

Nozdrova Oksana

**VALUABLE MARKS OF THE “NEW UKRAINIAN SCHOOL” AT THE
NERUBAISKIY EDUCATIONAL COMPLEX “SCHOOL-
GYMNASIUM”**

*South Ukrainian National Pedagogical University named after K. D. Ushynsky,
Odesa, Ukraine*

Abstract. *The article presents the experience of the functioning of the Nerubaiskiy educational school complex “school-gymnasium” which reflects the modern practical directions of improvement of the school educational and upbringing process in the context of the implementation of the Concept “New Ukrainian School”. The conditions are stimulating students to critical thinking have been created. It has been proved that the latest information technologies have a significant impact on the efficiency of learning knowledge of students. The results of the introduction of interactive teaching methods that develop the cognitive abilities of students have been described. The author examines co-operative learning and the idea of integration in education. There has been proposed pedagogy of partnership as a key component of the formula “New Ukrainian School”. The innovative forms and methods of forming the basic competencies of students have been analyzed.*

Keywords: *innovations in education, concept “New Ukrainian school”, critical thinking, principles of integration, pedagogy of partnership.*

Relevance of research. The organization of the educational process in a secondary school in the conditions of reforming the system of education is of growing interest not only of specialists but also of the public. First of all, the reorganization of the existing ones and the creation of educational institutions of a new type, the modernization of the structure and content of the educational process on the democratic and humanistic principles are among the priority directions of the reformation of education.

Solving these problems is possible only for a teacher with a high professional, cultural and intellectual level of training. He has not only to deliver ready knowledge but also to ensure the development and self-development of the personality of the student, self-realizing creative potential opportunities in the educational process.

Under these conditions the teacher must master the knowledge and skills of diagnosis, goal-setting, develop appropriate teaching aids and investigate the dynamics of the diverse student’s state. All this is a means of developing his professional activity.

Professional activity of the pedagogical staff of the Nerubayskiy educational complex “school-gymnasium” in the aspect of educational innovations is the most important source of innovative and inventive ideas. However, in order to ensure the high effectiveness of innovative research teachers-practitioners need to master the appropriate methodological and methodological training, the bases of innovative experimentation.

New conceptual ideas and conditions for the reformation of education require the reorientation of teacher’s pedagogical activity to new spiritual values, in the center of which is the formation of a student’s integral personality. In particular, the Minister of Education and Science of Ukraine L. Grynevych emphasizes that new goals of school education confirm new priorities of the educational process. This involves the formation of a truly new pedagogical thinking at all levels of pedagogical activity. A teacher, a school leader, a methodologist, an inspector should be united in their readiness to make decisions in the interests of the child, be receptive to innovations, creativity, be able to choose pedagogical affiliations and be responsible for their own choice [1].

Two important conditions are stated here: the need to form a new thinking of the teacher and the integration of the effective influence on the formation of the individuality of the pupil and workers of all educational branches involved in the education and training of young people.

Analysis of recent research. Today, the research related to the introduction of interactive teaching methods proves their positive impact on the self-esteem and self-perception of subjects in the educational process (V. Kan-Kalik, N. Klyueva, E. Sidorenko, L. Petrovskaya), reveal the priority role of the development of skills of personal communication (L. Geikhman, L. Zaretska, D. Makhotin), formation of social experience of personality (N. Kulikova). The issues of the course of innovative processes in the field of education are devoted to a sufficient number of Ukrainian publications (L. Vaschenko, L. Danilenko, I. Dychkivska, O. Kozlov, G. Sirotenko, V. Palamarchuk, I. Pidlasiiy) and Russian scientists (B. Gershunsky, C. Lazarev, N. Yusufbekova etc.). At the same time, we present modern practical directions of improvement of the educational and upbringing process of the school in the context of the implementation of the Concept “New Ukrainian School” in the work of the Nerubayskiy Educational and Training Complex “School-Gymnasium”. This educational institution develops innovative forms and methods of teaching, improves the means of forming a holistic outlook of students, implements interactive and informational and communication technologies of education and education which ensure the harmonious development of the child’s personality, his creative potential and self-realization opportunities.

The purpose of the article: revealing the experience of the functioning of the innovative educational institution namely the Nerubayskiy educational and

upbringing complex “school-gymnasium” which works on the basis of the Concept “New Ukrainian School”.

Presenting the main material. We believe that the purpose of the “New Ukrainian School” is to educate an innovator and citizen who is able to make responsible decisions and adhere to human rights. Therefore, by introducing the Concept of “New Ukrainian School” in the educational-educational complex “school-gymnasium” the main need is to train specialists who are able to study during their life and to think critically.

Critical thinking is, above all, a scientific thinking, the need for which in the information society is becoming more and more relevant. Modern high-quality humanitarian education is difficult to imagine without critical thinking.

A person with developed critical thinking can explore educational, professional and life situations, identify ways to solve problems and evaluate them in order to choose the optimal, make independent decisions and predict their consequences [2].

The adapted implementation of the technology of developing critical thinking in a modern lesson was made possible by the scientific and methodological developments of O. Pometun [6] which we used.

We consider it appropriate to focus on the structure of the lesson built on the method of developing critical thinking. It consisted of three stages:

- introductory part of the lesson, aimed at actualizing and motivating students’ learning activities;
- the main part of the lesson during which the process of perception and comprehension of the new was going on;
- the final part of the lesson (reflection) which should provide a synthesis and evaluation of the information [5].

The descriptive content of the stages of the lesson resembles known stages of the ordinary lesson. But their semantic content is somewhat different: all three stages of the lesson on the method of critical thinking are based on active learning where the teacher is a facilitator and students are subjects who independently carry out the process of cognition.

Here are examples of the use of active teaching methods that we used at the lessons in the educational complex. In our work we used such a method as, for example, “Mark in the text”.

The essence of the method: before reading the text the children were given the task of highlighting the most important information in the text marking it with certain icons or letters on the shores of the text. Then students were encouraged to review the sentences where they put the marks so that they could briefly reproduce the content:

N. - an important name;

D. - an important date;

! - important information;

!! - very important information.

The described method allowed not only to analyze the information text but also to think about it, to comprehend it, to find moments that caused additional questions, stimulated the search for an answer.

It was concluded that the main characteristics of the learning process focused on the development of critical thinking of students are: the use of cognitive tasks in the classroom, the implementation of which requires the possession of intelligence analysis, synthesis, evaluation; organization of the educational process as a study of a certain topic, implemented through the interaction of students; developing students' own thoughts, conclusions and decisions through the application of certain methods of thinking as a result of learning; systemic development of students' skills of reasoning, formulation of judgments and conclusions; formation of the ability to use graphs and schemes in the execution of actual tasks, to find and interpret original documents and sources of information, to analyze arguments, to substantiate the conclusions; constant evaluation of learning outcomes using the feedback "students – teachers" based on the research activity of the teacher in the classroom [4].

To the methods of critical thinking there have been included discussion, the method of mutual questions, the method of reconstruction, the method of directed reading and listening, the method of errors, the method of proof from the opposite, the method of critical examination etc.

The aforementioned methods of critical thinking are considered by us as a certain tool by which a person solves such problems as behavior; orientation to certain values; points of view which are closely linked with the aspirations of man to the knowledge of truth [7].

An effective solution to the problem of forming critical thinking of a person will be possible if there is a strict combination of technologies, methods, models, strategies for forming critical thinking with psychological and pedagogical support.

Psychological-pedagogical support is considered as a process of system interaction in which both the teacher and the student take part. The task of this interaction is to help the teacher and the student to interact effectively and make joint decisions, discuss problems, adequately assess the situation, and jointly find and refute false judgments [6].

Work in class should be supplemented by self-actualization of knowledge by students since learning is not only the learning of knowledge but "the change of the internal sensory-cognitive experience of a student associated with his entire personality") [3]. Therefore, it is very important to help schoolchildren to master the skills and abilities of self-education.

The 21st century is the time of transition to a high-tech information society in which the quality of human potential, the level of education and culture of the population became crucial. Today, for the development of the interest of

children to study in the classroom it is not enough only the personal qualities of the teacher. It is also necessary to create new technical conditions for training. Therefore, we pay attention to the use of the latest information technologies at the lessons at the Nerubayskiy educational complex “school-gymnasium”.

The pedagogical collective of the complex conducted a survey of school students to determine the impact of information technology on the effectiveness of the lesson and increase the activity of students. It was found that 92% of the students liked computer-less learning lessons (87% of them noted that they learn better with the teaching material), 3% of students do not care whether information technology is present at the lesson, and 2% believe that computer distracts from learning. Consequently, based on these results, it can be concluded that the importance of using ICTs in the classrooms is not exaggerated, but indeed has a significant impact on the effectiveness of learning of students.

The social skills and abilities of the child are effectively formed in a specially organized group work based on cooperation. Therefore, cooperation, we believe, is the most effective method of teaching that successfully develops the social competence of students: the ability to negotiate, collaborate, work together, which will eventually lead them to success not only in school but in life. Cooperative work can be attributed to the interactive method of learning and hence, the method of a focused specially organized interpersonal interaction between the teacher and students; students with each other [4]. In addition, it brings higher educational results in comparison with traditional frontal forms and methods.

In cooperative teaching methods the teaching staff of the complex widely uses various techniques and means for a comprehensive consideration of the topic or the problem. Cooperative learning method is a way for pupils to interact in small groups united to solve a common task.

The technology of cooperative learning is one of the innovative technologies used in the educational activities of students in small groups at the Nerubaiskiy NEC, and is based on the interaction of the participants of the educational process united by the general educational purpose. At the same time each of them retains his personality and is responsible for his own academic achievements and social achievements [1].

To work on the technology of cooperative learning it is necessary to change their personal approaches to learning since in this case the students completely change their lives in the classroom and the confident preparation (didactic, moral) for both the students and the teacher is necessary. Much attention should be paid to the formation of a cooperative team (class) where everyone can listen, hear and support their partner.

We use the method of applying cooperative forms of study in stages. At the first stage we teach children to interact in the frontal activities using the

following techniques: the use of didactic games that develop the ability to listen to each other; in the event of a difficulty in responding to a student, he calls himself an assistant; introduction of methods of verbal communication: the mark (+) – agrees (–) – disagrees; (!) – I want to supplement, (?) - did not understand, gestures, facial expressions [2] are used.

The next stage is the transition to a belief in the importance of cooperating people to achieve their best result. Attracting parents to bring examples from life, analysis of successful competitions, holidays, excursions. The tasks are used which make it possible on their own experience to make sure that they are working together.

Joint group activity is effective if it is organized systematically and after each work must be discussed the success of the work done [2].

With the systematic organization of cooperative learning in the educational process and the observance of certain conditions in school-age children there is an increase in their subject activity, becoming a student of the subject of self-development. Under such conditions of the educational activities the children experience a sense of pleasure, exercise freedom of choice and responsibility finding confidence in their own forces and therefore become happy and successful.

We believe that cooperative learning contributes to the formation of social competence of students as well as the successful adaptation of schoolchildren in society, the solution of the key problems of modern life, the professional self-determination of students, and ultimately give the child a real chance to be successful.

It is necessary to describe the primary level of education in the Nerubayskiy NEC.

This year, there were innovations in elementary school including: integrated themes, more walks and refusal from textbooks.

There has been a very interesting novelty such as morning meetings. The morning meetings provide an opportunity to show the children that they are a team and at the same time a part of a larger community. The day-to-day exercises during the morning meeting helped children to learn how to work with their peers respecting them as individuals.

It is very important to create a holistic view of the world. The world should gradually expand in front of the child. In order not to be afraid of new terms the student must get acquainted with what surrounds him. One of the innovations is the so-called integrated themes.

Children spend most of their time out-of-doors, in the fresh air they investigate the local environment in which they live. There have been provided research and cognitive projects and excursions in particular on the initiative of children. They communicate more and more and defend their point of view, receive tasks

and jointly carry out projects that relate to their real life. The tutorial ceases to be the sole source of educational information for the child.

The main goal of the integrated lessons should be not the presentation of the maximum amount of information but the formation of a coherent picture of the world and raising the cognitive interest of students [3].

At the same time we find productive conducting in the gymnasium of integrated non-standard lessons: a trip-lesson, a fairy tale-lesson, a holiday-lesson etc. At such lessons teachers organized conversations, discussions on the content of cartoons, literary texts reading, publications in children's periodicals and also collective creative work and educational projects.

The basis of the effectiveness of integrated lessons is a clear definition of the purpose and their respective planning to ensure comprehensive consideration of students of a particular object, the concept of phenomena using the means of various educational subjects [2].

We found that the feature of integrated lessons in elementary school is that such lessons can be conducted either by one teacher who teaches integrating subjects, and by two teachers in cases where the second or third integrated subject is taught by another teacher (such as music, art, foreign language etc.). Preparing for an integrated lesson involves a comprehensive study of the subject, counseling with specialist teachers on those subjects that will be integrated.

The modern Ukrainian school does not only change the content of educational subjects and methods of teaching them but also puts the task before educators to establish partnerships between school and parents in order to increase their pedagogical culture, to form tolerant attitude towards their children and models of constructive behavior in different life situations.

One of the means of realizing this task is non-standard parenting in the format of the training there has been conducted in the gymnasium. The purpose of such a meeting was to discuss the problem of adaptation of first-graders to school education, to increase the representation of parents about the psychological and physiological characteristics of children of six years, the formation of pedagogical competence of parents.

Here is a sample of parenting meeting in the format of the training "Adaptation of the child to school" in Nerubayskiy NNK. The parents' meeting began with the introductory word of the teacher who set up an interesting activity, suggested starting with the stage beginning every day namely with a morning meeting. The teacher made it possible to immerse himself into the atmosphere in which the children work every day (exercise "The Web"). Parents were asked to fix the thread around their finger, send a ball in a circle, name their name, the name of their child, express their wishes to the children and expectations from the meeting.

After completing this exercise, they summed up and concluded: all parents love their children, everyone wants to see their children healthy, intelligent, educated and tolerant.

Then the second stage of the morning meeting was held in particular a group lesson. The parents created a portrait of the elementary school pupil. On stickers, parents wrote down how they want to see their children, created a bouquet of flowers or attached them to silhouette images. Each father tried to express his opinion, vision, desire etc. There have been conducted such games with parents as “Names Chain”, “Words of Endorsement”, “The Magic Box”, “The Flower of Childhood”, “The Rights of Parents and Children” as well as practical works namely “Creating a Greeting Card”.

Conclusions. The main task of the school is to provide a competent approach. To make the children’s knowledge, skills and abilities acquired in school useful in practical life. The approaches to the educational environment and the educational process themselves are changing. Now children, for example, at elementary school, can do tasks on the carpet, moving, playing, working in pairs, groups, in a circle. On this path, the school and the family should work closely together. Only through concerted, affiliated actions of all participants in the educational process we can achieve high results and implement successfully the school reform in life.

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