbook. The main trends in illustrating publications for junior schoolchildren during the period of state independence of Ukraine. The relevance of taking into account positive ideas in illustration is argued educational publications of 1990–2000 in the process of creating a visual series for textbooks in the future.

Keywords: primary school; school textbook; illustration of textbooks for primary school; illustrative material of the school textbook; trends in school textbook illustration

ОСОБЛИВОСТІ ІЛЮСТРУВАННЯ ПІДРУЧНИКІВ ДЛЯ МОЛОДШИХ ШКОЛЯРІВ У ПЕРІОД СТАНОВЛЕННЯ ДЕРЖАВНОЇ НЕЗАЛЕЖНОСТІ УКРАЇНИ (1990–2000 рр.)

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Анотація

У статті розглянуто особливості ілюстрування шкільних підручників для початкових шкіл України, виданих у 1990–2000 роках другої половини ХХ століття у контексті реформування національного шкільництва, розвитку теорії шкільного підручника та мистецтва книжкової графіки.

Проаналізовано ілюстративний матеріал ряду підручників окресленого періоду за дидактичними, гігієнічними та художньо-естетичними критеріями та відповідними їм показниками якості цього структурного компонента навчальної книги. Визначено основні тенденції ілюстрування видань для молодших школярів у період становлення державної незалежності України. Аргументовано актуальність урахування позитивних ідей в ілюструванні навчальних видань 1990–2000 років у процесі створення візуального ряду для підручників у майбутньому.

Ключові слова: початкова школа; шкільний підручник; ілюстрування підручників для початкової школи; ілюстративний матеріал шкільного підручника; тенденції ілюстрування шкільних підручників.

Statement of the problem. The period of state independence of Ukraine (1990–2000) is characterized by intensification of the revival process national textbook and the development of the basics of a new school textbook generation, taking into account the current needs of education, scientific achievements, technological progress, as well as the dominant ideology in society. Modernization of the content of education led to the updating of the textbook fund for primary schools, and hence a change in approaches to illustrating new educational publications. The focus was on general theoretical issues related to problem

solving school textbook: requirements for compiling educational publications, their structure, design; printing, sanitary and aesthetic quality indicators.

Studying the experience of illustrating educational literature for primary schools of this period is important in clarifying the achievements and shortcomings of these industries in order to creatively rethink and use them in building new ones approaches to creating a visual series for textbooks in the future.

Analysis of recent research and publications. Theoretical basis research consists of scientific papers on the theory of school textbooks (V. Beilinson, N. Goncharova, G. Donsky, D. Zuev, B. Karlavaris, N. Menchynska, E. Perovsky, A. Popkov, T. Prodanovych, etc.), which had the main aspects of the problem of its illustration are also covered: it is found out that illustrative material is an integral part of the educational structure books (E. Perovsky); identified its main functions (W. Beilinson, N. Goncharova, D. Zuev, B. Karlavaris, E. Perovsky, A. Popkov, T. Prodanovich etc.); proposed classifications on various grounds (N. Goncharova, B. Karlavaris, V. Rivchin, etc.); the basic requirements for the quality of this component of the school textbook are defined (B. Karlavaris, K. Kuzminsky); approaches to assessing its quality in the structure of the textbook are proposed (V. Belinsky, V. Beilinson, V. Bezpalko, J. Kodlyuk, T. Prodanovich, N. Khrebtova). Art possibilities of children's illustrative material books and textbooks were considered in the works of N. Belichko, G. Brilov, B. Kisin, K. Kuzminsky, M. Tokar and others.

Research methods. The following methods were used in the study: source (provided an opportunity to analyze the different types of sources in which highlights the problem of illustrating school textbooks in Ukraine in study period); chronological (provided consideration of this process in dynamics, changes in trends and time sequence); comparative and historical (made it possible to establish the main factors influencing the illustration of educational publications); visual (provided a direct review of illustrative material textbooks to determine the conformity of images to didactic, hygienic and artistic and aesthetic criteria); quantitative (made it possible to determine the quality of illustrativeness of the studied textbooks); descriptive analysis of textbooks, addressed to younger students (used to identify main trends in their illustration).

Basic material. Reforming the content of education, which began in Ukraine in the period of state independence, led to the appearance of effective ways to solve the problem of creating national schools textbooks as the main means of learning and an important implementation mechanism updated content of education [1].

In the 90s of the last century in domestic pedagogical magazines (“Native school”, “Way of education”, “Ukrainian language and literature at school”, “Primary school”, etc.) it was actively discussed issues related to updating the content, structure, illustration and printing quality of school textbooks in order to reflect their national ideology.

Evidence of the interest of Ukrainian scientists in the problems of quality improvement school textbooks, their printing and selection of illustrative series are publications by scholars initiated in the mid-90s years of publishing collections of scientific works “Problems of the modern textbook”, scientific and pedagogical magazine “Textbook of the XXI century”, (R. Artsyshevsky, L. Berezivska, N. Bibik, N. Burynska, I. Gudzik, J. Kodliuk, O. Savchenko, O. Topuzov, N. Khrebtova and others).

During this period, the arsenal of artistic techniques in art was also enriched book graphics. As M. Tokar notes, this happened “due to, before all, acquaintances with previously banned or censored areas in art of the twentieth century. Fauvism and Expressionism, Cubism and Surrealism began to arise suddenly, but not accidentally, in the artistic search for branches of book illustration” [20, p. 73]. The researcher believes that the application images based on the features of certain areas of art in the design of children's literature remains controversial and needs consideration specialists in the field of child psychology and pedagogy [20, p. 73]. In our opinion, such images can enhance students' perceptions of complex concepts and expand the imagination, develop creative abilities.

Note that the processes of democratization that took place during this period in society and the state, as well as reducing the censorship framework for training and the design of educational publications did not always have a positive effect on results illustration of educational publications. According to M. Tokar, “the attraction to experiments, the use of previously unauthorized, in the Ukrainian dimension the desire to rediscover national traditions and in general to promote in every way national elements” [20, p. 139], occurred in parallel with the decline in “quality printing and actually illustrations, sometimes hastily made by the dubious cooperative publishing houses. This was further facilitated by the Ukrainian lack of books in a fragile economy and the breakdown of old ties and rules. Only in the late 1990s the situation begin to level off, and new publishers stand on their feet, allowing artists to return to work professionally – to illustrators” [20, p. 139–140].

An example of a successful combination, in our opinion, of classic and innovative at that time artistic techniques in school illustration textbooks are the primer “Materynka” by D. Cherednichenko (1992) [21]. In particular surreal interpretation of objects in individual illustrations (e.g. image of the sun in the form of a Ukrainian girl, as if walking above the

clouds) [21, p. 156]. Cover design, content of plot illustrations and the appropriate design of the letters allow you to immerse yourself in the features and traditions of Ukrainian culture.

The national color is peculiarly transferred in the edition “Primer”, grade 1, by N. Skripchenko, M. Vashulenko (1997) [17], where along with the usual for these textbook illustrations contain complex artistic compositions created on based on the reflection of national clothes, life, symbols, folk tales etc. As in other editions of primers of these authors (1990, 1995, 1999), the illustrative design is dominated by artistic drawing, through which different types of illustrations are presented (map, scheme, table, portrait). Construction visual series is based on the principle of “simple to complex”. We can trace this by the example of placing at the beginning of the textbook meaningful illustrations without text, the number and complexity of which gradually increases by the end of the book. Accordingly, it becomes more difficult to work with the visual range.

Another feature in the illustration of publications of this period is widespread use of the technique of “humanization” of animals: images of animals, characters of fairy tales in Ukrainian clothes and in familiar to people household situations (for example, illustrations to the fairy tales “Goat-Dereza” and “Two Roosters” in “Primers” N. Skripchenko, M. Vashulenko (1997) [17, p. 6–7]).

In our opinion, the analyzed primers of the 90s of the last century are an example of successful complex work on the textbook for junior school age. The value of illustrations is determined by a number of tasks: content images associated with understandable things to children, phenomena, actions, and the visual range of the textbook motivates to read the text while giving the child has the opportunity to distract, relax, switch attention to the picture, but at the same time leaving the text as the main object of perception. In the textbooks revealed the highest illustration, as well as the optimal species diversity – by the nature of the connection with the text. There is a significant number of drawings with texts, which are presented methodically appropriate, with clear and understandable captions (short or expanded). In the publications “Primer” illustrations are of high quality and aesthetic value, clarity, contrast and optimally selected color range.

As noted above, experiments in book graphics in the 1990s of the twentieth century did not always have a positive effect in illustrating textbooks. This is evidenced by the analysis of a number of textbooks that provided the study of the subject “Ukrainian language”: grade 1. M. Biletska, M. Vashulenko (1992) [4]; “Ukrainian language”, grade 2. M. Biletska, M. Vashulenko (1991) [3]; “Native language and speech”, 1 grade. L. Varzatska, J. Golokozakova, L. Palamar (1995) [8]; “Native language and speech”, grade 4.

L. Varzatska, M. Vashulenko, O. Melnychayko, V. Skuratovsky (1997) [7]). It is noticeable that in illustration of textbooks in Ukrainian language, although there is a tendency to "modernize" them, but the artistic value of themselves images has often been reduced, which is visually evident when considering them (limited range of colors, stiffness of human movements, generalization of characteristic traits, clothing, etc.).

Among the positive changes, we highlight not only the increase in the number illustrations, but also a change in their nature: in contrast to the images of monuments material culture, plot compositions of pioneers, landscapes, etc., Illustrators began to develop a more functional visual range. Also a new feature in the illustration of textbooks in Ukrainian language was the widespread use of photographs and symbols.

During the analysis of illustrative material of textbooks of the 90s of the past century, addressed to younger students, we have considered a number of readers, the vast majority of them are textbooks "Reading Book" by N. Skrypchenko, O. Savchenko (grade 1 – (1992); grade 2 – (1993); grade 3 (2) – (1992, 1997, 1998), grade 4 (3) – (1993, 1997).

It should be noted that the editions of these books of different years contained the same type of illustrative material, and differed only in the design of the covers and binders. The visual range of these publications includes artistic drawings to literary texts, reproductions of paintings by artists, photographs, portraits; there are also illustrations contained in the publications of the 80s of the last century.

Contradictions in the use of realistic drawings together with stylized (or decorative) deprives the design of such an important aspect of quality as stylistic unity. In new textbooks, compared to those published previously, the number of illustrations was reduced. At the same time, portraits were introduced previously banned classics of Ukrainian literature and historical figures.

The subject "Russian language" in schools with Ukrainian language training continued to be provided by well-trained and illustrated editions that have been developed in the past decades and actively republished. Among the textbooks we analyzed "Primer", grade 1. N. Vashulenko, A. Matveeva, L. Nazarova, N. Skripchenko (1991) [9], the design of which is similar to the "Primer", grade 1. N. Skripchenko, M. Vashulenko (1995). The illustrative series is functional and made in unity style. However, they are still observed in Russian textbooks images of Soviet symbols and ideology.

During the 90s of last century were popular textbooks with of Mathematics M. Bogdanovich grade 2 (1) (1993); grade 2 (1991); grade 3 (2) (1997); grade 4 (3) (1993, 1995, 1998 [5]). The illustration of the publications was based on the same principles that

were the basis of the visual series of all previous editions author: the use of mainly subject drawings that reflect content of tasks or supplement it, tables, diagrams, charts, “assistant” (a fairy-tale character who “accompanies a student”). Therefore, the visual series did not suffer significant changes, because the drawings provided the implementation of the same functions; only their form changed according to the way of depiction or for observance stylistic unity. “Mathematics”, grade 4, is also similarly designed.

M. Bogdanovich, L. Kochina, M. Levshin (1991) [6]. In this tutorial many problems and illustrations from M. Bogdanovichs “Mathematics” were used another year of publication.

We also analyzed the illustrative material of such textbooks from Science: “The world around you”, grade 2. N. Bibik, N. Koval (1991); “Natural Science”, grade 2(3). L. Narochna, A. Nizova, V. Onishchuk (1991); “Natural Science”, grade 3(2). N. Koval, L. Narochna (1995); “Natural Science”, grade 4(3). N. Koval, L. Narochna (1995); “Natural Science”, grade 3 (2). N. Koval, L. Narochna (1997); “Natural Science”, grade 4(3). N. Koval, L. Narochna (1997).

A full-scale survey and analysis of an illustrative number of these publications suggests that, compared to textbooks of the last decade, when the illustration of educational literature on natural sciences showed significant improvement and novelty, in the 90s they remained virtually unchanged. Yes, reprints “The world around you”, grade 2. N. Bibik, N. Koval [2] were removed illustration with Soviet symbols and content, mostly concept visual range remained the same as in previous editions, although experienced formal transformation of some images. In the visual range of some publications were still present Soviet themes in the form of maps of the Soviet Union.

One more positive thing that has been achieved in illustrating the curriculum literature from this subject is worth to point at the use of a large number photos.

There are art textbooks of the 90s as well as the previous ones an example of an integrated approach to their illustration. In our study, we analyzed the following educational publications: “Arts”, grade1(2). V. Wilczynski (1990) [10]; “Arts”, grade 3(2). M. Kirichenko (1992); “Arts”, grade 3(2). M. Kirichenko (1997) [12].

Textbooks “Arts” by M. Kyrychenko are decorated with using a rich palette of species diversity illustrative material used where it performs its functions. Among textbook illustrations meaningful screensavers at the beginning of sections, reproductions paintings by artists, examples of student drawings, technical drawings that reflect the stages of work on the task, reproduction of ancient drawings, photos and artistic images of art monuments and other

objects material culture of Ukraine. Color highlighting is also used. The only difference that makes these textbooks excessive scientific, there is no “assistant” or fairy-tale character who could increase the child's interest in the book.

We also analyzed a music textbook – “Music Primer”, grade 1–2. R. Dverii (1997) [11]. This edition is decorated in an attractive content cover, in the book block black and white images made by using lines and spots. Stylized drawings; applied blue for highlighting texts that are important for memorizing or understanding.

An interesting element of the rubric which was mandatory in the visual series 90's publications, there are icons – small badges or pictures that serve to highlight the various components of the textbook. They began to enter in textbooks in the late 80's; they have already become widely used in the 90s as a small stylized colored object, and sometimes – a fairy-tale character.

In most of the textbooks we analyzed in the 90s of the twentieth century signals-symbols are also used (denote the task of the increased complexity, materials for additional work), although they are not always submitted explanation. The system of symbols mainly covers the most important types of tasks. Images of such elements correspond to the content they have is embedded (for example, a hut means homework, a bell means work at the lesson, a question mark indicates a task or a question, etc.).

Conclusion. Thus, the illustrative material of textbooks of the 90s focused, first of all, on acquaintance with culture, traditions, life of Ukraine (noticeable change of ideology); increase in functionality loading the textbook in order to strengthen its role as an important tool education, upbringing and development of schoolchildren determined multifunctionality of illustrative material of educational publications; achievements and changes in the development of book graphics led to the synthesis word and image capabilities: instead of realistic drawings made attempts to diversify techniques and to combine them, and even use children's drawings as illustrations (in reading books) (but usually such "experiments" resulted in a violation of the stylistic unity of all design elements); interest is restored in black and white illustration found display in their use as a complement to color images in primers; a noticeable decrease in the quality of printing and the actual illustration.

The visual series lost the signs of stylistic unity, which was the most characteristic for textbooks in Ukrainian language and reading books; in most design editions bookends has a meaningful content, and sometimes the game is placed; acquired wide use of a system of symbols, meaningful screensavers before sections and icons; inclusion in the visual range of

cartoon characters and fairy tales were popular during that period, strengthened the motivational function textbooks; photography began to be used for educational purposes.

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