

upbringing process and the mental development of an individual]. Kyiv: Radianska shkola. 608 s. [in Ukrainian].

Bkhattacherdzhy, A., Sytnyk, N. Metodolohiia ta orhanizatsiia naukovykh doslidzhen: doslidzhennia v sotsialno-ekonomichnykh naukakh [Methodology and organization of scientific research: research in social and economic sciences]: navch. posib. 2-he vyd., pererob. i dop. Kyiv: KPI im. Ihoria Sikorskoho. 173 s. [in Ukrainian].

Synerhetychnyi pidkhid do psykholohichnykh protsesiv u systemakh riznoho rivnia orhanizatsii [Synergetic approach to psychological processes in systems of different organizational levels]: monohrafiia. (2020) / kol. avt.: N. O. Honcharova, Yu. I. Kaliuzhna, Yu. O. Klymenko ta in.; za red.: K. V. Sedykh, I. H. Titova. Poltava: Astra.

223 s. [in Ukrainian].

Ekonomichnyi entsyklopedychnyi slovnyk [Economic Encyclopedic Dictionary]. (2006) / za red. S. V. Mochernoho. Lviv: Svit. T. 2. 568 s. [in Ukrainian].

Likhonosova, H. S. (2011). Samoorhanizatsiia v systemi orhanizatsii pidpriemstva [Self-organization in the system of enterprise organization]. *Chasopys ekonomichnykh reform*. № 3. S. 103–110. [in Ukrainian].

Melnyk, L. H. (2010). Naukovi osnovy samoorhanizatsii ekonomichnykh system [Scientific foundations of self-organization in economic systems]. *Mekhanizm rehuliuвання ekonomiky*. Ch. 1. № 3. T. 1. S. 12–26. [in Ukrainian].

Дата надходження до редакції: 11.05.2023

УДК 37.014.5-027.22

DOI: 10.37026/2520-6427-2023-114-2-37-41

Nataliya BESSARAB,

Candidate of Pedagogical Sciences,

State Scientific Institution

«Institute of education content modernization»,

Kyiv, Ukraine

ORCID: 0000-0001-7930-2404

e-mail: nataliya.bessarab@gmail.com

SYSTEMIC CHANGES IN THE ACTIVITIES OF GENERAL SECONDARY EDUCATION INSTITUTIONS UNDER THE CONDITIONS OF IMPLEMENTATION OF INNOVATIVE EDUCATIONAL PRACTICES

Abstract. *The article analyzes the changes in the activity of educational institutions, the application of project technologies in the organization of innovative educational activities, the strategy of the development of educational institutions and the implementation of innovative educational practices; peculiarities of implementation of innovative activities in the realities of modern social transformations; the state and tasks of innovative policy in the education system in Ukraine, and the level of its effectiveness.*

The essence of systemic changes in the activity of educational institutions in the conditions of the implementation of educational projects is revealed,

and its characteristics and functions are clarified. The conditions and mechanisms for achieving innovative development of educational institutions are characterized; by developed principles on the basis of which systemic changes should take place, ensuring its accessibility, quality, continuity, activation of educational and innovative activities, and the introduction of innovative technologies to support the implementation of basic secondary education in the conditions of reforming the New Ukrainian School in carrying out educational reforms.

Key words: *general secondary education institution, innovation, innovative educational practices, innovative activity, New Ukrainian School.*

Наталія БЕССАРАБ,

кандидат педагогічних наук,

науковий співробітник відділу інноваційної

діяльності та дослідно-експериментальної роботи

ДНУ «Інститут модернізації змісту освіти»,

м. Київ, Україна

ORCID: 0000-0001-7930-2404

e-mail: nataliya.bessarab@gmail.com

СИСТЕМНІ ЗМІНИ В ДІЯЛЬНОСТІ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ В УМОВАХ УПРОВАДЖЕННЯ ІННОВАЦІЙНИХ ОСВІТНІХ ПРАКТИК

Анотація. У статті проаналізовано зміни в діяльності закладів загальної середньої освіти, застосування проєктних технологій в організації інноваційної освітньої діяльності, стратегії розвитку означених закладів освіти та впровадження інноваційних освітніх практик; окреслено особливості здійснення інноваційної діяльності в реаліях сучасних суспільних трансформацій; обґрунтовано стан і завдання інноваційної політики в системі освіти України та рівень її ефективності. Розкрито сутність системних змін у діяльності закладів загальної середньої освіти в умовах упровадження освітніх проєктів, з'ясовано їхні характеристики та функції; особливості організації та здійснення системи впливів, що забезпечують реалізацію інноваційної ідеї, здобутки закладів загальної середньої освіти та української освіти загалом.

Схарактеризовано умови та механізми досягнення інноваційного розвитку закладів загальної середньої освіти; розроблено принципи, на підставі яких мають відбуватися системні зміни, що забезпечують його доступність, якість, безперервність, активізацію освітньо-інноваційної діяльності й упровадження інноваційних технологій супроводу реалізації базової середньої освіти в умовах реформування Нової української школи у проведенні освітніх реформ. Визначено, що в основі реалізації інноваційних технологій супроводу навчального процесу закладено принципи: системності, цінності та унікальності особистості, цілісності, доцільності, практичного спрямування, емоційно-ціннісної орієнтації, охорони та зміцнення психічного та фізичного здоров'я.

Сформульовано низку законів перебігу інноваційних процесів, які вносять у педагогічне освітнє середовище сучасного закладу загальної середньої освіти позитивні зміни, а результатом використання теоретичних і практичних нововведень є впровадження моделей, методів, інструментів та технологій проєктної діяльності. Означені інноваційні освітні практики, що впроваджуються в навчальний процес закладів загальної середньої освіти – збирання, опрацювання, систематизації, передачі інформації – відкривають неабиякі перспективи щодо гуманітаризації освіти, розширення та поглиблення теоретичної бази знань і надання результатам навчання практичного значення, активізації пізнавальної діяльності, створення умов для розкриття творчого потенціалу вчителів, їхніх індивідуальних особливостей, запитів, здібностей, професійних можливостей.

Ключові слова: заклад загальної середньої освіти, інновації, інноваційні освітні практики, інноваційна діяльність, Нова українська школа.

Formulation of the problem. The educational sector of Ukraine, like all sectors of society, is undergoing serious changes in the conditions of war, as a special legal

regime martial law was introduced on the entire territory of Ukraine by presidential decree on February 24, 2022. The reason for the introduction of martial law was the full-scale invasion of Russia on the territory of our country.

Despite all the events, the issues of the reform of the national education system, the effectiveness of the implementation of innovations in practical activities, and the systemic changes that take place in educational institutions in the conditions of the implementation of innovative educational practices are becoming urgently important in Ukrainian society. In the 21st century, there is a change in the educational paradigm: variable content of education and pedagogical technologies are offered, and new modern innovative educational practices, pedagogical concepts, and ideas are introduced.

Systemic changes that take place in educational institutions in the context of the implementation of innovative educational practices are carried out as a practical orientation. Projective goal with regard to the main tasks of the Concept of the New Ukrainian School, are used as a method of step-by-step innovative tasks in the system of work of educational institutions, since the experience of introducing educational innovations shows that significant some of the projects are developed quite often by trial and error. Because teachers do not have proper professional knowledge about the methodology, models, methods, tools, and technologies of project activities, namely: defining the model of education, specially designed psychological and pedagogical conditions for the implementation of innovative ideas of institutions of general secondary education. Constructing one or another model and mechanism for its implementation for the conditions of Ukraine, taking into account world trends, is not the best option on the way to its new development in the conditions of the system of transformational transformations in our society itself and in the system of its European integration.

Pedagogical teams of educational institutions consider the implementation of innovative educational practices only as a toolkit of management, namely: as a set of goals, tasks, means, methods, methods, priorities, directions, guidelines for the development of the organization, ways to achieve the goal, a guide for actions and decision-making by the administration, pedagogical by the staff of the educational institution – as a form and mode of implementation of innovative development.

Review of recent research and publications. The main emphasis in modern pedagogical innovation is shifting from purely theoretical research to the development of practical technologies of innovative activity, one of the main of which is design. The application of the project approach in the implementation of innovative activities and the implementation of innovative educational practices in the activities of educational institutions are presented in the studies of foreign and domestic scientists

V. Bezrukova, V. Bepalko, V. Bykov, L. Vashchenko, J. Jones, Y. Dietrich, V. Dokuchaeva. Innovative project management technologies were studied by V. Balashov, N. Bilousova, S. Bushuyev, L. Danylenko, I. Dychkivska, D. Vasiliev, L. Vozniuk, V. Voropaev, O. Zosymenko, L. Kalinina, N. Klokar, V. Kozakov, O. Popova, T. Sorochan, O. Trinitatska and others.

The analysis of scientific publications made it possible to single out two approaches to defining the concept of «innovation» in the national scientific discourse: V. Kremen (2011), defines the concept of «innovation» «as a general property inherent in culture as a whole and its separate component, a true human, social need». G. Tsvetkova (2016) considers innovativeness as «a part of the creative and developmental educational space, the most important basis of the corporate values of the educational institution and its traditions, which includes motivation for active self-development, self-discovery, self-improvement of the subjects of the educational process and is a significant factor in professional self-realization».

Therefore, innovative processes provide intensive development not only of pedagogical science but also of educational institutions of various levels, in which the implementation of innovation takes place. Innovations function at the levels of creation, development, and implementation.

Researchers have formulated a number of laws over the course of innovative processes that bring positive changes to the pedagogical and educational environment. The core of the implementation of innovative educational practices in the world are two key problems of pedagogy. The problem of studying and generalizing domestic and global pedagogical experience and the problem of implementing the achievements of psychological and pedagogical science into practice. The result of this is the use of theoretical and practical innovations, as well as those that are formed on the border between theory and practice. Under such conditions, teacher acts as an author, researcher, user that implements new pedagogical technologies, theories, and concepts.

However, despite the significant research conducted in this scientific field, the gap between design theory and technological support determines the need to increase the efficiency and effectiveness of innovative activities, and the introduction of innovative educational practices in educational institutions, and requires further scientific substantiation and the development of project technologies for its implementation, which enables the development new adequate means of management, control, new forms of interaction of subjects of innovative activity, appropriate conditions, which together form a system of «life support» of innovation.

The purpose of the article is to reveal the essence of the «innovativeness» phenomenon and to substantiate the theoretical provisions, tasks, and content of the implementation of innovative practices in the activities of educational institutions. Which define innovativeness as a necessary condition for the development of domestic pedagogical education.

Presenting main material. The innovative process, the implementation of innovative educational practices in the activities of educational institutions represents

systemic changes, a sequence of stages, procedures, and means of transformation of a scientific discovery or idea into an innovation, the practical implementation of which qualitatively changes the results of pedagogical activity. Innovations are an integral part of educational and pedagogical theory and practice because it is with the help of innovations that modern education takes a progressive step forward. In addition, innovations help to solve a number of tasks, which significantly change the existing state of the socio-economic and cultural well-being of the state.

The Concept of Reforming General Secondary Education «New Ukrainian School» (2016) provides not only for the renewal of the content of education but also for the organization of the educational process as a whole, which requires revision and modernization of the current standards of education at all its levels, since as a result of the introduction of innovations in education, it becomes possible to increase the level of achievements of the structural components of education, the transition of the system to a higher quality state is taking place. In this dimension, the changes that are already implemented in education and involve the creation of a fundamentally new educational environment aimed at the individualization of learning, in the process of which the child receives satisfaction and feels successful, acquire special significance. These circumstances led to the introduction of new educational technologies into the educational process.

Implementation of innovative practices in educational institutions is a creative process that involves the implementation of educational ideas, means, methods, and technologies. The concept of «innovation», as stated in the Encyclopedia of Education, is ambiguous, as it consists of two forms: the actual idea and the process of its practical implementation (Encyclopedia of Education 2008, s. 338–340).

Under such conditions, the content of education is saturated with various educational programs that contribute to the development of skills, and abilities to operate with information, and creatively solve tasks. The use of computer teaching aids and telecommunication networks on a global scale also changes the traditional ways of presenting and perceiving information. A feature of the educational process is the focus on person-oriented learning, formation, and development of the spiritual and ethical sphere of a person. The student's personality, his ability to independently collect, process and analyze information, and the ability to make decisions and apply the acquired knowledge in life become valuable landmarks in education. The teacher's tasks also become different «not to teach, but to encourage», «not to evaluate, but to analyze».

Today, in the context of the introduction of innovative technologies to support the implementation of basic secondary education in the context of the reform of the New Ukrainian School, the issue of supporting the personality of the teacher during the implementation of educational reforms at the national and local levels becomes a priority. This work requires, first of all, a change in the teacher's attitude to himself, the child, to the situation he is in, and is designed to meet the current and future needs of the

teacher.

Innovative educational practices that are implemented in the educational process of educational institutions gathering, processing, systematization, and transfer of information open up significant prospects for the humanization of education, the expansion and deepening of the theoretical knowledge base, and giving the results of training practical value, the activation of cognitive activity, and the creation of conditions for the disclosure of creative potential teachers, their individual characteristics, requests, abilities, professional opportunities. The goal of innovative development of an educational institution is the implementation of innovative educational practices, the urgency of which is the definition of the conditions and mechanisms for their achievement, which, in turn: will ensure qualitative changes in the education system itself and the educational environment of educational institutions to provide opportunities for a person to develop multifacetedly as a spiritual, creative, and healthy person in accordance with the requirements of modern development; will create conditions for the interested participation of society in the development of education will fully take into account the public demand from various segments of the population; will contribute to the effective, competitive, and sustainable socio-economic development of Ukraine; will correspond to the development trends of modern Ukraine as a leading participant in global relations in the world.

To understand the essence of the implementation of innovative practices in educational institutions, innovations, as noted by V. Kremen, one should be aware of the emergence of new social contradictions that appear in our society as well. Their essence are people who received a good education, achieved a high level of well-being, found their place in the most high-tech, therefore profitable and prestigious sectors of material production and the sphere of services, increasingly focus on their own spiritual and intellectual and cultural growth. The bearers of such a value orientation can tentatively be called representatives of the new spirituality, who are opposed by a part of the population focused on satisfying only their material needs in tough competitive conditions.

The source of innovation is the purposeful search for an idea with the aim of resolving contradictions, its development takes place through testing in the form of a pedagogical experiment or pilot implementation. The development of innovation depends on the extent to which the social and psychological environment needs a new idea. The further existence of the innovation is connected with the transition to the stage of stable functioning (Dubasenyuk, 2009).

The implementation of innovative educational practices is based on the directions of education development and on specially developed principles, on the basis of which systemic changes should take place, ensuring its availability, quality, continuity, and investment attractiveness. Among them, the following principles can be distinguished:

- the anticipatory development of education, as an adequate response to requests determined by the directions of socio-economic development of Ukraine, and means a mobile reorientation of the education system to prepare

a person for life rapidly changing conditions of intensive development of social and economic processes, a new quality of life;

- designing the implementation of innovative educational practices (approaches to innovations in education must be innovative for the education system; which presupposes the development and implementation of projects in the present, aimed at the future, for the sustainable long-term development of education);

- openness of education and social participation (achieving an agreement based on which the authorities, society, public organizations, and the professional and pedagogical community undertake the joint promotion of innovative educational processes in Ukraine, which will allow for building constructive mutually beneficial relations of all subjects);

- continuity of education (continuous education of a person throughout his life is a factor of society's mobility and readiness for predicted changes);

- strategic investment (the main competitive quality of a person is his knowledge and competencies, social and professional mobility, the ability to initiate or support innovative production and management technologies, progressive processes of social development, and actively participate in their implementation);

- innovativeness of the educational environment (educational institutions become active participants in multifaceted interactions, being one of the main subjects of the educational environment, which necessarily brings new features to their activities).

The implementation of innovative educational practices in the activities of educational institutions is natural, dynamic in nature, and developmental in terms of results phenomenon, their implementation makes it possible to resolve contradictions between the traditional system and the needs for qualitatively new education. A significant feature of innovations is their ability to influence the general level of the teacher's professional activity, expanding the innovative field of the educational environment. As a system formation, innovation is characterized by such integral qualities as innovation process, innovation activity, innovation potential, and innovation environment.

The implementation of innovative technologies for supporting the educational process in educational institutions is based on the following principles, namely: systematicity, value and uniqueness of the individual, integrity, expediency, practical direction, emotional and value orientation, protection, and strengthening of mental and physical health.

Conclusion. Implementation of innovative educational practices in educational institutions is a characteristic feature of modern education. This need is determined by time, constitutional requirements, and trends in the development of education to provide a child with thorough knowledge, and a high-quality educational level in accordance with his individual needs and abilities.

The priority directions for the implementation of modern innovative educational practices in the activities of educational institutions are the use of innovations that are related to the acquisition, reproduction, and implementation of novelty, which affects systemic changes

in educational activities, the development of the internal educational system, ensuring the quality of education, namely: the creation of conditions to study world trends and advanced educational practices. Innovation in the educational process is an urgent need, thanks to which it is possible to educate a person, a person who lives according to the modern laws of globalization.

Innovative activity in the field of education, which meets the modern needs of society and the labor market, acts as a powerful adaptive potential in a rapidly transforming society to modern socioeconomic realities; becomes the most important condition for successful and sustainable social development. The New Ukrainian School requires teachers not only to give students knowledge in a certain field but also to form the necessary skills that will help children achieve high results in the future, to fully realize their creative potential.

Therefore, the implementation of innovative educational practices affects the quality of life of citizens, the acquisition of thorough knowledge, determines the educational potential of Ukrainian society, its worldview orientation, spiritual development, the level of education and culture, and the ability to receive and use the necessary information.

Prospects for further research. The analysis of the implementation of innovative educational practices in the activities of educational institutions testifies to the effectiveness of project technologies in the integration of pedagogical science and practice and the transfer of educational innovations from the level of theoretical knowledge to the level of their practical use. These factors affect the degree of inclusion of Ukrainian society in the national and global processes of progressive development.

REFERENCES

Kremen, V. (2011). Innovatsiia – alter ego hlobalizatsii [Innovation is the alter ego of globalization]. *Ridna shkola*. № 3. S. 3–9. [in Ukrainain].

Tsvietkova, H. (2016). Innovatsiynist yak pryntsyyp novoho pedahohichnoho myslennia ta shliakh profesiinoi samorealizatsii vykladachiv humanitarnykh dystsyplin [Innovation is a principle of new pedagogical thinking and a way of professional self-realization for humanities teachers]. *Vyshcha osvita Ukrainy*. № 1. S. 42–48. [in Ukrainain].

Nova ukrainska shkola: poradnyk dlia vchytelia [New Ukrainian school: a teacher's guide]. (2017) / za zah. red. N. M. Bibik. Kyiv: TOV «Vydavnychiy dim «Pleiady»». 206 s. [in Ukrainain].

Entsyklopediia osvity [Encyclopedia of Education]. (2008) / Akad. ped. nauk Ukrainy; hol. red. V. H. Kremen. Kyiv: Yurinkom Inter, 1040 s. [in Ukrainain].

Dubaseniuk, O. (2004). Innovatsiini navchalni tekhnologii – osnova modernizatsii universytetskoï osvity [Innovative educational technologies are the basis of the modernization of university education]. *Osvitni innovatsiini tekhnologii u protsesi vykladannia navchalnykh dystsyplin: zb. nauk.-metod prats / za red. O. Dubaseniuk. Zhytomyr: Vyd-vo ZhDU. S. 3–14. [in Ukrainain].*

Klimova, H. (2015). Innovatsiine suspilstvo – novyi

istorychnyi etap tsyvilizatsiinoho rozvytku [Innovative society is a new historical stage of civilizational development]. *Kontseptualni zasady stanovlennia innovatsiinoho suspilstva v Ukraini: monohrafiia / za red. Yu. Atamanovoi, H. Klimovoi. Kharkiv: Pravo. S. 8–40. [in Ukrainain].*

Konovalchuk, I. (2017). Proiektni tekhnologii zdiisnennia innovatsiinoi osvithoi diialnosti [Project technologies for the implementation of innovative educational activities]. *Problemy osvity: zb. nauk. prats / Instytut modernizatsii zmistu osvity MON Ukrainy. Kyiv. Vyp. 87. S. 133–139. [in Ukrainain].*

Nikula, N. (2020). Upravlinnia innovatsiinoiu diialnistiu zakladiv zahalnoi serednoi osvity v konteksti vprovadzhenia kontseptsii «Nova ukrainska shkola» [Management of innovative activities of general secondary education institutions in the context of the implementation of the «New Ukrainian School» concept]. *Vyp. 22. S. 201–205. [in Ukrainain].*

Yaroshyk, Ya. (2020). Innovatsiini tekhnologii v systemi osvity Ukrainy [Innovative technologies in the education system of Ukraine]. URL: <https://conf.ztu.edu.ua/wp-content/uploads/2020/05/218.pdf> (data zvernennia: 15.03.2023). [in Ukrainain].

СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

Кремень, В. (2011). Інновація – alter ego глобалізації. *Рідна школа*. № 3. С. 3–9.

Цветкова, Г. (2016). Інноваційність як принцип нового педагогічного мислення та шлях професійної самореалізації викладачів гуманітарних дисциплін. *Вища освіта України*. № 1. С. 42–48.

Нова українська школа: порадник для вчителя. (2017) / за заг. ред. Н. М. Бібік. Київ: ТОВ «Видавничий дім «Плеяди»». 206 с.

Енциклопедія освіти. (2008) / Акад. пед. наук України; гол. ред. В. Г. Кремень. Київ: Юрінком Інтер. 1040 с.

Дубасенюк, О. (2004). Інноваційні навчальні технології – основа модернізації університетської освіти. *Освітні інноваційні технології у процесі викладання навчальних дисциплін: зб. наук.-метод праць / за ред. О. Дубасенюк. Житомир: Вид-во ЖДУ. С. 3–14.*

Клімова, Г. П. (2015). Інноваційне суспільство – новий історичний етап цивілізаційного розвитку. *Концептуальні засади становлення інноваційного суспільства в Україні: монографія / за ред. Ю. Є. Атаманової, Г. П. Клімової. Харків: Право. С. 8–40.*

Коновальчук, І. І. (2017). Проєктні технології здійснення інноваційної освітньої діяльності. *Проблеми освіти: зб. наук. праць / Інститут модернізації змісту освіти МОН України. Київ. Вип. 87. С. 133–139.*

Нікула, Н. В. (2020). Управління інноваційною діяльністю закладів загальної середньої освіти в контексті впровадження Концепції «Нова українська школа». *Вип. 22. Т. 4. С. 201–205.*

Ярошик, Я. В. (2020). Інноваційні технології в системі освіти України. URL: <https://conf.ztu.edu.ua/wp-content/uploads/2020/05/218.pdf> (дата звернення: 15.03.2023).

Дата надходження до редакції: 06.04.2023