



THEORY AND PRACTICE OF INTERACTION OF SUBJECTS OF THE SYSTEM OF SUPPLYING TEXTBOOKS TO EDUCATIONAL INSTITUTIONS IN THE USA

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ABSTRACT

Objective: The article substantiates the place and role of interaction between the subjects of the US school education textbooks providing system. The analysis of the concept of "interaction" is carried out. **Methods:** The study uses published materials of UNESCO and the National School Boards Association (NSBA), which through their programs, conferences, seminars promoted the issues of effective management of the textbook system of educational institutions, reducing production costs. Numerous scientific works of American colleagues focusing on the development of mechanisms for regulating the relationship in the system of providing textbooks for school education in the United States (Levin Douglas, Joseph P. Farrell, Stephen P. Henneman, Harriet Tyson et al) are analysed. **Results:** Levels of interaction in the process of providing American schools with textbooks are determined. The complex relationships between the US education system, the providing textbooks system, and the school textbook publishing system are discussed. Specific features and mechanisms of managing interaction of participants of providing schools with textbooks processes in the USA are covered. **Conclusion:** The conducted analysis of the materials helped to clarify the role of textbooks in the development of the American school education system; identify trends in the system of providing it with textbooks; analyse the mechanisms of interaction management at different levels (federal, state, local); the role of the subjects of interaction in the adoption of textbooks; describe the set of relations that have developed between them.

Keywords: Interaction; System of providing; Level of management; Subject; Decentralization; State; School district



TEORIA E PRÁTICA DE INTERAÇÃO DE MATÉRIAS DO SISTEMA DE FORNECIMENTO DE LIVROS PARA INSTITUIÇÕES DE EDUCAÇÃO NOS EUA

RESUMO

Objetivo: O artigo fundamenta o lugar e o papel da interação entre as disciplinas do sistema norte-americano de fornecimento de livros didáticos. A análise do conceito de "interação" é realizada. **Métodos:** O estudo utiliza materiais publicados da UNESCO e da National School Boards Association (NSBA), que através de seus programas, conferências, seminários promoveram as questões da gestão eficaz do sistema didático das instituições de ensino, reduzindo os custos de produção. Numerosos trabalhos científicos de colegas americanos com foco no desenvolvimento de mecanismos para regular a relação no sistema de fornecimento de livros didáticos para educação escolar nos Estados Unidos (Levin Douglas, Joseph P. Farrell, Stephen P. Henneman, Harriet Tyson et al) são analisados. **Resultados:** Determinam-se os níveis de interação no processo de fornecimento de livros didáticos às escolas americanas. São discutidas as complexas relações entre o sistema educacional dos EUA, o sistema de fornecimento de livros didáticos e o sistema de publicação de livros didáticos escolares. São abordados recursos e mecanismos específicos de gerenciamento da interação dos participantes dos processos de fornecimento de livros didáticos nas escolas nos EUA. **Conclusão:** A análise realizada dos materiais ajudou a esclarecer o papel dos livros didáticos no desenvolvimento do sistema de educação escolar americano; identificar tendências no sistema de fornecimento de livros didáticos; analisar os mecanismos de gestão da interação em diferentes níveis (federal, estadual, local); o papel dos sujeitos de interação na adoção de livros didáticos; descrever o conjunto de relações que se desenvolveram entre eles.

Palavras-chave: Interação; Sistema de fornecimento; Nível de gestão; Sujeito; Descentralização; Estado; Distrito escolar.

1 INTRODUCTION

Modern changes in the socio-political and economic life of society, the processes of globalization cause a change in social norms, values and value orientations. New values affect the development of a new system of interaction in the context of determining the value aspects of interconnections and relationships in specific areas of professional activity. These processes are significantly complicated without an adequate understanding the meaning and essence of the interaction between organizations and institutions, the changing situation and the problems that arise in professional interaction. Therefore, the study of the problem of interaction in professional activities, including educational, is becoming increasingly important. Theoretical analysis of the pedagogical experience of foreign countries in the organization of interaction in the system of providing schools with textbooks will



take into account it in the process of modernizing the system of general secondary education in modern Ukraine.

The purpose of the study is to analyse the theory and practice of managing the interaction of the subjects of the school education textbooks providing system in the United States with the aim to take into account the experience of American educators in Ukraine.

According to the theme and purpose of the study, the author identified the following tasks:

1. Analyse scientific sources, identify the state of development of the research problem.
2. Describe the features of the mechanisms for managing the interaction of the subjects of the school education textbooks providing processes in US.
3. Identify the factors that affect the effectiveness of the interaction of the subjects of the school textbooks providing process in the country.

1.1 literature review

The importance of the problem of organizing effective interaction in the education system at the present stage of educational transformation is evidenced in the content of legislative documents of Ukraine, where one of the tasks of domestic legislation on general secondary education is "regulation of social relations arising in the process based on respect for the dignity, rights, freedoms and legitimate interests of all participants in the educational process (Law of Ukraine "On Complete General Secondary Education" (Article 2), Law of Ukraine "On Education" (Article 54).

The study of the phenomenon of interaction has a significant history in pedagogical and psychological sciences. Scientists are trying to determine the essence of the interaction process, develop experimental techniques that allow analysing the mechanisms of interaction, and so on. In scientific research, scientists actively discuss the interaction and behaviour of people in society (B. Parigin and others), the humanization of communication through dialogic forms of interaction (M. Bakhtin and others), psychological aspects of dialogic interaction (N. Kolomensky and others). Scientific research is the study of effective interaction of subjects of continuing professional education (N. Biryukova and others), the formation of a culture of interpersonal interaction in future teachers (O. Yastrub and others), mechanisms for



organizing interaction between participants in the educational process (A. Panfilova, A. Dolmatov, etc.), the interaction of school and social environment (B. Wolfov, etc.), the psychological conditions of effective interaction between family and school in the development of the personality of the younger student (U. Shostak, etc.).

The basis of our study was American colleagues' research, focusing on the development of mechanisms for regulating the relationship in the system of textbooks in the United States, ensuring the quality of educational services. The analysis of the results of these studies made it possible to identify blocks of issues that are in the field of view of American educators, namely: textbooks in developing countries: economic and educational choices (J.P. Farrell, S.P. Henneman, etc.), overcoming structural barriers to the creation of quality textbooks (G. Tyson), the role of states in the adoption of educational materials, opportunities for innovation and cost savings (Douglas Levin, etc.), the concept of the type of interaction within the structural-system approach (J. Nota, R. Aylo etc.), rethinking the strategy of providing K-12 with alternative educational materials based on the ideas of well-known publishers (M.R. Davis, etc.), the essence, types and elements of social interaction (catalogue of courses on open educational resources "Boundless Sociology", the role of the school council in the district audit (materials of the Texas Association of School Councils).

The study uses published materials of UNESCO and the National School Boards Association (NSBA), which through their programs, conferences, seminars highlight the view of educational policy on the adoption of textbooks, promote mechanisms of interaction between participants in the adoption, effective planning and management the system of providing textbooks to educational institutions, reducing the cost of production of textbooks, preservation of printed textbooks as a means of learning, the development of alternative forms of textbooks and others (Elbrekht, 2021).

Despite the multifaceted coverage of the problem of interaction in scientific papers, many issues are still poorly understood. Analysis of scientific and pedagogical literature and practice of public services providing textbooks in school education, studying the state of secondary education reveals a number of contradictions that require the attention of scientists and educators, in particular between:

- the need to change approaches to the management of the system of providing textbooks to schools on the basis of optimal interaction of its subjects and the lack of established and developed mechanisms for managing such interaction;



- pedagogical potential of joint work of school with state services of support of processes of providing school with textbooks and insufficient scientific-theoretical and practical development of organizational and semantic conditions of their interaction;

- the creative potential of the school teaching staff and its insufficient use for the development and optimal choice of textbooks and other educational materials.

In the period of socio-economic transformations taking place in Ukraine, the effective use of the experience of the international community is of great importance for it. This is evidenced by the Law of Ukraine "On Education" (Article 2), which states: "State policy in the field of education is formed and implemented on the basis of research, international obligations, domestic and foreign experience, taking into account forecasts, statistics and development indicators meeting the needs of a person and society."

The above contradictions, the interest of Ukrainian educators in basic and applied research on the interaction of the secondary education system with textbooks, the need to study the experience of developed countries, however, its insufficient study and led to our study "*Theory and practice of sub projects of the US school textbook system*".

2 METHODS

The methodological basis of the study were general scientific principles of objectivity, systematicity, scientificity; psychological and pedagogical ideas about interaction as a multicomponent process carried out in joint activities and communication; ideas of humanization of education and management of educational systems.

Theoretical and empirical *research methods* were used to achieve the defined goals and objectives: terminological analysis and argumentation method to clarify the essence of the basic concepts of research "interaction", "interaction in the textbook system"; historical analysis to determine trends in the development of mechanisms for the adoption of textbooks for educational institutions in the United States; analysis, synthesis, systematization, generalization, which allowed to determine the features and levels of interaction management in the system of textbooks in the US, to identify modern forms and methods of interaction as an important factor in achieving the



required quality of textbooks in the US; theoretical generalization in order to formulate and substantiate the conclusions of the study.

RESULTS

The author achieved the following results during the study:

- the essence of the basic concepts of research "interaction" and "textbook supply system" was analysed, which helped to define the interaction in the textbook supply system as an organization of relations and joint coordinated activities of school textbook providers, which includes preparation, issue, distribution, delivery of textbooks to the consumer of educational services;
- identified stages and trends in the development of mechanisms of interaction in the textbook supply system in US school education: decentralization of governance, liberalization of staff policy for textbooks, providing flexibility in choosing a textbook to local school districts, resolving tensions between state control and local textbook selection requirements; maintaining the basic model in the host states, which uses state-approved books;
- the levels of relationship management in the process of textbooks (federal, state, school district), a system of organizational and economic relations in the form of relations between subjects interaction, possible variants of intersubjective interaction;
- Participants in the school textbooks providing process, which are education authorities of different levels, school districts, school boards, textbook selection committees, teachers, publishers of educational literature, publishers of tests, scientists, NGOs; their role as subjects of management is clarified; the set of relations that have developed between them is characterized;
- it was found that the peculiarity of the American system of production and purchase of textbooks is its fragmentation and comparison of the national book publishing industry and decentralized education management;
- the mechanisms of interaction management in the support system are characterized: transfer of admission processes to the staff level, providing flexibility to local school districts in the policy of textbook selection; recognition of the main criterion for the selection of textbooks in the states of the adoption of "approval", ie compliance with standards introduced in the states and standards-based programs; empowering local teachers; advancing to common academic standards in order to save on the scale of



publications on the market of educational materials for developers and users; taking into account social trends that change expectations regarding the use of educational materials in schools;

- elements of the system of economic mechanisms aimed at supporting support processes were considered: providing minimal funds to the school district for the purchase of unapproved textbooks and additional materials, monitoring the economic efficiency of taxpayers' investments in textbooks and other educational materials (almost \$ 9 billion per year); support for innovation by reviewing financial investments; providing free textbooks to children from poor families.

3 DISCUSSION

In science, there is a long-standing interest in the study of interaction, in particular in biology, psychology, physics, philosophy, chemistry and other sciences (Wikipedia. Free Encyclopaedia, 2021). Given the multifaceted nature of this phenomenon, it is not surprising that there is no generally accepted definition of interaction. In the broadest sense, this term means only that the objects or factors in the study do not act independently (Nota and Aiello, 2019). In our study, the concept of interaction is considered as one that provides a link between the governing bodies of the textbook supply system of educational institutions in the United States in terms of their subordination and coordination. Understanding this connection will help to consider the essence of the concept of interaction in this context.

According to the Great Explanatory Dictionary of the modern Ukrainian language, the concept of "interaction" refers to the relationship between objects in action, as well as coordinated action between someone or something (Busel, 2005). In the interpretation of Wikipedia, "interaction" means such a combined action of several objects or subjects (body, elementary particle, biological being, human, community), in which the result of one of them affects the others, changing their dynamic behaviour (Wikipedia. Free encyclopaedia, 2021). The Merriam-Webster Dictionary (Accessed 16 Feb. 2021) defines interaction as joint or reciprocal action or influence. Freebase Interaction (*Definitions.net*. STANDS4 LLC, 2021. Web. 16 Feb. 2021) is a type of action that occurs when two or more objects interact with each other. Combinations of many simple interactions can lead to the emergence of new amazing phenomena. According to Webster's Online Dictionary, interaction has two



meanings: intermediate action and "action on each other"; retaliation or effect. As we can see, the idea of bilateral or multilateral effect, mutual change of the parties, which is the result of the exchange of actions between them, is essential in the definitions of these domestic and foreign dictionaries.

Similar to the above dictionary definitions is the B. Parigin's definition, who emphasizes the relationship of the parties, their mutual influence and change (Biryukova, 2000). In our study, the parties to the interaction are the subjects of school textbooks, which includes the preparation, publication, distribution and delivery of textbooks and other educational materials to the direct consumer of educational services. In this context, B. Wolfov's definition is of interest: interaction is a complex phenomenon that includes the interaction of its subjects, the intensification of their activities and is practically revealed in joint work, mutual understanding and relationships (Wolfov, 1993). The concept of interaction is interpreted by the author in terms of intensification of joint activities, its greater importance in relation to individual actions, the entry of the subjects of interaction to a slightly higher level of relations.

Modern science is full of conceptual approaches that offer a variety of interpretations of interaction. Thus, the phenomenon of interaction fits well into the fabric of the activity-psychological paradigm, according to which the process of human interaction with the material world is an activator of realization of human creative potential in its production and consumer activities (Panferov, 2013). Therefore, a person as a subject of activity in relationships with others, as well as in the system of textbooks, is expected not just an exchange of actions, clear implementation of joint activities, but a significant contribution to the common cause by realizing their potential.

Although the main issues of interaction have been reflected in numerous studies, there are important aspects that still need attention. Among them are the structure, methods, mechanisms through which the interaction is manifested as the organization of relations and joint activities of the subjects of providing textbooks to schools in the United States, and the factors that affect its effectiveness.

Practical human activity is systemic. Achieving their goals, a person influences certain objects, transforms them. According to V. Chernyshov, the obligatory features of practical activity are: 1) structure; 2) the interconnectedness of the components of the system; 3) the subordination of the organization of the whole system to a specific goal (Chernyshov, 2008).



When considering the activity of providing textbooks to schools, it should be borne in mind that it as a practical activity is also systematic and is characterized by the above features. Like any other system, the school textbook system has a structure consisting of a selection of individual elements with defined roles, actions and tasks that are performed in accordance with rules and restrictions. From the structure of the system can arise by activating relationships in dynamic interactions with external supersystems and internal subsystems. Based on these considerations of scientists (Golinelli and Gatti, 2001; Nota and Aiello, 2019), we will determine the place of the textbook supply system among other systems.

The textbook system is a subsystem of the education system, its component, a system of lower order in relation to the education system. The processes that take place in it should be considered in conjunction with the education system itself and with other components of the education system. As an independent system, it consists of elements that are interconnected and interact with each other: the subject-object of action, means or tools of influence (methods and technologies, ways of using means of influence), the reaction of the object of action or result actions of its subject, effectiveness (Panfilova, 2014).

In our study, we look at the school education system in the United States. To determine the state of this system, to identify ways and means of directing it to the effective functioning and development will allow a holistic examination of the relationship between its main elements (Bakhov, 2020).

To do this, refer to the documents of the National School Boards Association (NSBA), which provides provisions for the interaction of education authorities at various levels, including the system of textbooks. In particular, it stated that the NSBA supports federal education policy, which makes the education of all children a national priority, recognizing that education is a primary function of state and local government, which is important to support and assist federal authorities and limit their regulatory function. The NSBA believes that in order to effectively assist students in achieving learning outcomes in accordance with state standards and to reach their full potential, federal, state and local policies should: involve parents, guardians and community stakeholders in public education management. national school boards association (as amended March 20, 2015, Nashville, Tenn.), article I, item 1; article III, item 4).



From the above text it is clear that the management of school education in the United States, including the system of its provision, is in cooperation with the federal, state and local authorities with public involvement in the development of educational policy. Let's consider in more detail the mechanisms of interaction of the subjects of managing providing system of these levels both within each level and between levels.

According to scientists, a characteristic feature of the American system of production and purchase of textbooks is its fragmentation and comparison of the national book publishing industry and decentralized education management. Each of the 50 states in the United States has a constitutional responsibility to manage its education system. Thirty states (28 decades ago) rely on local selection boards to select training materials, according to the publishers' association (Bakhov, 2013).

In 20 states (22 decades ago) there is a policy of "acceptance" at the state level. These are called "host states": they "accept" the list of state-approved textbooks, bear the cost of textbooks for all students in the state, and exercise varying degrees of control over the choice and use of textbooks. Accordingly, school districts have varying degrees of autonomy in the choice of textbooks in these states (Ravich, 1996; Scudella, 2013).

The mechanisms for adopting textbooks for educational institutions in the host states have changed over the 100 years of the system's existence.

Early 1900s. Corruption in the purchase of textbooks at the local level. Transfer of admission processes to the staff level. Choosing one book for each subject. Providing free textbooks to children from poor families.

1950s. Empower local teachers to choose textbooks. Adopt a list of state-approved books for each class and subject (rather than one book). Provide minimal funding to the school district for the purchase of unapproved textbooks and additional materials. Establish an appropriate procedure for obtaining funds.

1970s. Strengthening the requirements for the purchase of textbooks: a prerequisite for the selection of textbooks was their compliance with the state curriculum and testing program.

1980s – 1990s. Relaxing state policy on textbook acceptance: removing restrictions on the number of books that can be approved by the state, expanding textbook lists to provide more choice for local educators, and simplifying the procedure for eliminating unwanted books.



In the 1990s. Recognition of "agreement" as the main criterion for selecting textbooks in the host states, ie compliance with state standards and standards-based programs.

As we can see, the models of regulation, selection and acceptance of textbooks in the studied country in different periods differ in the degree of liberalization and the methods used in the selection and adoption of textbooks. Gradual liberalization of state admission policy will address tensions between state control and local requirements for flexibility in textbook selection. However, the flexibility provided to local school districts has not changed the basic model in the host states, according to which local educators consider it appropriate to use state-approved books. After all, they are responsible for the results of learning and testing of students in accordance with the requirements of the adopted program (Tyson, 1997).

Understanding the role of states in teaching materials, the September 2009 NSBA forum, attended by California, Florida, Indiana, Louisiana, Mississippi, Oregon, Texas, Virginia, and West Virginia, drew the attention of state school board members and other education leaders to the problems of providing educational institutions with educational materials. In particular, the issues of compliance of state educational policy to provide schools with teaching materials to the objectives of the NSBA, which are the creation of equal opportunities in education; achieving economic efficiency of taxpayers' investments in textbooks and other educational materials (almost \$ 9 billion per year); support for innovation by reviewing financial investments; taking into account social trends that change expectations regarding the use of educational materials in schools; recognition of the need to advance to common academic standards in order to save on the scale of publications on the market of educational materials for developers and users, and others. This brief description of the problems highlights the main aspects of textbook adoption policy in the states and focuses on updating admission policy (Levin Douglas, 2014).

An important role in the implementation of state education policy is played by the school district, whose activities are aimed at providing public school students with educational programs. School district management focuses on local school boards accountable to the local community ('Beliefs & policies of the national school boards association (as amended March 20, 2015, nashville, tenn.)'), Article I, item 1).



The superintendent acts as the responsible person for all issues of the district. He/She supervises school principals and district staff, oversees the activities of teaching staff, and works with school board members. Working closely with the State Department of Education, legislators and taxpayers, the superintendent regulates funding, taking into account the needs of the county in the allocations of the state, directs fiscal operations within its authority.

Coordinators or heads of educational programs develop educational programs, curricula, and academic standards for school district educational institutions. According to the qualification requirements, they must have a master's degree in education, knowledge in the fields of knowledge studied within the disciplines of the educational program, and in some school districts experience of teaching or a licensed school administrator is required. In close cooperation with teachers and school administration, coordinators evaluate the current educational program, curriculum, programs of academic disciplines, teaching methods, on this basis, develop new ones.

The study of proposals and the selection of teaching materials that are optimal for the needs of the district, in local school districts is entrusted to the relevant committees. Breeders appointed from among the members of the committee study, analyse and select educational materials for use in schools. However, their decisions may be revoked for reasons that have nothing to do with quality. District officials sometimes impose a single discipline book on all schools in the district, hoping to facilitate their management of the educational process and save money through the scale of procurement. They often respond to attractive free offers from publishing companies: teacher's guides, teacher training in books, workbooks, lab instructions, and more (Tyson, 1997).

To help develop and promote educational policy ideas for local schools, school boards are formed that are groups of community leaders elected or appointed by the school district. The contingent of school board members should be diverse, representative of the community ('Beliefs & policies of the national school boards association (as amended March 20, 2015, nashville, tenn.),' Article I, Item 1).

An important duty of the school board is to ensure that the school district complies with local, state, and federal laws. The school board controls the financial obligations, the use of the budget, the expenses of the school district, considers the possibilities of



the district to receive additional income from the school. The council also helps to take into account the community's vision of the knowledge and skills that students should receive in school.

Final decisions on the purchase of textbooks are often made by members of the admissions committees or teachers individually. According to H. Tyson, the teachers' influence on the formation of the content of textbooks is small, but they have a significant impact on the components of curricula. Due to this, publishing organizations communicate with teachers before publishing to find out their opinion about the textbook, often pay for "piloting" a new textbook and information about the results of its use in the classroom. Usually, American teachers, according to market research conducted by publishers, obey the decision of their leadership. Therefore, they need textbooks that reflect the requirements of current curricula and tests. Based on the information received from teachers, publishers improve and modify their products (Ravich, 1996; Tyson, 1997).

Publishing organizations compete for the teaching business by offering additional materials: a guide for teachers, additional tasks for advanced, lagging and specific categories of students, posters, slides, audio and video tapes, instructions for laboratory work, etc. The cost of free gifts and incentives makes textbooks more expensive, making it difficult to replace them when better quality books become available.

According to X Tyson, American textbooks drive the market, and the competition for acceptance is a cunning business. Participants in this education business that are states, school districts, teachers, textbook and test publishers, academics, standards groups, and pressure groups interact and inadvertently conspire to support textbooks (Tyson, 1997).

The process of interaction in professional activities is always an appeal of business partners to each other, emphasizes A. Panfilova (Panfilova, 2013). In the textbooks providing system, the basis that pushes them to establish relationships is, first of all, the need to obtain information and reduce uncertainty, in particular about changes in educational policy, requirements for the educational process and means of its implementation. Programmers, test publishers, and textbook publishers refer to each other's documents when developing new products, and take care of the agreement that is considered desirable for almost everyone (Tyson, 1997).



Publishers study the structure of educational programs, programs of disciplines, the specifics of proposals, selection criteria and admission policies in specific states. With very few exceptions, publishers cannot afford to develop a textbook that meets the requirements of any one state. In deciding what to put in a book, each publisher takes into account the aggregate needs of a number of markets. How each publisher defines this collection is a trade secret. But in any business interaction, the status of a partner is of great importance, and not a permanent status, but the status of "here and now" at the time of communication. Thus, the combined demands of California, Texas, and Florida are much more appealing to publishers because they open up opportunities for higher profits (in total, they account for about 25% of the national market) (Hancox, 1990; Tyson, 1997; Watt, 2007).

Substantiating the role of the *federal level* in education, the NSBA explains that there are educational issues that need to be addressed beyond the states and local school districts. It is a matter of achieving high academic standards for all groups of students, eliminating differences in students' educational opportunities, improving the physical and mental health and safety of students, enhancing public participation in the democratization of education and more.

The NSBA documents emphasize the interaction between the state and federal authorities, which should focus on supporting comprehensive education reform, which includes:

- supporting state efforts to ensure that the knowledge provided by schools is relevant, sound, and manageable for each student, and that testing is consistent with that expected knowledge;
- support for professional development, high quality and efficiency of teachers;
- providing funding for the development of educational technologies based on research; integration of computer technologies into educational programs, etc. ('Beliefs & policies of the national school boards association (as amended march 20, 2015, nashville, tenn. '), Article I, Items 1, 2).

As we can see, the process of providing textbooks as an interaction in the United States is a multifaceted cooperation of all parties: departments of education - school districts - schools - local communities - public organizations that act as actors. The implementation of this process is due to the presence of an appropriate mechanism, which is a system of organizational and economic relations in the form of links between

the subjects of interaction in our chains of interaction. From state to state, these mechanisms and models of interaction may differ. But the idea of a shared responsibility structure is that while some education policy issues are best addressed at the state level, others are best addressed by the local community, according to the Texas Association of School Boards (2021). Under state and federal laws and regulations established by the state's Board of Education and commissioners of education, the school district has significant authority to design educational programs.

The activities of the school district and the local level are also joint. But the role of school board members and the role of superintendent are different. The school board manages the district, but does so in agreement with the superintendent. The Superintendent manages the district, but acts under the supervision and management of the council and within the policies and priorities set by the council. The main function of the school board is to provide local public administration and oversee education. Although the ultimate responsibility for education rests with the state, in Texas most of the authority is delegated from the state to local communities, which elect their representatives from the local school to participate in school district governance.

Thus, the process of textbooks providing in the United States as an interaction is a multifaceted cooperation of departments of education, school districts, schools, local communities, NGOs, acting in the position of the subjects. Possible options for inter-entity interaction: Federal Department of Education – State Department of Education; state education department – school district; school district – school; school district – committee for the study of proposals and selection of textbooks; school district – publishing companies; publishing organization – school administration; publishing organization – teacher.

In the process of such interaction, mechanisms for regulating joint production activities are formed, and joint options for solving problems are developed. Conditions of interaction, as rightly noted by A. Panfilova (Panfilova, 2013), expand the information space, give the opportunity to see all the diversity of the problem, hear different points of view and develop a compromise or consensus (mutually acceptable) solution.

However, despite the good intentions of all participants (publishers, legislatures, state and local education councils, teacher committees and parents who choose textbooks for students), as noted by textbook researchers Joseph P. Farrell, Stephen



P. Heyneman (1986), bad textbooks often end up in schools. The cause of many troubles, in their opinion, is the large territory and diverse population of the country, which entails the complexity of the management system. The peculiarities of this system are that 1) the US Constitution delegates responsibility for schools to fifty states; 2) due to a long and cherished tradition, states have less direct control than local school districts; 3) 22 states (host states) have direct control over the selection and acquisition of textbooks for all their local counties; in the other twenty-eight, governments uphold the tradition of local control and allow local school districts to choose textbooks.

Today in pedagogical theory and practice the concepts of "cooperation", "humanization", "humane approach" are fixed. The essence of these concepts means partnership, freedom of choice, creating a situation of success, positivity, dialogue on equal terms, activity of active parties, which leads to positive changes in the educational process and in the characteristics of interacting parties. However, the implementation of these ideas in the practice of participants in the process of providing schools with textbooks is not always easy. The problem arises every time we deal with the contradictions in the realities of the life of the education system and the organizations involved in the processes of its provision, and with the multitude of views on their solution.

So 1) the publication of the textbook should always focus on achieving excellence in content and teaching methods, but in the United States it is a profitable business activity based on self-financing, which is primarily concerned with profit; 2) the choice of textbooks for states, school districts, schools is given broad powers, but this idea is somewhat distorted in the states of the monopoly of three large and densely populated states that are California, Texas and Florida; 3) publishing organizations are forced to respond to the demands of California, Texas and Florida, however, working for profit, must sell products in as many markets as possible, so they can not afford to produce separate publications only for these states; 4) Price is important in providing schools with opportunities to teach students in selected textbooks, but it is more expensive if pricing takes into account additions to additional requirements (such as California, Texas, and Florida) that appear in a textbook available in all states.

In the current conditions of transition of Ukrainian society to a market economy, integration of Ukraine's education system into the world space, domestic practice of



providing textbooks to secondary schools should take into account the achievements and negative results of American colleagues with extensive experience in market relations. It should also be borne in mind that foreign experience can be useful only if it is used in view of the traditions and national characteristics of the Ukrainian people.

CONCLUSIONS

The school providing system is constantly evolving, as one of the components of the education system, it responds to changes in it, and with it to changes in the external environment, adapting to their needs and at the same time actively influencing them. From the perspective of the above considerations, the transformation processes in the US education system were considered in interaction with the education system itself and with socio-economic phenomena, which allowed not only to clarify the system of interaction and resource capabilities of the system, but also to identify factors determine its effectiveness. As the main factors influencing the functioning and development of the education system in the United States, we highlight the following: the importance and diversification of sources of funding for the system; the role of decentralized management as a regulator of market relations in the supply system; defining the role of federal, state, local government; fragmentation and comparison of the national book publishing industry and decentralized education management.

The implementation of the process of providing textbooks in the United States is due to the presence of an appropriate mechanism, which is a system of organizational and economic relations in the form of links between the subjects of interaction in our possible options for interaction. This system is the result of evolutionary processes of democratization in the country's education system. According to numerous publications, in the United States there is no centralized planning, production and delivery of textbooks to the direct consumer that is school.

There are two aspects to the management of the school supply system – the state, which provides for the regulation of support processes at the level of federal and state authorities, and public, which involves the participation of various public forces. There is no direct link between the federal education authorities and many schools. The federal government does not impose educational materials and methods of their selection on local authorities, but finances projects, investigates the creation of



educational programs and the production of educational materials, provides appropriate recommendations for their adoption and use.

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

It is time to develop a strategy for the providing Ukraine's school education system with textbooks and other educational materials, that needs for the implementation of priority tasks: introduction to the content of management of this system components that reflect Ukrainian specifics in economics, socio-political and cultural environment; humanization of relations between the subjects of security processes, paying attention to the ethics of relations in education and publishing business, social responsibility, environmental issues; development and implementation of thorough international internship programs on the problems of providing schools, etc.

Regulatory and legal documents in the field of education in Ukraine emphasize the need to bring the quality of the education system closer to the best world standards, which fully applies to the support system. But in practice this task is not fully solved due to lack of financial resources. At the same time, the scale of education financing testifies to society's attention to its development. In developed countries, where education systems are also experiencing financial deficits, the problem of lack of funds is solved by involving private corporations, charitable foundations in financing educational institutions, using the system of public allocations, providing loans for tuition and more. In the context of the economic crisis in Ukraine, one of the most important tasks of educational policy is to develop and implement new mechanisms for financing education.

Educational activities in modern conditions are increasingly internationalized, which allows educators from different countries to find a common language, preserve and transmit the generalized experience of their professional activities. In general, there is a tendency in Ukraine to intensify the use of foreign experience. This experience is partly used in conjunction with national traditions and standards.



Studying and creatively applying the ideas of foreign scientists and teachers-practitioners is a complex process. Until recently, Ukrainian educators focused on the problems of the socialist, planned economy. Today, in a market economy, they need to rethink the theory and practice of management, the provisions of psychological and pedagogical concepts and, accordingly, to develop new approaches to education management, including the school textbooks providing system.

High potential of interaction opens prospects for the formation of a new concept of interaction, humanization of relations as the main condition for the effectiveness of the educational process, determines the professionalism of teachers, contributes to improving the education system as a whole.

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