

**Ministry of Education and Science of Ukraine
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**Educational Studios:
Theory and Practice**
Monograph

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2.3.THEORETICAL ISSUES OF THE DEVELOPMENT OF INNOVATIVE SCHOOLS IN UKRAINE IN THE SECOND HALF OF THE 20TH CENTURY

UDK 316.334

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Abstract. *In this article are described various approaches of scientists, researchers to the ratio of concepts “innovative school” and “author school” and their components are characterized. The classification of innovative and author schools is presented on various grounds. It is proved that these phenomena have both as common (identical) features so as differences. It has been discovered that despite a wide range*

of interpretations that each author's school is innovative, however, not every innovation school is authored, because in its basis the latter has a "personal core" in the person of the author, which defines the content of the functioning of the author's innovative educational institution. The preconditions of the emergence of innovative schools in Ukraine are analyzed. It is proved that it is the innovative pedagogical movement aimed at radical changes in the education and upbringing of youth, and was an important factor in the emergence and development of innovative schools in Ukraine in the second half of the twentieth century.

Key words: innovative schools, author schools, innovation, innovative movement.

In the modern system of education in Ukraine and in pedagogical science, an active search for new innovative models of education and upbringing of students is taking place. This leads to the intensification of the accumulation of historical and pedagogical knowledge and reflection and reproduction of the experience of innovative educational and pedagogical processes of the past. An important scientific and theoretical significance for the study is a series of dissertations that reveal various aspects of the development, formation and functioning of innovative pedagogical models in Ukraine in the second half of the twentieth century, in particular: V. Alfimov, B. Bim-Bad, O. Dubaseniuk, V. Zavzayginsky, N. Kuzmina, N. Ostroverkhova, N. Pobirchenko, O. Popova, T. Perekriostova, G. Selevco, A. Saranov, T. Tsirlina.

The great importance for the problems under study are the thesis by Yu. Yurchonok (2011), "The Genesis of author's schools in Ukraine (80s, XX - The Beginning of the 21st Century)," and M. Prots (2015), "Theory and Practice of Development author's school in Ukraine (the second half of the XXth - the beginning of the XXI century)." The authors characterized the stages of development of author schools, offered their characteristics of individual author schools that existed in Ukraine for the specified period (V. Alfimova, M. Guzyk, O. Zaharenko, A. Sologub, etc.), described the applied pedagogical technologies etc. Despite the tremendous value of scientific works, it should be noted that the authors reveal some aspects of the functioning of author and innovative schools, certifying the general level of knowledge about this problem and focus on its further in-depth study, which led to the choice of the problem under study.

The purpose of the article. To reveal the essence of the concepts of "innovative school" and "author's school", their components and classification on various features. To analyze the preconditions of the emergence of innovative schools in Ukraine and to prove that the innovative pedagogical movement aimed at radical changes in the education and upbringing of youth has been an important factor in the emergence and development of innovative schools in Ukraine in the second half of the twentieth century.

Methods of research: search and bibliographic, theoretical and analysis, comparison, systematization of different views of scientists (teachers, psychologists, historians).

The theoretical analysis and comprehension of the problem under investi-

gation requires, first of all, the consideration of closely related phenomena, such as “innovation school” and “author’s school”, which are often used in synonymous terms, but this does not mean their identity at all. So, their name “innovative schools” had those institutions that began to start innovations or their elements. However, not every educational institution, which monitors the course of new forms of education and methods, but often in a new way declares the goal of the student’s personality development, is innovative. The scientists who introduced this concept understood this training as an alternative to reproductive, aimed only at consolidating the experience. We share the opinion of A.Katashov that the innovation school should first of all be different from the traditional system of education and upbringing, and it is not enough for it to innovate, but there must be a concrete result [3].

According to A.Adamsky, M.Potashnik, A.Sidorkin, the main components of innovative schools are: pedagogical experiment that is successfully implemented; a qualitatively different character in life than in a mass school; a new formation of the philosophy of the school; role and importance of the head master; the creative nature of the activities of teachers; more favorable conditions for students’ learning and development; verification (effectiveness) of innovations; reproduction of results [5].

The researcher O.Popova offers a multi-dimensional classification of innovative schools on various features:

- by type of educational institution (gymnasium, lyceum, school-complex, school of classical type, alternative school);
- on the leading nature of the content of education (humanities, natural sciences and mathematics, mixed schools);
- on the priority direction of introduction of innovations (schools with innovative educational system, innovative system of bringing up, with integral innovation pedagogical system);
- in terms of introduction of innovations (monosystem, polysystem);
- by way of co-organization with other social institutions (autonomous, in the structure of universities, pedagogical complexes, mixed);
- by the way of becoming (schools-laboratories, schools-projects);
- by form of ownership (state, private, cooperative, municipal); by location (city, rural, region) [6; with. 90-91].

Consequently, in the course of the study, based on the analysis and generalization of the broader range of interpretations of the concept of “innovative school” by domestic scientists and researchers, we came to the conclusion that innovative schools are such educational institutions in which experimentally tested or implemented new pedagogical ideas, theories, technologies, methodology and, as a result, significantly improves the educational process in comparison with the traditional system.

After analyzing the interpretation of the concept of “author’s school” by the scholars O.Dolganova, V.Zagvjysinsky, V.Zaytsa, L.Kryvosheenko, O.Novak, G.Matveeva, T.Perehrestova, O.Petrova, N.Pobirchenko, M.Prots, T.Cirlina, Y.Yurchonok

and others concluded that the “author’s school” is an innovative, experimental or innovative educational institution, which has developed an original and sufficiently effective system of education and training that provides the school with long effective result.

Also, for the wider disclosure of the essence of the concept of “author’s school” by the researcher O. Marinovsky, it was found out that the “object” (general educational institution) of the author’s school is: the institution, experimental and innovative. It should be noted that among researchers there is no single idea of understanding the essence of the concept of the criterion “object”.

In relation to the concept of “process” (characteristic of the content of the activity), there is also no common opinion, since the notion “author’s school” is interpreted on the basis of various content and procedural characteristics, namely: author’s idea, concept, system, model, technology.

The “result” (characteristic of the product of activity) determines the following indicators:

- efficiency (sufficient, long, long-term);
- effectiveness (stable positive results of training, education and development of students);
- technological - acquired experience (new educational practice);
- originality (invariant sign);
- originality (peculiar educational space);
- specificity (specific pedagogical culture, cultural and educational environment);
- uniqueness, creativity (uniqueness of experience);
- subjectivity (realization of subject-subject interaction in the author’s school, implementation of ideas of cooperation and partnership);
- humanity (humanity of experience).

So, we share the opinion of O. Marinovskaya, who noticed that the educational institution “the author’s school” is the base platform for approbation of the newest technologies of education and education, the activity of which involves systematization and popularization of pedagogical experience [4; P. 7-11].

We consider it expedient to submit the classification of author schools on various features, which is proposed by the researcher T. Tsirlin, which helps to trace the common and different between author and innovative schools:

- by type of institution, form of ownership, status (state, non-state, closed, open, “school without walls”);
- in general orientation (cosmopolitan, national or person-oriented);
- by the method of leadership (authoritarian, democratic);
- for the main function (educational, social and rehabilitation);
- priority of activities (knowledge, club activities, health and physical fitness, combined);
- on the degree of novelty (adaptive, radical, combined);
- by the level of distribution (single, local, national, universal);
- the scope of the implementation of the idea (author’s concept, author’s

project, school-model, school-direction, school as the basis of the new paradigm) [9; P. 38-39].

Consequently, despite a wide range of interpretations, we share the unanimous opinion of researchers that each author's school is innovative, and M. Guzik even claims that it is "the pinnacle of innovative pedagogical search" [2; P. 15-17]. However, not every innovation school is authoritative, since in its basis the latter has special features, tasks, direction, and most importantly - "personal core" in the person of the author, which defines all the content of the functioning of the author's innovative educational institution. Therefore, in the context of our research, we tend to use the term "innovative school".

It should be noted that during the study, we found that together with the notions of "author's school", "innovation school" are widely used the notions of "innovative school", "experimental school", "new school", which are interconnected and in content are intertwined and superimposed on one another. However, they are not identical, because they have a different content load, so their use in one synonymous series is possible only with a view of a particular educational and pedagogical situation.

After revealing approaches to the concept of "innovative school" and "author's school", it should further be noted that a number of socio-political, economic and socio-cultural factors of Ukraine's development in the second half of the twentieth century were the prerequisite for the emergence of innovative schools. At the same time, the most innovative movement was decisive, embodying creative and pedagogical initiatives aimed at creating a new educational practice that differed from the current (official, conservative) content, structure, and management principles.

The symbolic beginning of the development of innovation was the informal unification around the "Teacher's Newspaper" of renowned pedagogical innovators (Sh.Amonashvili, I.Volkov, E.Ilyin, V.Karakovsky, S.Lysenkova, V.Shatalov, M.Shchetinin), who, in keeping with the processes of democratization and publicity, sought real reforms in education and radical changes in the education and upbringing of youth. Although their ideas were not made public at that time, they, however, contributed to the promotion of the tasks of pedagogy of cooperation as a new way of thinking.

Another important factor in the development of pedagogical innovation was the work of public associations of Soviet pedagogue-experimenters and publicists (V.Davydov, E.Dneprov, V.Zinchenko, V.Matveev, B.Nemensky, S.Soloveichik), who developed the concept of a "new school". It was a voluntary mass public organization, which sought to update the school for improving the teacher's social prestige, the development, dissemination and protection of pedagogical creativity.

An important component of the development of innovative pedagogical movement in Ukraine was also the activity of research institutes of psychological and pedagogical profile and profile departments of regional pedagogical institutes, which actively cooperated with state and public organizations in preparing proposals for the dissemination of best practices and developed scientific and

methodological recommendations on this question. One of the first such establishments - the laboratory of experimental didactics - founded I. Fedorenko at the Department of Pedagogy and Psychology of the Kharkiv State Pedagogical Institute named after G. S. Skovoroda (1966). The main result of her research work was the creation of an original technology for optimizing the preparation of students for the acquisition of new knowledge [1; 6].

Another factor in the development of the innovative pedagogical movement were the mass media - the press, radio and television, which served as a kind of platform for discussion by teachers, scientists, and government officials on the problems of identifying and popularizing innovative methods, tools and forms of educational and educational activity of advanced teachers.

In such a way, in the early 1960's, educational and pedagogical periodicals intensified the coverage of the best practices of individual teachers and schools and community organizations to set up educational and educational process and extracurricular work. A striking manifestation of this was the emergence of special sections in the periodicals "Soviet Education", "Soviet School", "Primary School", "Ukrainian Language at School", "Literature at School", etc.

Over time, the republican publishing house "Soviet School" joined the popularization of the ideas of pedagogical innovation, which produced more than 30 books on the achievements of the best teachers and pedagogical teams of the Ukrainian SSR.

Thus, it has been proved that the innovative pedagogical movement has become the main ground for the emergence and deployment of innovative schools in Ukraine in the second half of the twentieth century.

Conclusions and results. So, we discovered the various approaches of scientists, researchers to the ratio of concepts "innovative school" and "author school", characterized their components, classification by various features. It was concluded that, despite a wide range of interpretations, each author's school is innovative, however, not every innovation school is authored, since on the basis of the latter there is a "personal core" in the person of the author, which defines all the content of the functioning of the author's innovative educational institution.

Analyzing the prerequisites for the emergence of innovative schools in Ukraine in the second half of the twentieth century, they proved that an important pedagogical movement was an important factor in their emergence and development, which was aimed at radical changes in the education and upbringing of youth.

Prospects for further research. We see a further study perspective in deepening the study of the activities of innovative schools in Ukraine and the creation of opportunities for rational use of positive experience, especially in the time of radical reforms in the educational field of the country today.

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2.4. FORMATION OF ECOLOGICAL CULTURE OF PRIMARY SCHOOL STUDENTS: HISTORICAL ASPECTS (THE SECOND HALF OF THE 20-TH CENTURY)

UDK 378:37.033

N. Smolyanyuk

Abstract. *In this article the essence of the concepts of «competence», «key competence» and «ecological culture» are disclosed; the content of ecological competence in modern educational documents is determined (Concept of the New Ukrainian School and State Standard of Elementary Education, 2018); the purpose of the modern natural education in the elementary school is determined; the most recent age of the formation of ecological culture is substantiated.*

The forms, methods and means of realization of natural education in the second half of the twentieth century are generalized, prerequisites have been clarified, that led to the strengthening and deepening of the process of formation of ecological culture in educational institutions were outlined; the prospect of using the experience of the studied period in a modern school was considered.

Keywords: *ecological culture, competence, primary schoolchildren, lessons of natural science, forms, methods, means.*

Today, Ukraine has become one of the states where the issues of solving global ecological problems of humanity are acute. In particular, this concerns the issue of waste, which was noticed only after the landfill tragedy in the Lviv region. This is not the only ecological problem in Ukraine, therefore, there is a need to deepen the level of ecological culture and consciousness of Ukrainian citizens, and it is necessary to do this from kindergarten.

We can't argue that the elementary school curriculum presented to the public at the end of 2017 will address the issue of forming a high school student's ecological culture, which would further contribute to raising the level of environmental consciousness, as they will start to work only in September 2018. Therefore, we consider it necessary to turn to the advanced pedagogical experience of the formation of ecological culture.

Worthy of note is the scientific work of such scientists and researchers as: O. Barlit, A. Voytovich, N. Borisenko, A. Vargo, V. Verbitsky, G. Voloshina, M. Voronyuk, V. Guz, T. Evdokimova, I. Jarkova, Z. Johfchak, N. Zhuk, S. Zhupanin, L. Ilychuk, M. Kolesnik, I. Pavlenko, L. Stasiuk, I. Trubnik and others, which revealed some aspects of natural education and ecological culture of schoolchildren, in particular, highlighted the stages of their development, identified the ways of their implementation. In spite of the value of these scientific studies, none of the above-mentioned works does not sufficiently reveal the potential of lessons and extra-curric-