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*Nozdrova Oksana*

**THE ESSENCE AND FEATURES OF MANAGEMENT OF  
NERUBAISKIY EDUCATIONAL COMPLEX “SCHOOL-  
GYMNASIUM” IN THE CONTEXT OF REFORMING THE GENERAL  
SECONDARY EDUCATION (THE DRAFT CONCEPT “THE NEW  
UKRAINIAN SCHOOL”)**

*Ushynsky University,  
Odesa, Ukraine*

**Abstract.** *The article reveals the problem of reforming general secondary education in the context of the implementation of the draft Concept “The New Ukrainian School”. The new structure of the school which according to the Law of Ukraine “On Education” provides for three levels of complete secondary education has been considered, the multi-profile model of teaching in relation to the high school has been highlighted. The essence, purpose, approaches and peculiarities of management of Nerubaiskiy educational-educational complex “school-gymnasium”, the ways of improving the complex management system have been considered. The results of research and experimental work in the Nerubaiskiy Educational Complex “School-Gymnasium” are described. The application of system, activity, personally oriented, acmeological, synergetic approaches in the professional activity of teachers of the educational complex have been theoretically justified which develop the ideas of continuing vocational education at a new level. The necessity of further researches on the problems of introduction of a multi profile model has been implemented in the educational process of the Nerubaiskiy educational-school complex “school-gymnasium”.*

**Keywords:** *the project of the Concept “New Ukrainian School”, the purpose of management, multi-profile model of teaching, methodological approaches.*

**Relevance of research.** Integrating of Ukraine into the global space sets the task of society to create the system of new generation education that will meet the challenges of the new millennium, to provide a general civilization development of a new generation – children of the information age capable of thinking and acting systematically, respect for peace, diversity of life in the biosphere with a high level of responsibility for the future of all living things on Earth.

It is these priorities that underlie the reform of the modern comprehensive school, the main task of which is to prepare a competent person capable of finding the right decisions in specific educational, life-related, future professional situations, ready to choose democratic principles of coexistence. Today the leaders of the new formation are in need. People are competent, responsible, capable of thinking unordinary. The problem of educating young leaders is the problem of preparing a person of the future, a person who meets the requirements of the 21st century.

The basis for the reform of the general secondary education is the Concept “The New Ukrainian School” which emphasizes the preparation of a competitive graduate who can think critically, change the world around him, study throughout life, a patriot with an active position, and an innovator. In this context there is a scientific discourse on the new structure of the school, which according to the Law of Ukraine “On Education” provides three levels of complete secondary education: initial education (four years); basic secondary education acquired in a gymnasium (five years); profile secondary education, acquired in lyceum or vocational education institutions (three years) [6]. The formula for the new school presented in the draft Concept “The New Ukrainian School” consists of eight key components [6]. A new model of learning can provide the implementation of such vectors – through the process of education which forms the values of the individual; decentralization and effective management that provide real autonomy to the school (the institution can independently form educational programs, draw up curricula for subjects in accordance with the standards of secondary education, choose textbooks, teaching methods and education); pedagogical communication based on the partnership of the teacher, students and parents; orientation on the needs of the student in the educational process, childhood center. Another feature of innovation in education is the use of technological know-how – the search for pilot sites for the introduction of innovations, a radical change in the forms and methods of learning – the transition to education in competencies; orientation to the educational standards of the EU; ensuring a fair approach to financing schools through a reasonable and transparent distribution of contributions between the state, local governments and parents.

Regarding high school it is a multi-profile model of learning. The multi-profile model of learning helps to avoid unnecessary overloading of students:

“strong” students can get the knowledge in the curriculum “at maximum”, and “weak” – to make choices according to their capabilities. It provides a unique opportunity for each student to make their own choices for mastering the knowledge that will help him in the future to enter a higher education institution. This model stimulates motivation for more serious and in-depth study of those subjects (multidisciplinary studies) that are needed after high school allowing you to concentrate on the necessary.

Multi-disciplinary learning serves as a means of differentiation and individualization of learning which allows changes in the structure, content and organization of the educational process to take into account as much as possible the interests, inclinations and abilities of students, create conditions of instruction in accordance with their professional interests and intentions regarding the continuation of education [3]. Modern educational institutions are faced with the task of teaching a person to acquire new knowledge and information on their own, to learn to study, to develop the need for lifelong learning.

In the XXI century the acquisition of knowledge becomes an essential feature of the lifestyle of every person. The study of the influence of globalization processes on the development of continuous education is reflected in the researches of M. Zgurovsky, V. Kremen, L. Lukyanova, N. Nichkalo. The works on the philosophy of education of V. Andrushchenko, G. Vasyanovich, I. Zyazyun, N. Kuzmina, V. Lutay, N. Lobanov, A. Novikov are important for the study of problems of continuous education. Some aspects of continuing vocational education are considered by B. Gromovik, R. Gurevich, T. Zhidkikh, G. Kielova, L. Romanyshina, O. Titarenko and others.

**The purpose of the article** is to highlight the basic principles of the professional activity of the teachers of the Nerubaiskiy educational school “school-gymnasium” in the context of reforming the system of general secondary education (the project of the Concept “The New Ukrainian School”). Being built on the basic principle of education namely humanization, postulating a man as a higher social value, and humanization designed to form a coherent picture of the world the Nerubaiskiy Educational Complex "School-Gymnasium" aims to educate the Man of the Future.

Nerubaiskiy educational school “school-gymnasium” has a great historical past, it continues the tradition of the educational branch with dignity set in the XIX century because it was founded in 1850. In July 1995, on the basis of the Nerubaiskiy high school the first rural gymnasium in the Odessa region was created. In 1996, the gymnasium received the status of an educational complex. The new school perfectly fit into the local landscape and has become a decoration and pride of the village. Today Nerubayskiy educational complex “school-gymnasium” is one of the best in the region.

Nerubayskiy educational complex “school-gymnasium” is an upgraded

modern school which is characterized by broad democracy, humanization of relations between students and teachers, a conscious discipline, a high culture of life and perfect morality, differentiated harmonious development of everyone. As the general strategy of learning the features of vocational education according to the project were chosen methodological approaches that allowed to improve the formation of the professional competence of teachers of the educational complex, capable of self-development, creativity, creative thinking, self-organization of their lives and highly productive professional activities.

The draft Concept “The New Ukrainian School” states that the basis of the methodology of education of the XXI century became the principles of science, humanization, democratization, the comprehensive development of personality, differentiation and integration, informatization, fundamentalization, continuity and continuity, etc. [4]. The strategy of knowing these principles of professional activity of the teachers of the Nerubayskiy educational complex “school-gymnasium” in the conditions of continuous education we choose the application of systemic, activity-oriented and personally oriented approaches. Acmeological and synergetic approaches that develop the ideas of continuing vocational education at a new level have become acute.

Let's consider them in more detail on the experience of functioning of an innovative educational institution – Nerubayskiy educational complex “school-gymnasium”. The pedagogical team of the gymnasium always searches and experiments, directs all the vectors of educational work to the most important – to qualitative results. Applying the systematic approach we have considered all the components of the professional activity of teachers (professional-content, operational-technological, professional-personal, professional-motivational) in the unity of regular relationships based on the general theory of management of complex dynamic systems [6].

After all, the system approach has many advantages: it increases the accuracy of solving problems of various kinds; promotes better results; carries out the synthesis of the results obtained in various disciplines [5]. We noted that the self-education activity of the teachers of the educational institution (preparation of the plan for self-improvement of professional competence, research work, cooperative professional interaction with colleagues, collection and compilation of creative portfolios of teachers, organization of master classes) provided qualitative positive results.

Activity approach is to develop the ability of teachers to act [4]. Human activity is considered in the general sense of the word as a dynamic system of human interaction with the external environment as well as in the narrow, specific – as a specific professional, scientific, educational, etc., the form of human activity in which it achieves consciously the set goals resulting from the emergence of certain needs. The activity involves purposeful activity which is triggered either by external circumstances or internal motives of the individual

[3].

Activity approach has led to the comprehensive use of innovative training technologies in the Nerubaiskiy Educational Complex “school-gymnasium”, transfer of emphasis on interactive forms and teaching methods. At the lessons active forms of student learning are used: project methods, research activities (“Openwork”, “Carousel”), mini modules and others that require student self-reliance and creative search.

The pedagogical staff of the educational institution is working on the introduction of multi-profile training in the gymnasium: a questionnaire was conducted for senior students in order to determine their individual abilities and potential in relation to the choice of profile subjects; Incoming integrated monitoring of the readiness of high school students for social and professional self-determination and self-realization; parent meetings and conversations have been held in which the content and benefits of multi-disciplinary learning, the possibilities of choosing specific profiles and options for changing levels of education (standard, academic, profile) have been disclosed. A meeting of the Pedagogical Council “The state of experimental and experimental work in the gymnasium” was held; class parental collections “Multidisciplinary learning as a technology of level differentiation” (10<sup>th</sup>, 9<sup>th</sup> classes); psychological and pedagogical support of multidisciplinary education has been organized; round table “Individual trajectory of a child development: whether it is possible in multidisciplinary education?”; individual consultations with parents of students.

The organization of the work provided the following results: a comfortable educational environment and conditions for meeting the individual educational needs of the subjects of the educational process (teachers, students, parents) have been created; the students independently had the opportunity to choose the priority and non-priority subjects and to make the optimal decision taking into account the formula of choice: “I want – I can – I must”; increased educational motivation of students; the students formed the skills of goal-setting, planning their activities, the ability to self-control and self-esteem.

The implementation of a personally oriented approach in the educational process of Nerubaiskiy educational complex “school-gymnasium” determines the organization of the professional activities of teachers on the basis of the comprehensive consideration of the individual needs and abilities of students, the attitude towards them as conscious and responsible subjects of educational and educational interaction. An essential characteristic of personally oriented learning is the creation of conditions for individual self-realization, the development of personal qualities, the formation of a value-based outlook. Educational process is based on recognition of the principle of pedagogical interaction, stimulation of individual and collective creativity [4]. Humanistic pedagogy is oriented towards the personality, its distinctive features:

displacement of priorities for the development of mental, physical, intellectual, moral and other spheres of personality instead of mastering the amount of information and formation of a certain range of skills and abilities; concentration of efforts on the formation of a free, self-thinking and acting personality, a citizen able to make a reasonable choice in a variety of educational and life situations [3].

The technology of conducting personality-oriented lessons in Nerubaiskiy educational complex “school-gymnasium” has the following structure: creating an attractive goal; surprise; fantastic situation; game educational activity; creativity-search activity. At the stage of assimilation, the formation of skills and abilities we give a task to choose from: educational activities (individually, frontally or in group, written or oral); means of fixing new material (scheme, plan, table, conclusions, etc.); tasks and methods of their implementation.

At this stage of the lesson we use the following methods: encouragement; educational cognitive game; creating a situation of success, interest in learning; problem situation: bright visual-shaped representations; mutual assistance situation; performing creative tasks, etc. In our opinion, control of knowledge takes place with the aid of: group and pairs of forms of mutual control and mutual analysis, self-examination and self-control (correcting errors by students, understanding their causes); mutual and self-esteem (verbal, rating, etc.).

Along with the widely implemented educational practice, active and personally oriented approaches are actively developing the latest approaches of the XXI century – acmeological and synergetic, which will be considered in more detail on the professional activities of teachers of Nerubaiskiy educational complex “school-gymnasium”. The National Strategy for the Development of Education in Ukraine for the period up to 2021 determines the priority design of the acmeological educational space, taking into account the innovative development of education, the demands of the individual, the needs of society and the state [3].

This is a positive self-realization of a specialist which necessarily involves adequate self-awareness, awareness of their social role, the importance of their own personality, their intelligence, knowledge of traditions, valuation norms and values of their professional sphere [4]. Professional acme is a mental condition in which there is maximum mobilization, implementation of all professional abilities, opportunities and reserves of a person at a particular stage of life, a culmination, a peak in the professional development of a man [5].

Professionalism is viewed as an integral psychological characteristic of a specialist which reflects the level and nature of mastering the chosen profession, the achievement of high productivity and the effective performance of official duties in interaction with other people. Therefore, the concept of professionalism covers three aspects of work – professional activity,

professional communication and personality of a specialist.

The use of acmeological technologies in education envisages the creation of conditions in the educational-educational process of the gymnasium for a comprehensive activation of the reserve capabilities of the teacher's personality. This is the development of self-regulation (the ability of a person to manage himself on the basis of perception and awareness of the acts of his behavior and mental processes), reflection (the process of self-knowledge by the subject of internal mental acts and states) and creativity (creative abilities of the individual, characterized by the ability to produce fundamentally new ideas) [5]. The participation of teachers of the Nerubaiskiy "school-gymnasium" in international projects, in particular, DOCCU – Development of Civic Competences in Ukraine is a Swiss-Ukrainian project that is being implemented in Ukraine within the framework of the Swiss Cooperation Strategy for Ukraine for 2015-2018, namely within the framework of her direction "Governance and restoration of peace".

The project partners in Ukraine are the National Academy of Public Administration under the President of Ukraine (NAPA), the Kyiv Region Institute of Postgraduate Education in Teaching Staff (KRIPETS) and the Odessa Regional Institute for Teacher Education (ORITE). NAPA coordinates the implementation of DOCCU in Ukraine. The main objective of the project is to support the sustainable development of civil society through the dissemination of knowledge about education for democratic citizenship and human rights education (EDC / NDL) in Ukraine. The INOVEST project "Eastern Partnership in the Field of Pedagogical Innovations in Inclusive Education" intensified the forms of scientific and methodological training of each teacher, stimulated the identification of leadership competences among teachers.

The synergetic model of education that we use in the professional activity of teachers of the Nerubayskiy educational complex "school-gymnasium" in the context of the implementation of the Concept "The New Ukrainian Education", at the level of relations between students and teachers is characterized by the following qualities: the openness of the educational process and the content of educational material for innovations that can be offered not only by teachers but also by students; the creative nature of education and upbringing; the transition from the predominant orientation to reproductive educational tasks to the orientation towards productive theoretical and practical activities; an equal subject-subjective relationship between the teacher aimed at development and knowledge; compliance of teachers with the principles of an individual approach to students with the focus of educational work on their self-education, self-education, self-realization; dismissal of a student and teacher from stereotypes and pedagogical dogmas in the organization and content of the educational process [7].

The synergetic approach in the professional activity of the teachers of the gymnasium involves the implementation of a number of innovations, among which the most important are the following: self-education – possession of the ability and the need to replenish and generate knowledge, the ability to navigate complex databases and knowledge systems, a condition for the professional competence of the teacher and students; interactive learning as a system of open dialogue, interconnection and joint problem solving; personally oriented learning – transformation of unorganized directions of students in creative and innovative ones; the transition to new, modified structures of knowledge and behavior is carried out;

formation of systemic-creative thinking, revealing of hidden potential and perspective tendencies of own development [6].

**Conclusions.** Consequently, the outlined methodological approaches in the educational process of the Nerubaiskiy educational complex “school-gymnasium” contributed to the achievement of the main task of general secondary education – the formation of the person who mastered the necessary knowledge, skills, skills of creative activity; has an appropriate outlook and erudition, intellectual level; acquired the skills of self-education who has formed professional qualities, moral, aesthetic, ecological culture etc.

The concept “The New Ukrainian School” provides real access of every child to quality education, reveals her abilities, opportunities and leads to success in life. It provides an opportunity for each student to successful self-realization as a personality, citizen and specialist. The multi-profile model of learning is a model of a democratic approach and respect for human rights based on a partnership between the student, his parents, and the teacher. Today, the Nerubaiskiy educational complex “school-gymnasium” is going through the same way as the state while the revival of educational transformations in Ukraine which becomes a full-fledged educational complex, remains faithful to itself, its glorious history: it serves the Ukrainian child, and consequently the Ukrainian state. And these are not only the loud words, it’s thousands of graduates who live and work in Ukraine for Ukraine.

On the basis of the experience gained and the results of the study, it is planned to prepare methodological recommendations, to develop a cycle of training sessions on the implementation of the multi-profile model of education in Nerubaiskiy educational complex “school-gymnasium”, to outline the perspective tasks for reforming school education in the educational institution. The model of the “The New Ukrainian School” is able to provide the fullest implementation of the principle of personally oriented learning and the formation of key competencies that greatly enhance the student’s ability to choose his own educational trajectory.



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***Oleksiuk Olha***

## **TRANSDISCIPLINARITY IN THE REALIZATION OF ART’S SPIRITUAL POTENTIAL**

*Borys Grinchenko Kyiv University,  
Kyiv, Ukraine*

**Abstract.** *The article deals with conceptual approaches to the realization of art’s spiritual potential. It dwells upon the efficiency of the transdisciplinary approach in the conditions of refusal from the linear progress conception and the need for a new look at art’s spiritual potential.*

**Keywords:** *Transdisciplinarity, art’s spiritual potential, art.*

**Introduction.** The influence of art on the spiritual development of personality is a metaproblem of modern science, which involves the use and rethinking of theoretical provisions of many scientific disciplines. It is quite obvious that in