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UNESCO EXPERIENCE ON IMPLEMENTATION OF HUMANE IDEAS IN SCHOOL TEXTBOOKS

Modernization of the Ukrainian education system in accordance with the “Conceptual Principles of Secondary Education Reform: New Ukrainian School” involves the

humanization of the content of school education as an analogue of social experience and a model of society's requirements for the younger generation. The main carrier of the content of education is a textbook, so the development and creation of new generation textbooks is the primary task of national schooling [1].

The textbook theory as a conceptual basis for creating a textbook develops at the intersection of didactics, psychology and bibliography. However, for the development of this field of knowledge, foreign experience is interesting, in particular the activities of UNESCO in the field of textbook creation.

It should be noted that the United Nations Educational, Scientific and Cultural Organization (UNESCO) was established on February 16, 1945 and as of January 1, 2020 has 188 member states. The headquarters is located in Paris (France). The main objective of the organization is to promote peace and security by expanding cooperation between peoples in the sphere of education, culture and science. In the field of education, UNESCO studies the development of its content, information technologies, social changes and human rights; at the same time, the works of UNESCO scientists involved in the development and creation of school textbooks are of great interest [2].

Nowadays, the importance of textbooks is extraordinary, especially given the current problem of organizing distance learning during quarantine. Public authorities and civil society organizations use them to determine what knowledge to pass on to the next generation and what competencies need to be developed. Textbooks often become political levers because they reflect the educational canon of society and the constant reform processes that shape it. At the same time, by selecting content, textbooks can have a significant impact on a country's development, building civil society, knowledge of human rights and education for sustainable development, empowering young people to develop freely. These are the tasks set before UNESCO staff as for the development and implementation of textbooks. We should mention that textbook authors, publishers and educators, as well as the governments of the Member States of the United Nations Organization, are actively involved in these processes.

It should be noted that in the period of the global pandemic, growing violent extremism, changing the perception of national identity, increasingly globalized and diverse communities see a special role and potential of UNESCO in the educational media. The need for education that promotes peace, social justice and global citizenship has become more

urgent in today's globalized world. The task concerning writing and implementing textbooks by 2030 is to develop effective tools that allow textbook authors to consider the problems of education for sustainable development on the basis of scientific-methodological and educational achievements, which at the same time must be practical, interesting and relevant for students. These processes successfully demonstrate that school textbooks are an important indicator of the quality of education for the sustainable development of society. In particular, there is a trend today where subjects such as mathematics and geography can play important role, such as science and geography, in promoting sustainable development, peace and global citizenship.

The provision of quality educational services in general secondary education institutions largely depends on the textbook. In situations where the teacher is not very well prepared, the textbook is a guide and support in the process of teaching an academic discipline. For the student, the textbook is the basis for systematic educational activities, for consolidation of knowledge and further self-improvement. Thus, in terms of content and teaching methods, the quality of school textbooks is of the utmost importance.

It should be noted that the activities of UNESCO in the twentieth century was aimed at promoting the development, publishing and distribution of quality textbooks, primarily through the training of qualified experts in various fields and financial support of national publishing industries, as well as the training of qualified specialists. Therefore, UNESCO programs in this direction were focused on helping to solve problems in the preparation and evaluation of textbooks in different countries [3, p.4-5].

For example, UNESCO and the Georg Eckert Institute (GEI) have a long history of cooperation on the issue of textbook revision, dating back to the time when the Georg Eckert Institute and UNESCO worked together to reconcile former hostile countries after World War II. Since then, improving the quality of textbooks remains the main focus of cooperation between these institutions. To this end, the Georg Eckert Institute and UNESCO have published several important handbooks and expert studies, including the UNESCO Guide to Textbook Research (1999/2010), the International Status of Holocaust Education Study (2014) and the recent Toolkit Review / adaptation of curricula, school textbooks and other educational materials to eliminate cultural, religious and gender stereotypes”(2017). In recent years, UNESCO's cooperation with institutions, including the Mahatma Gandhi Institute for

Education for Peace and Sustainable Development, has intensified, and cooperation with the Georg Eckert Institute on the implementation of humanitarian ideas in school textbooks continues [4].

Thus, UNESCO is emphasizing today that it is time to rethink all subject areas, given the interrelated challenges facing modern society around the world. For example, social science education emphasizes the unification of the human community and the strengthening of the concept of solidarity not only within an individual community but also globally. This, in turn, leads to the realization that global problems require global solutions and cooperation, as well as the desire to work actively with others for the peaceful and sustainable future. However, long-term peace can only be achieved in the society that respects different cultures and human rights, promotes social justice and maintains the economic viability of present and future generations. Peaceful coexistence requires educating citizens in the process of equitable distribution of limited resources and expressing dissent in the democratic way, rather than resorting to violent extremism.

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