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Нормативно-правове забезпечення інноваційної діяльності в закладах загальної середньої освіти

Анотація. Стаття присвячена висвітленню питань державної політики в галузі освіти щодо сучасного стану нормативно-правового забезпечення інноваційної діяльності в закладах загальної середньої освіти та науково-практичного заходження обґрунтування рекомендацій із розвитку інноваційної діяльності в Україні.

Проаналізовано напрями вдосконалення нормативно-правового забезпечення щодо формування державної інноваційної політики, розвитку, стимулювання інноваційної діяльності в Україні, використання результатів наукових досліджень та нових конкурентоспроможних розробок, аналіз поняття "інновація", "інноваційна діяльність", "освітня інновація", "державна освітня політика".

Основну увагу закрито на приоритетних напрямах інноваційної діяльності галузевого рівня у сфері освіти, як-от: інноваційних технологіях навчання; інтерактивних методах навчання з використанням інформаційних технологій; створенні комп’ютерно орієнтованих методів та систем навчання з різних предметів і навчальних дисциплін; упровадженні новітніх дидактичних моделей та технологій профільного навчання в закладах освіти; розробці програмових засобів навчального та наукового призначення, новітніх програм, підручників, посібників та методичних матеріалів нового покоління; необхідності впровадження інноваційних технологій у розвиток освітньої галузі з метою підвищення її ефективності.

Зокрема перспективи подальшого вдосконалення та модернізації державної політики в галузі освіти в Україні, що полягають у забезпеченні реального переходу до нової якості освіти й рівного доступу до неї; запровадженні інноваційних технологій навчання; приведення у відповідність із європейськими стандартами наукового та науково-методичного забезпечення всіх ланок освіти; створення ефективного механізму залучення та використання державних ресурсів для потреб освіти.

Ключові слова: інноваційна діяльність, освітня інновація, заклади загальної середньої освіти, нормативно-правове забезпечення, державна політика.

Формулювання проблеми. Інноваційна діяльність, освітня інновація, заклади загальної середньої освіти, нормативно-правове забезпечення, державна політика.

An important condition for the existence of any state is the development of the field of education since the problem of the formation of state education policy acquires the main importance in the context of the introduction of strategic thinking and the system of knowledge management, therefore, today there is a need to solve regulatory and constitutional provisions that require administrative and
legal regulation educational relations and the formation of
the newest educational model in Ukrainian society in the
context of educational policy, which is an integral part of
state policy.

State bodies, whose sphere of management includes
institutions of general secondary education, form the
policy of scientific and innovative activity because the
basis of modern education is the continuous search for new
and effective ways of development and modernization.
Innovative activity of educational institutions, which
is aimed at is one of the important components in these
processes. It has been confirmed the activity of the
legislative and executive authorities by the development of
strategic documents such as Laws, Resolutions, Concepts,
and targeted programs necessary for the implementation
of the specified state policy.

The leading role of modern education and the
teacher in society, in accordance with the requirements, is
emphasized in the legislative state documents of Ukraine:
Concepts of the New Ukrainian School (2016), Strategies
for the innovative development of Ukraine for the period
until 2029 (2016), Laws of Ukraine «On Education» (2017),
«On Comprehensive General Secondary Education»
directions of the development of science and technology»
(2001), «On the priority directions of innovative activity
in Ukraine» (2012), «Regulations on the procedure for
carrying out innovative activities in the field of education»
(2023). These documents determine the priorities of
national education and regulate the relations of subjects
of the educational process regarding the development of
innovative activities.

Therefore, regulatory and legal support of innovative
activity in the field of education is ensured by purposeful
action of the state, which acts as part of the system
of regulation of social relations, since the modern
mechanism of legal regulation of innovative activity in
educational institutions is considered by legal scientists as
an independent field of education.

The purpose of the research of this article is an
attempt to analyze the current state documents that act
as a regulatory and legal basis for the organization and
implementation of innovative activities in the field of
general secondary education and to outline the process
of development of state policy in the field of education in
Ukraine.

In accordance with the set goal, it is intended to
reveal the essence and content of innovative activity in the
context of state policy in the field of education and to carry
out an analysis of the concept of «state educational policy»
with a view to the further modernization of the education
system of Ukraine.

**Analysis of recent research and publications.** The
issue of the formation and implementation of state policy
in the field of education in Ukraine is highlighted in the
scientific works of domestic scientists V. Andrushchenko,
R. Valeev, D. Dzvinchuk, Z. Zhuravskyy, I. Ivanyuk, I.
Kolodiy, E. Krasnyakov, V. Kremenya, S. Protasova,
S. Stasyuk, Y. Tarnavska, Ya. Tytyska, I. Khomyshyn, N.
Shulga, R. Shokin and others. In their research, which
was conducted in the direction of certain aspects of the
functioning of education, they considered important
problems in the context of state policy in the field of
education. Also formation of modern education and the
directions of its formation, the essence, methodological
principles, various aspects and mechanisms of
implementation, the influence of normative legal acts
with education issues on the processes of formation and
implementation of state policy in the field of education in
Ukraine, its prospects and contradictions.

V. Kremen, O. Kozlov, A. Shrueva, D. Dzvinchuk,
V. Lunyachek, and others emphasize the need to introduce
innovative technologies in the development of the
educational sector in order to increase its effectiveness
and efficiency; innovative activity, as a complex and
multifaceted phenomenon, covering the processes of
interaction of individuals, aimed at the development
and transformation of the object into a qualitatively new
state, was studied by V. Lugovii, V. Andrushchenko,
I. Beh, O. Voronenko, K. Kolin, G. Sazonenko and others;
the works of T. Alekseenko, V. Anishchenko, G. Ball,
L. Danylenko, V. Seminozhchenko, I. Tarapova and others
are devoted to the problems of innovative activity in
educational institutions, the orientation of the content
and technologies of modern education. In this context,
the need to determine the impact of innovative processes
in education on the rapid and successful pace of its
development becomes particularly important.

Presenting main material. Innovative activity is
the main feature of ensuring the quality of education,
competitiveness, and stability of innovative development
of an educational institution. In the scientific literature,
three main approaches to defining the essence of
innovation are most often distinguished, in which this
concept is interpreted as a result, a process, and changes.
Despite different approaches to the definition of the term
«innovation», all interpretations are united by the position
that innovation is associated with qualitative changes
aimed at creating an innovative educational environment.

The collegium of the Ministry of Education and
Science of Ukraine determined the priority areas of
innovative activity at the industry level in the field of
education: innovative learning technologies; interactive
learning methods using information technologies; creation
of computer-oriented methods of learning systems for
various subjects and academic disciplines; development
of the implementation of the latest didactic models
and technologies of specialized training in educational
institutions; development of software tools for educational
and scientific purposes, the latest programs, textbooks,
manuals and methodical materials of a new generation,
including electronic ones.

According to V. Tkachenko, innovation is the result of
the innovation process, although some researchers
do not consider the processes of mastering, using, and
spreading educational innovations to be «innovative», being
limited only to the activity of creating something new, from a practical point of view. The concept of
«educational innovation» must be considered as a systemic
one. At the same time, «innovative processes in the field of
education» will be: processes of searching for innovative
ideas; development of innovative products in pedagogical
science and practice; and their perception by the socio-
pedagogical community and the education system as a
whole, thanks to the theoretical, methodical, psychological
training of the participants; mastering and applying
relevant recommendations; current use; performance and
efficiency evaluation and further distribution (Tkachenko,
2018).
U. Parpan and I. Khomchysyn, domestic scientists
note that the main task of education is the transfer of
social knowledge, values and social experience from
generation to generations. Therefore, education becomes
a necessary and important factor in the development of
society and an individual, as it forms educational goals
(Parpan, Khomchysyn, 2011).
Scientists O. Ogienko, T. Kalyuzhna, L. Milto,
Yu. Radchenko, Yu. Kraslynnyk, K. Kotun in their research
came to the conclusion that «innovative activity is the
creation of new (original ideas, integral pedagogical
concepts) that changes the usual view of the phenomenon,
rebuids socio-pedagogical relations; the highest degree of
pedagogical creativity, the pedagogical invention of the new
in pedagogical practice, which is aimed at the formation of
a creative personality, takes into account socio-economic
and political changes in society and is manifested in goal-
setting, defined tasks, as well as content and technologies
of innovative learning» (Ogienko, Kalyuzhna, Milto, ets.,
2016).
Pedagogical innovation can be defined as a process
of updating, and reforming education, as a material
idea, action, form, method, tool, concept, program of
conversion, as determination of methods of application
of materials, selection the most acceptable and the
most suitable (adapted) for implementation in modern
conditions. However, pedagogical innovations can also
be considered as the introduction of something new into
the educational process, as a change for the purpose of
improvement. Moreover, innovation does not necessarily
have to be something completely new, but necessarily
better in the current situation, which means something
more modern and advanced, since innovative processes in
education are a whole system of ongoing changes that are
inextricably linked with change in society.
The formation of an innovative culture of the
population is considered a strategic priority direction
of innovative activity and state innovation policy in
Ukraine. Undoubtedly, education as a process and result
of assimilation of knowledge, development, and formation
of life skills is of decisive importance in this.
Trying to investigate and reveal the essence and
content of innovative activities in institutions of general
secondary education in the context of state policy in the
field of education, to carry out an analysis of the concept
of «state educational policy» in view of the further
modernization of the education system of Ukraine, we
came to the conclusion that the state policy in the field
of education in Ukraine determined by the highest legislative
body, carried out by state executive bodies and local
self-government bodies on the basis of the education
development strategy approved by the authorities and
approved by public opinion.
Relying on the achievements of domestic scientists,
based on the study of existing definitions of the concept
of «state policy in the field of education», E. Krasnyakov
noted in his research that it is «a component (subsystem)
of the national policy, which includes a set of a certain
system of goals, tasks, principles, programs and the
main areas of activity of education management bodies
aimed at the organization of scientific-methodical and
implementation support of strategies for the development
of the education system because the state policy in the
field of education and the state management of education
are interconnected» (Krasniakov, 2010).
State policy in the field of education is based on
strategic documents for the development of education
(programs, doctrines, concepts, etc.); constitutional norms,
international, interstate treaties ratified by the highest
legislative body; legislative acts; decrees and orders of
the head of state; resolutions of the Verkhovna Rada of
Ukraine and the Cabinet of Ministers of Ukraine; orders of
the specially authorized central executive body in the field
of education and science, other central executive bodies to
which educational institutions are subordinate; orders and
orders of regional (local) executive bodies, adopted within
their competence (Krasniakov, 2010).
Today, Ukraine has developed and approved the
«Regulations on the procedure for carrying out innovative
activities in the field of education» (dated by 12.05.2023
№ 552), which provides for a set of legislative, structural,
and functional institutions involved in the process of creating
and applying scientific knowledge and technologies,
determining the legal, economic, organizational and social
conditions to ensure the innovation process, the purpose
of which is to create conditions for increasing labor
productivity and competitiveness, increasing the level
of innovative activity, production of innovative products,
application of advanced technologies.
Conclusions. Therefore, the regulatory framework
of educational activity in the field of education regulates
its implementation at the national and regional levels. The
general state level of management of innovative processes
performs the main function of education management
in the state ensuring the conditions for realizing the
educational needs of modern individuals and society.
The implementation of the new content of education
management contributes to the formation of a modern
educational environment.
Prospects for further improvement and modernization
of state policy in the field of education in Ukraine are to
ensure a real transition to a new quality of education;
equal access to it; and introduction of innovative learning
technologies, bringing them into line with European
standards of scientific and scientific-methodological
support for all branches of education; creating an effective
mechanism for attracting and using state resources
for educational needs; decentralization of education
management and establishment of effective cooperation
with the public; improving the quality of training of
pedagogical personnel by modernizing the content of
pedagogical education; coordination of the needs of the
educational services market and the labor market, etc.

REFERENCES