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УДК 37.014(075.8)**ШЛЯХИ ОРГАНІЗАЦІЇ ІННОВАЦІЙНОГО ВИХОВНОГО СЕРЕДОВИЩА В НУШ**

Анотація. Актуальність дослідження пов'язана з методичною і технологічною недосконалістю виховного процесу в освітніх закладах, його фрагментарністю, недостатнім рівнем психолого-педагогічної готовності педагогів до інноваційних змін у виховній роботі в умовах сучасного інформаційного суспільства та широкомасштабної війни в Україні. Мета статті - розкрити теоретико-методичні засади організації інноваційного виховного середовища в закладі загальної середньої освіти. Автором здійснено аналіз наукових джерел з проблем виховання учнівської молоді та різних аспектів розвитку інноваційних процесів в освіті. Проаналізовано основні проблеми в українському освітньо-виховному просторі. Зазначено, що інновації за сучасних умов стають одним із найважливіших напрямів виховної діяльності закладів освіти, однак нові практики виховання впроваджуються повільно та часто здійснюються без урахування змін соціальних та регіональних умов. Схарактеризовано новий формат виховної роботи, що визначає особистісний розвиток учнів як єдину мету виховання у всіх освітніх установах. Визначено чинники, які впливають на якість виховного процесу. Висвітлено трактування українськими вченими понять «інновації у вихованні», «інноваційність», «інноваційний процес», «інноваційне виховне середовище закладу загальної середньої освіти». Схарактеризовано інноваційне виховне середовище НУШ та окреслено шляхи його створення як інноваційної виховної взаємодії педагога й учнів на суб'єкт-суб'єктних засадах. Професійною місією вчителя НУШ у виховній роботі визначено педагогічний супровід процесу індивідуального становлення і розвитку особистості учня в період його шкільної освіти, прогнозування, організацію, контроль та аналіз повсякденного життя й діяльності школярів. Акцентовано на тому, що в основі розвитку нової виховної системи лежать сучасні технології, основними принципами відбору яких є перспективність, демократичність, гуманістичність, інтегративність, реалістичність, цілісність, керованість, економічність, актуальність. Визначено ціннісний підхід у вихованні найважливішою умовою особистісного розвитку учнів, що реалізується через конструювання структури ціннісного виховного простору сучасного закладу освіти. Виховання визнано провідним



пріоритетом в освітньому просторі, очікувані результати якого можуть бути отримані лише в процесі оновлення його змісту, скоригованого на нові цілі та орієнтири компетентнісної освіти.

Ключові слова: заклад загальної середньої освіти, нова українська школа, педагог, виховання, виховна діяльність педагога, виховні технології, інновація, інноваційність, інноваційний процес, інноваційна діяльність, інновації у вихованні, інноваційне виховне середовище закладу загальної середньої освіти..

WAYS OF ORGANIZING AN INNOVATIVE EDUCATIONAL ENVIRONMENT IN THE NEW UKRAINIAN SCHOOL

Abstract. Relevance of the research is related to the methodological and technological imperfections of the educational process in educational institutions, its fragmentation, and the insufficient level of psychological and pedagogical readiness of teachers for innovative changes in educational work in the context of the modern informational society and the large-scale war in Ukraine. The aim of the article is to reveal the theoretical and methodological foundations for organizing an innovative educational environment in general secondary education institutions. The author analyzed scientific sources concerning the problems of educating youth and various aspects of developing innovative processes in education. The main problems in the educational and upbringing space in Ukraine are analyzed. It is noted that innovations, under current conditions, are becoming one of the most important directions of educational activities in educational institutions; however, new educational practices are being implemented slowly and are often carried out without consideration of changes in social and regional conditions. A new format of educational work is characterized, defining the personal development of students as the primary goal of education in all educational institutions. Factors affecting the quality of the educational process have been identified. The interpretations by Ukrainian scholars of the concepts of «innovation in education,» «innovativeness,» «innovative process,» and «innovative educational environment of general secondary education institutions» are highlighted. The innovative educational environment of the New Ukrainian School (NUS) is characterized, and pathways for its creation as an innovative educational interaction between teachers and students on a subject-subject basis are outlined. The professional mission of NUS teachers in educational work is defined as the pedagogical support of the process of individual formation and development of students' personalities during their school education, including forecasting, organization, control, and analysis of the daily lives and activities of schoolchildren. It is emphasized that modern technologies are at the core of developing a new educational system, the main principles for selecting which are prospectivity, democratic nature, humanistic orientation, integrativeness, realism, wholeness, manageability, economy, and relevance. A values-based approach to education is defined as the most important condition for the personal development of students, realized through the construction of the structure of the value-oriented educational space of a modern educational institution. Education is recognized as the leading priority in the educational space, the expected results of which can only be achieved through updating its content, corrected to new goals and benchmarks of competency-based education.

Keywords: general secondary education institution, New Ukrainian School, teacher, upbringing, educational activity of the teacher, educational technologies, innovation, innovativeness, innovative process, innovative activity, innovations in education, innovative educational environment of a general secondary education institution.

INTRODUCTION

The problem formulation. In the current context, there is an urgent need to establish a qualitatively new educational system in schools across Ukraine. The most important outcomes and simultaneously indicators of educational work are fundamentally new value orientations and competencies of the Ukrainian citizen who finds himself in a new informational world and amidst a large-scale war. Under these conditions, a new wave of technological changes is expected, along with an increase in the role of human capital as a key factor in victory in the war and the future successful reconstruction of the country.

The tasks of the educational system in the field of upbringing are enshrined in legislation and included in the main documents regulating educational activities. For instance, the Law of Ukraine «On Education» emphasizes that «the purpose of education is the comprehensive development of a person as an individual and the highest value of society, their talents, intellectual, creative, and physical abilities, the formation of values and competencies necessary for successful self-realization, upbringing of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of other people and society, enriching the intellectual, economic, creative, and cultural potential of the Ukrainian people on this basis, and raising the educational level of citizens to ensure the sustainable development of Ukraine and its European choice» (Law of Ukraine «On Education», 2017).

However, in the current educational space, there are a number of problems that are particularly exacerbated in wartime, as the enemy's informational influence becomes increasingly powerful and aims to undermine the moral and spiritual unity of Ukrainian society. These issues include the methodological and technological imperfections of the educational process in institutions, its fragmentation, and the inadequate level of psychological and pedagogical readiness of teachers for innovative changes in educational work, among others. The need for change is also driven by a transition from a knowledge-based model to a paradigm of activity-based pedagogy and the formation of universal educational actions and competencies among students.

The innovative orientation of teachers' and educators' activities serves as a means of updating educational policy. However, under current conditions, the system of upbringing the younger generation, as part of social reality, is somewhat in a state of uncertainty, which is expressed in the changing functions of upbringing, as well as strategies, and tactics for solving educational tasks. All of this significantly affects the educational environment of educational institutions, where innovations become one of the most important areas of activity. Nevertheless, new practices in upbringing are being implemented slowly and are often developed without consideration of changes in social and regional conditions.



Analysis of recent research and publications. The subject of scientific analysis has been the works of domestic and foreign authors dedicated to the issues of youth upbringing (T. Alekseenko, I. Beh, D. Brown, H. Weingarten, K. Zhurba, V. Zbar, H. Sazonenko, O. Stoliarenko, V. Kravets, E. Rogers, V. Ohneviuk, O. Sevastianova, M. Taylor, I. Shkilna, and others). The works of scholars such as H. Barnett, J. Basset, D. Hamilton, O. Dubaseniuk, I. Ziazun, R. Carlson, V. Kremen, M. Miles, S. Sisoieva, A. Haberman, R. Havelock, D. Chen, and others focus on various aspects of the development of innovative processes. However, despite the growing attention to the innovative aspects of contemporary education issues, there are few studies in pedagogical science aimed at researching the innovative space of upbringing. This indicates that, as before, there remains a dominant orientation in educational practice towards teaching processes compared to issues of upbringing.

THE AIM AND RESEARCH TASKS

To reveal the theoretical and methodological foundations for organizing an innovative educational environment in institutions of general secondary education.

RESEARCH METHODS

The theoretical analysis of psychological and pedagogical literature; analysis of practical experience in solving the problem.

RESULTS OF THE RESEARCH

At the current stage of development of Ukrainian society, the primary goal set before the education system is to achieve a new level of socialization for students, nurturing a moral, responsible, creative, initiative-taking, competent citizen and patriot. As noted by L. Sushchenko, «the progressivity of any society is determined precisely by the level of personality development. This factor is the main lever influencing further progress» (Sushchenko L. O., 2015, p. 307).

Innovative practices in school upbringing develop through teachers' awareness of the novelty of the educational situation and the search for ways to change its content, means, methods, and technologies that will enhance the effectiveness of upbringing. The teacher is the most important phenomenon in the educational sphere. As stated in the program «New Ukrainian School: On the Path to Values», developed by the Institute of Educational Problems of the National Academy of Pedagogical Sciences of Ukraine under the guidance of Academician I. Beh, «the educator is a bearer of universal cultural values, deep and diverse knowledge, high moral qualities, a patriot of their state, and occupies an active civic position, taking into account democratic foundations and principles» («New Ukrainian School: On the Path to Values», 2020, p. 106). In the current socio-economic situation, it is the teacher who is a key element in organizing the upbringing of school-age children. The professional mission of the NUS educator, primarily the class teacher, is to support the process of individual formation and development of students' personalities during their school education, predicting, organizing, controlling, and analyzing the everyday lives and activities of students. This requires a new orientation from the educator – towards the student's personality.

Contemporary innovative upbringing creates opportunities for individuals to acquire social and spiritual values deemed necessary by society (knowledge, beliefs, skills, norms, relationships, and behavior models) that ensure successful socialization. The implementation of innovations in upbringing is conditioned by large-scale innovative processes in education and pedagogy as a whole. In our opinion, one of the missions of modern pedagogical science is to ensure the integration of pedagogical practice and classical science, i.e., the practice-oriented nature of scientific developments. As a result of this alliance between science and practice, original innovative pathways and vectors of educational relations among all participants in educational interaction should be identified, enabling the resolution of complex tasks of the current period in the field of upbringing.

What specific changes are required in the upbringing process within the NUS? Firstly, the very concept of «upbringing» is expanding. According to the NUS Concept (Concept of the New Ukrainian School, 2016), it is necessary to create a values-based educational environment. The new format of educational work defines the personal development of students as the sole aim of upbringing in all educational institutions, which can be ensured through their acquisition of socially necessary knowledge, the development of socially significant relationships, and the experience of engaging in socially useful activities, i.e., behavior that aligns with social norms and values, as well as the practical application of acquired knowledge and relationships. The new goals for upbringing aim to engage individuals with national core values considering modern socio-economic conditions, societal challenges, and the objectives and tasks of building the Ukrainian state.

Modern upbringing is perceived not as a pedagogical influence on the personality of the pupil, but as a pedagogical interaction with them, meaning that subject-to-subject relationships take precedence in education. Upbringing is recognized as a leading priority in the educational space, and the expected results can only be achieved through the renewal of the content of upbringing, adjusted to new goals and benchmarks of competency-based education. As O. Yakimchuk emphasizes, the contemporary competency-based approach in education «is oriented towards developing such a unity of knowledge, competencies, and values within a person's personal structure that will allow them to independently assess their benchmarks and competencies throughout their life, as well as actively apply knowledge and skills to benefit themselves and society» (Yakimchuk O., 2020, p. 24).

Thus, the necessity for innovative development in education and upbringing under its modernization has become evident; without this, it is impossible to achieve a fundamentally new quality of student upbringing. According to many scholars, factors influencing the quality of upbringing in the modern educational space include the concept of upbringing, which determines the strategy for creating and developing the upbringing system; the organization and content of upbringing (forms, methods, means, and technologies in line with the concept); the informational and educational environment; and the professionalism of the educator, including their broad competence and continuous professional education.

O. Dubaseniuk notes that «innovations in upbringing refer to systems or long-term initiatives based on the use of new educational means that promote the socialization of children and adolescents and mitigate antisocial phenomena in the



youth environment» (Dubaseniuk O. A., p. 22). Innovation increases the effectiveness of the existing educational system; it encompasses the introduction of new goals, content, methods, and forms of upbringing, as well as the organization of joint activities involving the student, educator, and surrounding society.

In terms of innovation in education, scholars interpret it as the scientific and technological novelty, improvement, and renewal of the educational and upbringing product that is assimilated by the participants in the educational process. Innovativeness is one of the leading principles of contemporary pedagogy, serving as a means of updating educational policy. According to L. Sushchenko, «the innovativeness of pedagogical activity lies in the fact that it is aimed not so much at obtaining intellectual or material products, but at the development of a humanistically oriented type of personality» (Sushchenko L. O., 2015, p. 305).

The need for an innovative orientation in pedagogical activity under modern conditions of societal, cultural, and educational development is determined by both the socio-economic processes occurring in the country and the integration of educational institutions into market relations, as well as the changing attitudes of teachers toward the assimilation and application of pedagogical innovations. While new approaches to education and upbringing were previously imposed from above, the innovative activities of educators are now increasingly undertaken on their own initiative and take on a research character.

In turn, innovativeness is realized through an innovative process, which is understood as the transformation of scientific knowledge into innovation. This process can be represented as a sequential chain of events, during which innovation ripens from scientific ideas to specific new products, technologies, or services and spreads through practical application. The result of the innovative process includes specific products — upbringing concepts, technologies, methods, and innovation-oriented services, that is, the educational activities of teachers aimed at transferring knowledge, skills, and competencies to students to satisfy their needs and interests. Criteria for effectiveness in upbringing can include the formation of values among participants in educational relations, the creation of opportunities for self-realization and personal growth, the attainment of moral and emotional satisfaction, and the formation of social adaptation skills, among others.

All the listed factors, along with the conditions for functioning, constitute the innovative educational environment of the New Ukrainian School (NUS). «The educational environment of a general secondary education institution is an environment of direct and indirect influence on a child within the educational institution, comprising the material and spiritual support of the educational process, which creates favorable conditions for the personal and social development of students, the revelation of their abilities, and the enrichment of positive experiences of interpersonal interaction and value-oriented activities» («New Ukrainian School: On the Path to Values», 2020, p. 105). O. Lytvynenko views the socio-educational environment of the educational institution as a set of conditions for the life activity of individuals, which exerts a purposeful influence on their consciousness and behavior with the aim of forming certain qualities, beliefs, spiritual and value orientations, and needs (Lytvynenko O., 2011, p. 131).

Innovative thinking of the educator and the innovative creative environment are the main conditions for the «birth» of innovations, the unfolding of the innovative process, and innovative activities. In the innovative process, there is a change of phenomena and states of innovation, the emergence of a new idea or the development of a concept of innovation, the creation of innovation, its dissemination in the educational field, or a reduction in the scale of its application. In innovative activities, there is an interaction of participants in educational relations regarding mastering innovation. Thus, innovations in upbringing are the final result of innovative activities, realized in the form of a new or improved educational process, educational product, or educational service used in practical activities.

The creation of an innovative educational environment in the NUS is possible by abandoning the principle of organizing the educational activities of participants in educational relations under the guiding influence of the educator, moving towards joint educational activities as a dialogue. Under such conditions, the social orientation of the interaction between the educator and the students is ensured, combined with a focus on the development of the giftedness and independence of the participants. The interest of the student in participating in the educational process is enhanced through the realization of the strong aspects of their personality, as well as their responsibility for their creative and research activity. In the modern innovative educational environment, the acquisition of personalized vital competencies by students takes place, and motivation for creative activity and social engagement is intensified.

Innovative educational interaction, oriented towards participants in educational relations and the practice of social education, is directed at developing their interests and enhancing their abilities and communication styles in activities. It allows groups of children and adults who share common interests to participate in joint activities through research and creative involvement in various school situations of social education. The innovative educational process is implemented in various integration formats of pedagogical social practices. Organizers of educational interaction may include students, moderator-teachers, specialists from various fields, employers, professional masters, parent volunteers, community volunteers, students, social workers, among others.

At the core of developing a new educational system lie modern technologies. As A. Romanchuk points out, «the main principles for selecting innovative technologies in elementary school are prospectiveness, democratism, humanism, integrativeness, realism, integrity, manageability, cost-effectiveness, and relevance» (Romanchuk A., 2019, p. 179). Educational technologies, as one of the means of upbringing, allow obtaining significant results such as positive social experiences of students — experience in interaction, communication, and joint activities.

Educational technologies recommended for use when working with students can be classified by their level of popularity, stability, typicity, and potential for specific outcomes. The most effective technologies that have proven their effectiveness in practical work with various categories of students include: information and communication technologies (creation of presentations, slides, websites, internet, cloud technologies); research activity technology; project technology; gaming technology; case technology; environmental education technologies; art technology; show technology; dialogue technology;



communication training; technology for developing critical thinking; collective educational initiatives; pedagogical support technology; situational technologies; and other person-centered technologies.

One of the youngest educational practices is the formation of a value-oriented educational space in modern schools according to the Concept of the NUS (New Ukrainian School Concept, 2016). As Ukrainian researchers Oksana and Olena Stoliarenko note, «radical transformations in education and society require the teacher to redirect his consciousness towards humanistic values, which are appropriate for the nature of creative (innovative) pedagogical activity» (Stoliarenko O., Stoliarenko O., 2017). Researchers from the Institute of Problems of Education of the National Academy of Pedagogical Sciences of Ukraine emphasize that value security is an important component of spiritual safety, as the integrity of Ukrainian society significantly depends on this factor. «Moral values are an integrative, core formation in an individual's value attitude towards themselves and others, characterized by a focus on manifesting their own dignity, respect for others, and responsibility for their actions in life, as well as readiness to make moral choices and adhere to them in everyday activities and communication» («New Ukrainian School: On the Path to Values», 2020, p. 102).

The value-based approach in upbringing is a crucial condition for the personal development of students, implemented through the construction of the structure of a value-oriented educational space and the creation of an environment that unites students, educators, and parents through shared priorities and interests. It involves developing and testing a program for the school's living environment that has a meaningful value orientation, organizing the interaction of all participants in the educational process, integrating educational efforts, preparing educators to adopt new roles of value-driven significance, and introducing a monitoring system for the effectiveness of educational activities into school practice.

Thus, innovative educational practice represents a novelty as an implemented innovation that has high efficiency, reflecting the level of intellectual and creative input of the educator manifested in discoveries, inventions, and rationalizations in the form of new ideas that differ from others. The implementation of innovative practices in education is always characterized by the emergence of new products of human intellectual activity, which possess a higher scientific potential, the development of new personal qualities of subjects that become the focus of improvement, and the popularity of new technologies aimed at enhancing the level of creative thinking among students and their independence. Undoubtedly, the introduction of innovative educational practices contributes to a qualitative change in the personality of the student.

Active involvement of educators in innovative activities leads to changes in the characteristics of psychological and pedagogical climate of the school, defines attempts to understand the contemporary educational situation as a whole, seeking ways to enhance the effectiveness of education, setting and testing new goals and tasks, and projecting solutions to emerging problems. In achieving positive results, the research and creative efforts of educators, their communicative competence, and experience in organizational work become decisive.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, innovation in upbringing is the process of creating, using, and disseminating innovations in the field of educational activities. By its nature, innovation in education is the final result of the innovative activities of educators, utilized in practical endeavors. Such results include an innovative educational environment of the school, a space for organization of a new educational process, provision of quality educational services, and creation of modern educational products, i.e., innovative educational methodologies and technologies. By the concept of an innovative educational environment in the New Ukrainian School (NUS), we understand the renewal of the pedagogical process, educational services, and products, considering the current situation in the country, introduction of advancements in pedagogical science, and creation, use, and dissemination of innovations in the area of educational activities. Establishment of an innovative educational environment in educational institutions promotes enrichment and enhancement of moral-ethical and social values of students and development of life-oriented competencies based on this through innovative means of organizing education. As a result of the innovative educational activities of educational institutions, the formation of a competitive human potential in Ukraine takes place, which will ensure its successful reconstruction and prosperity in the post-war period.

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Received

19.04.2024

Accepted

06.05.2024