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IMPLEMENTATION OF THE REGIONAL CONCEPT OF “12 STEPS TOWARDS A NEW EDUCATION” IN ELEMENTARY SCHOOL IS THE MODERN PARADIGM OF THE EDUCATIONAL SYSTEM OF UKRAINE

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Abstract. *The New Ukrainian School starts. This is a key reform of the Ministry of Education and Science of Ukraine, which provides for changing the goals and main objectives of primary and general secondary education in accordance with the current paradigm of education and global trends in the development of educational systems.*

Therefore, the New Ukrainian School must prepare its students for life in a democratic civil society; to develop their creativity and initiative; the ability to think critically, make appropriate decisions and be responsible for them; motivate for life-long learning; to educate a citizen and a patriot of Ukraine who acts in accordance with moral and ethical principles, a tolerant personality, able to communicate and interact with representatives of different cultures [1].

The new goals of the Ukrainian school need to modernize the content of education. The content of primary and secondary education should meet the educational needs of each child according to their interests and abilities. The current processes of reforming the school education system touch upon its constituents namely methods, forms and means.

The educational process at the New Ukrainian School is based on the introduction of competently oriented teaching methods and technologies and evaluation of its results; variability of forms and methods; creation of information and educational environment, in particular with the use of information and communication technologies that take into account the age and cognitive characteristics of children and their abilities, interests and educational needs [2].

Integrated learning is introduced into the educational process. The features of integrated learning are the ability to form systemic knowledge, the formation of key and subject competences, critical thinking, since the elements of knowledge from different fields are involved.

Keywords: *regional concept “12 steps towards a new education”, subject competences, principles of child-centeredness and nature of conformity, competently oriented teaching methods and technologies of learning.*

Relevance of research. 2018-2019 academic year is regarded to be special as Ukraine’s general secondary education is moving to a 12-year term of study, the new

State Standard of Primary Education comes into force, and the New Ukrainian School starts.

Implementation of ideas of the Concept of reforming the general secondary education “New Ukrainian School” means taking into account the age characteristics of students at each stage of study. To prevent children’s stress, the Concept defines an adaptation period that will last for two years in grades 1-2. Within this framework, it should be possible to adapt children to the conditions of school life, to its norms and requirements, to active cognitive activity.

It is important that during the adaptation period, the age-specific features of cognitive processes in 6-7 year-old first graders are taken into account. It is well-known that a condition of successful adaptation of a child to learning is the level of their readiness for school. At present, a large percentage of children begin their education without having the necessary background in the form of advanced cognitive functions. The problems of a large number of first-graders are caused by various factors: overload in early-development schools, limited contact with peers, replacement of communication with adults by technical means (only 10% of parents read to children), disappearance of play as a leading activity of preschoolers.

Therefore, the main prerequisite for successful adaptation of six-year-old children to schooling is the conformity of content, methods, means and methods of organization to their psychophysiological and psychological characteristics and cognitive abilities [2].

One of the priorities of reforming the education system is to ensure its quality. Quality education ensures the psychological and social development of a person, meeting the needs and expectations of the individual, the needs of a society as a whole. Achieving this goal encourages scholars and practitioners of the country to participate actively in the reform of the national education system and its substantial renewal.

The process of modern educational transformation requires a critical rethinking of the goals, content, organizational forms, methods and means of learning, updating the system of control of pupils’ educational achievements.

Analysis of recent research. It is a full-fledged implementation of competent, activity-oriented and personally-oriented approaches, and their implementation aims to move eventually from: subject-matter to child-centrism; from subject learning to student-centered learning; from learning facts to understanding principles and realizing values; from learning to “evaluate” to achieving education and developing a culture “for yourself” [2].

The introduction of new content in school education involves the formation of teachers’ and methodologists’ willingness to work in the situation of choosing new programs, educational and methodological support; strengthening of psychological preparation for use of new ways of educational interaction with students and the use of partnership idea [1].

The elementary school became the object of updating the educational process on the basis of child-centrism, partnership, taking into account the vital needs of children, developing new State standards, educational programs, and evaluating learning outcomes.

These are systemic changes: new managerial decisions regarding the organization and mode of training, modernization of the content of education, implementation of the competency approach and new technologies, means of mastering by teachers of educational-game communication with students, etc. [3].

The purpose of the article. The purpose of primary education is the comprehensive development of the child, his / her talents, abilities, competences and end-to-end skills in accordance with age and individual psychophysiological characteristics and needs; formation of values; development of independence, creativity and curiosity. The new goals of the Ukrainian school need to modernize the content of education.

The content of primary and secondary education should meet the educational needs of each child according to their interests and abilities. The current processes of reforming the school education system touch upon its constituents in particular methods, forms and means.

Presenting the main material. The educational process at the New Ukrainian School is based on the introduction of competently oriented teaching methods and technologies and evaluation of its results; variability of forms and methods; creation of information and educational environment, in particular with the use of information and communication technologies thus take into account the age and cognitive characteristics of children and their abilities, interests and educational needs [2].

Integrated learning is being introduced into the educational process. The features of integrated learning are the ability to form systemic knowledge, the formation of key and subject competences, critical thinking, since the elements of knowledge from different fields are involved.

By combining different activities and expanding the information field, integrated learning is distinguished by an increase in time and space boundaries compared to traditional (subject). Varied ways of learning, regular change of activities, its emotional fullness allow to keep high level of working capacity of pupils.

Integrated learning involves the pooling of knowledge of different fields and types of learning, which is more successful for the syncretic nature of pupils, but in each type of integration is different [3]. This approach aims at revealing the whole essence of a particular topic through the means of various activities, which are combined in a wide field of information through mutual penetration and enrichment. This activity is characterized by the unity and integrity of the educational process.

The content of integrated learning is aimed at implementing a competency-based approach and will help to develop the learner's personality; the formation of social, civic, environmental and health-saving behaviors, and especially its dynamism in the use of the teacher in the construction of the educational process, namely: to build an algorithm of educational activity in such a way that will take into account all types of educational activities: frontal, paired, group, individual independent.

Educational content has the potential to form students' cross-cutting skills, subject and key competences and is organized on the principles of ideas of child-centeredness in particular the child and the value of his personality are the focus.

The content of the program according to O. Ya. Savchenko has the potential to generate the following key competencies for applicants:

1) fluency in the state language, which means the ability to express verbally and in writing their thoughts, feelings, clearly and reasonably explain the facts, as well as love of reading, the sense of the word beauty, awareness of the language role for effective communication and cultural expression, willingness to use Ukrainian native in different life situations;

2) ability to communicate in native (in case of difference from state) and foreign languages, which implies active use of native language in various communicative situations, in particular in everyday life, educational process, cultural life of the community, ability to understand simple expressions in foreign language, to communicate it in appropriate situations, mastering intercultural communication skills;

3) mathematical competence, which involves the identification of simple mathematical dependencies in the surrounding world, modeling processes and situations using mathematical relations and measurements, awareness of the role of mathematical knowledge and skills in the personal and public life of a man;

4) competences in the field of natural sciences, technology, which involve the formation of curiosity, the desire to seek and propose new ideas, independently or in a group to observe and explore, formulate assumptions and draw conclusions from the experience, know themselves and the world through observation and research;

5) innovativeness, which implies openness to new ideas, initiation of changes in the environment (class, school, community, etc.);

6) ecological competence, which implies awareness of the basics of environmental management, compliance with the rules of environmental behavior, saving the use of natural resources, understanding the importance of nature conservation for the sustainable development of society;

7) information and communication competence, which involves mastering the digital literacy basis for development and communication, the ability to use safely and ethically the means of information and communication competence in learning and other life situations;

8) lifelong learning, which involves mastering the skills needed for further learning, organizing their own learning environment, obtaining new information to use it to assess learning needs, defining their own learning goals and ways to achieve them, learning to work independently and in a group ;

9) civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and healthy lifestyles, awareness of equal rights and opportunities that involve working with others to achieve a common goal, being active in class and school , respect for the rights of others, ability to act in conflict situations related to various forms of discrimination, to appreciate the cultural diversity of different peoples and to identify yourself as a citizen of Ukraine, to take care of one's own health and maintaining the health of others while maintaining a healthy lifestyle.

10) cultural competence, which implies involvement in various types of artistic creativity (fine arts, music and other arts) through the discovery and development of natural abilities, creative expression of personality;

11) entrepreneurship and financial literacy, which imply initiative, willingness to take responsibility for their own decisions, ability to organize their activities to achieve goals, awareness of the ethical values of effective cooperation, willingness to implement the ideas initiated, make their own decisions [2].

The greatest innovation in reforming school content is the phenomenon of new educational outcomes. International and domestic experience has shown that the most productive in our time is the approach, when learning is dominated by instrumental knowledge, which is the basis for mastering ways of action.

The Concept on Key Competencies reaffirms the effectiveness of applying the competency approach in education. It is determined that its correct application allows pupils to develop critical thinking, ability to solve problems, teamwork skills, communication and negotiation, analytical and creative abilities, perception of values of intercultural communication.

Extensive information opportunities, new demands of society, parents, expectations of modern children, which are very different from previous generations, create a new professional situation for teachers [3]. The prominent features of novelty are as follows: the variability of the conditions for students to receive education, which is caused by a wide range of personal differences of children; a real choice of programs and educational support; different educational environment.

In updating the content (and furthermore teaching methods), it is important to take into account not only what is interesting and exciting for children now, but also professionally, responsibly design their further growth, which provides for compulsory and expected educational results, because only by the achieved results will be possible to evaluate whether significant qualitative changes occurred in the primary education system. The greatest innovation in reforming school content is the phenomenon of new educational outcomes.

In this complex reorganization, the guidelines for the law on education [1] are the normative basis for educators to realize the essence of the results of NUSh. In particular, the following provisions: learning outcomes (identifiable, planned, assessed and measured); the person is able to demonstrate them after completing the educational program; key competences that are recommended for all levels of education (fluency in the state language; ability to speak native (if different from the state) and foreign languages; mathematical competence; competence in the natural sciences, science and technology; innovation; environmental competence; information-communication; civic and social competences; cultural competence; lifelong learning; entrepreneurialism and financial literacy; subject competences provided for by type and educational programs; common to all competences of competence (reading with comprehension; ability to express their opinions verbally and in writing; critical and systematic thinking; ability to ground their position logically; creativity, initiative; ability to manage emotions constructively; evaluate to solve problems, the ability to cooperate with other people [3].

The Law on Education guides teachers in the organization of learning to take into account cycles. There are two cycles in elementary school: the first is 1-2 grades, the second is 3-4 grades. In general, cyclization should help to clarify the learning objectives, describe the expected educational outcomes, and develop assessment tools for a shorter timeframe, with a view to gradually equalizing the learning opportunities and gains of children 6-7 years of age and then 8-9 years of age [1].

In addition, harnessing the benefits of a competency approach involves the use of different types of integration. For example, the new “I’m Exploring the World” course combines five educational fields and is used throughout grades 1-4.

The program defines the expected results for each class and summarizes the relevant content of the subject or integrated course.

Considering the integrated nature of each competency, it is recommended that systematic use of cross-curricular and inter-curricular relationships that contribute to the integrity of primary education and transfer of skills to new situations is a prerequisite for the use of integrated courses and integrated lessons. For example, according to the stated goals and objectives, the following content lines are distinguished in the initial course of language literary education: “Interacting verbally”, “Reading”, “Interacting in writing”, “Exploring media”, “Investigating language phenomena”.

The innovation is that the implementation of the content line “**Exploring the media**” involves the formation of the first class pupils’ skills to perceive simple media products, to participate in the discussion of their content and form, to tell about their impressions of the listened or viewed media products. For the formation of elementary skills to analyze, interpret, critically evaluate information in media texts and use it, as well as create feasible for students of the first class simple media products we offer to use such types as drawings, photos, comics, children’s magazines, cartoons and more.

The content line “**Studying language phenomena**” aimed at the study of linguistic material should be carried out in the process of active mental activity, which will promote awareness and strength of knowledge. This can be achieved by engaging students in observing linguistic units and phenomena, analyzing them, comparing them, and formulating them under the guidance of the teacher. In the course of the teaching of the literacy period defined by the program of the literacy period, due attention should be paid to the formation of key competences for students to learn, in particular: the ability to listen carefully to the teacher and do what he says, to properly organize his workplace and use teaching aids and equipment manuals, etc. Equally important is the ability to perform mental operations.

Mastering these general education skills is one of the conditions for successful educational activities of pupils.

The necessity of using formative and verbal assessment is emphasized. These types of assessment change the teacher’s functions in the process of supervising and assessing students; instead, they, gradually, in collaboration with the teacher, have to master the skills of self-esteem and self-control, that is, become subjects of learning. Without these skills, one cannot expect even an elementary partnership that belongs to the leading ideas of NUSh. The positive of formative assessment is that it

contributes to students' ability to learn, which is a key core competency of primary education. With this approach, children gain experience in performing tests, compiling a portfolio of their achievements etc.

Formative assessment changes pupils' attitudes towards their own mistakes, which are natural in the process of independent learning.

In order to ensure the motivation of pupils' activity in the first grade, it is necessary to create an optimal educational environment that would provide conditions for organizing work in pairs, groups, to conduct classes not only on desks, but also on the mat, as well as outside the classroom and school premises.

It is advisable to use actively non-standard organizational forms of learning and different ways of interaction of participants of the educational process, especially those that contain elements of the game. After all, six-year-old first-graders still play a dominant role. Therefore, learning through play is more interested for children and produces better results. In order to increase interest in learning activities, it is necessary to use a variety of didactic tools in the first class: illustrative material, tables, diagrams, models, samples, multimedia "I am exploring the world".

An integrated subject, **"I'm exploring the world"** for the first class pupils this year is being introduced. A typical educational program of this subject allows the teacher to select independently and form an integrated and autonomous way of presenting content, to select didactic tools, focusing on the individual cognitive requests and opportunities of students.

Possible means of integration in the implementation of the program "I am exploring the world" include the involvement of students in the practice of various tasks of a research nature, such as: research-recognition (What is it? What is it like? Surveys using sensory organs, description, comparison with other subjects, common - different to which whole it belongs); research-observation (How does it work? What happens to it? What is it intended for?); research-search (querying, predicting, establishing the temporal and logical sequence of phenomena, events; establishing causation (Why? How? What does it depend on? What is it related to?)), guess, conclusion-generalization.

The purpose of teaching art at school is a comprehensive artistic and aesthetic development of the child's personality, the development of cultural values in the process of learning about art; fostering respect for domestic and foreign artistic heritage; formation of key, artistic subject and cross-curricular competences necessary for artistic and creative expression in personal and public life. The realization of this goal is carried out according to the content lines: "Artistic and creative activity", "Perception and interpretation of art", "Communication through art".

These content lines aim to develop pupils' creativity and artistic ability through the practical development of the basics of the artistic language of different types of art and ways of artistic and creative expression. They are realized through the formation of pupils' ability to use various expressive means of creating artistic images, improvisation and aesthetic transformation of the environment [7].

Elementary school pupils' mastery of art is based on the principles of competent, person-centered, activity-based, play-based and integrative approaches. Art contributes to the formation of key competences.

Conclusions. Taking into account the ideas of NUSh for elementary education, a program was created according to the following principles: child-centeredness and environmental compliance; alignment of the objectives of the subject (course) with the expected results and content; accessibility and scientific content and practical orientation of results; continuity and perspective of content for the child's development; logical consistency and sufficiency of students' acquisition of subject competences; interconnected development of key and subject competences in each educational field; opportunities for the teacher to realize the content of education through subjects or integrated courses; opportunities to adapt the content of the program to the individual characteristics of children (intellectual, physical, cognitive); creative use of the program depending on the learning conditions [7].

During elementary school education, pupils acquire self-control, self-reflection and self-esteem, which promotes responsibility, interest, timely identification of gaps in knowledge, skills, skills and their correction.

The educational achievements of applicants in grades 1-2 are subject to verbal, formative assessment, and grades 3-4 to formative and final (point) assessment. Formative assessment aims to: support the educational development of children; build an individual trajectory of their development; diagnose achievement at each stage of the learning process; identify problems in a timely manner and prevent them from staining; analyze the course of implementation of the curriculum and make decisions on adjusting the program and teaching methods according to the individual needs of the child; motivate the desire to obtain the maximum possible results; to nurture the values of personality, the desire to learn, not to be afraid of mistakes, to believe in one's own possibilities and abilities.

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