

SECTION 3. GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

DOI: 10.46299/ISG.2024.MONO.PED.2.3.1

3.1 Innovative pedagogical systems: theory and experience

The state of the educational system is a sensitive indicator of the processes that take place in the state, in the society. Today, the process of formation of new paradigms of education, focused on entering the world educational space is ongoing in Ukraine. This process is accompanied by substantial changes in pedagogical theory and practice.

The development of innovative pedagogy is connected with crisis phenomena in education, which exacerbate contradictions between social needs regarding development and functioning of educational institutions and the real state of educational practice. Overcoming the crisis of modern education is possible thanks to intensive innovative reformation of it in accordance with the requirements of the time, in the process of the formation of a fundamentally new system of general education, which gradually will largely replace the traditional one.

In state documents on education [80, 81, 82, 83] it is emphasized that integration of the country into the world educational space requires constant improvement of the national system of education, search of effective ways of improving its quality, modernizing the content of education, and its organization in accordance with global trends and requirements of the labor market, development of approval and implementation of innovative pedagogical systems [84].

At the same time, the results of educational reforms conducted over the last decade do not sufficiently meet society's expectations regarding the essential improvement of the quality of education. To a large extent, we link it with the fact that reforms in the educational sector did not acquire the character of systemic innovation changes. This determines the urgent need for systemic innovative changes in the activities of educational institutions of all levels. Study and analysis of innovation experience in the field of education, development of innovations and their implementation in educational practice require turning to a system approach and

studying the system innovative experience. Back in 1916, P. Sokolov rightly emphasized that "familiarization with pedagogical systems is useful for educators, in that regard that it contributes to the development of a holistic pedagogical point of view, a whole pedagogical system. It is necessary to know that in education the system of pedagogical actions and influences is important" [85].

In the process of scientific research, the author used a set of methods adequate to the nature of the investigated phenomenon, in particular: general scientific (analysis, comparison, generalization, systematization) with the purpose of defining the conceptual foundations and categorical apparatus of research, historical and comparative, historical and genetic, retrospective and diachronic) in order to compare and to contrast events, phenomena, information and facts, studying the genesis of the researched phenomenon, generalization of domestic and European innovative experience with the aim of its creative use in the educational system of Ukraine.

The conceptual foundations of innovative educational processes are considered in the social and philosophical context of civilizational changes, justification of the new educational paradigm, searching the ways to overcome its crisis state in the works of such domestic and foreign scientists as: Zh. Allak, A. Gerasimchuk, V. Kremen, F. Coombs, V. Lutai, M. Romanenko, B. Simon, P. Saukh and others.

In the fundamental work "Philosophy of Modern Education" V. Lutai analyzed the philosophical and methodological foundations of the problem solution of the ratio of traditional-informational and innovative-creative functions of education.

Various aspects of modern educational innovations are considered in the works by L. Danylenko, I. Dychkivska, L. Karamushka, I. Konovalchuk, V. Palamarchuk, I. Pidlasyj, V. Pinchuk, O. Pehota, E. Rogers, O. Savchenko, and others.

Studying the problem of defining the essence, creation and functioning pedagogical, including innovative systems the works by L. Viktorova, V. Volodka, V. Dokuchaeva, V. Kovalchuk, N. Kuzmina, V. Semichenko, G. Soroky and others are devoted to. Ethnical and pedagogical features of Pedagogical (educational) systems were studied by O. Vyshnevskyi, B. Stuparyk, M. Stelmakhovych and others.

Historical and comparative analysis of the genesis of theory and practice of innovative transformations, leading trends of development and features of reformation of educational institutions abroad and Ukraine, which is presented in the works O. Adamenko, I. Anosova, V. Zemlyanska, O. Marushchenko, A. Sbruyeva, O. Sukhomlynska and others, allows to evaluate objectively and use in current conditions, the experience of the best domestic innovative educational institutions and educators-innovators, enables the extrapolation of innovative models into the modern domestic educational space.

As evidenced by the analysis of scientific intelligence in the field of modern educational innovation, innovativeness in the field of education is very diverse. Innovations are studied in the following aspects: professional and pedagogical activities, innovative technologies, teaching methods of specific educational subjects, etc. But in all these cases we speak more about theoretical than about the practical aspect of innovation, since implementation of each type of innovation significantly depends on the necessary number of external conditions. The first "self-sufficient" unit that is able to set and to support innovation, is an educational institution (school), because any school, even with a low level of innovation, represents a pedagogical system. Therefore, in the conditions of a specific educational institution, it becomes possible to create special conditions that are able to make the development of innovations a priority and this way to ensure sustainable innovative development in this institution. It requires turning to a systemic approach during the implementation of innovations into educational practice.

So, agreeing that idea of innovation is related first of all with the purposeful change which brings new elements into the environment of implementation, and which causes the system to transform from one state into another one [86-94 etc.] we note such the most important aspect of innovation as the systematicity of their implementation into pedagogical practice.

Determining the essence of an innovative pedagogical system requires analysis of such generic concepts as "pedagogical system", "innovation", "innovative process".

The general scientific understanding of the concept of "system" (from the Old Greek system – "combination", "whole", "connection") is treated as: plural of interconnected elements which forms a single whole interact with environment and among themselves and have a purpose; as a combination, arrangement, formation, a set of qualitatively defined elements among which there is a natural connection or interaction [95, p. 626].

We agree with V. Kovalchuk that the system is not a simple combination of separate parts into a single whole, and a complete complex of interconnected ones elements that makes up a special unity, a certain relationship with environment; is an element of a higher-order system, and often separate elements by themselves can be subsystems in relation to the general system. Therefore, it is possible to draw a significant conclusion that the systematicity is provided by not such is the number of elements but the nature of system-forming connections and relations [84, p. 36].

As you know, there are many different systems in the world. Depending on essential characteristics as the basis of classification we can be distinguish the following systems [96, 97, p. 67]:

- material as integral totalities of material objects (physical, chemical, biological, technical systems and as a special class – social ones) and abstract systems that represent the product of human thinking (concepts, hypotheses, theories, sciences, linguistic systems, semiotic ones, etc.);
- static, the state of which remains unchanged for a long time and dynamic systems that change their state with time;
- determined uniquely, which makes it possible to establish the state of these systems at any previous or subsequent moment, and deterministic ambiguous - systems are probable, the state of which can be predicted only from with a certain probability;
- closed systems (locked) – there is no flow in or out of them no substance is released, but only an exchange of energy and systems takes place: open (not closed) – they constantly have input and output of not only energy, but also substance.

Pedagogical systems are one of the most complex among the existing ones, because they belong to extremely dynamic and ambiguously deterministic social systems [98].

The first attempt to define the concept of "pedagogical system" was made by Ukrainian scientist Ya. Mamontov back in 20s of the 20th century, who defined the pedagogical system as a set of "scientific statements which interprets and coordinates the main pedagogical factors (teacher, student, didactic material) for a certain purpose and establishes their relationship to this social environment" [99, p. 133]. Among the main features of the pedagogical system the scientist called the following the most important ones: the goal of the pedagogical activity or target instruction; teaching method, or organizational method of children's life and becoming a social environment [100].

For understanding the essence of the pedagogical system the pedagogical heritage of A. Makarenko has an important meaning. He brilliantly managed to combine pedagogical theory and practice, did a lot to implement integrity and systematicity of the educational process. The outstanding teacher claimed: "Person is not brought up in parts, he is created synthetically by the whole sum of influences, which he undergoes" [101, p. 119].

From the point of view of the change of priorities in modern education, new paradigms in teaching and upbringing, pedagogical heritage of I. Ohienko is of great and upbringing from the interest to us. He approached the solution of the tasks of education from the positions of anthropocentrism. The scientist considered the system of upbringing (education) as a wide range of influences on it from all the assets of world and national culture. H. Vashchenko made a fairly deep analysis of various educational systems. Who reasoned the essence of the system of national education, which is based on universal and national values [97, p. 68].

Although the word combination "pedagogical system" is most often used in pedagogic science, essential and content interpretation of this definition are still significantly different and quite controversial [102]. Often this definition is personified and used to characterize the fruitful scientific and practical activities of outstanding

teachers (for example, the pedagogical system of Ya. A. Komensky, K. Ushinsky, A. Makarenko, V. Sukhomlynskyi, J. Dewey, R. Steiner, M. Montessori, etc.). The specified concept is also used to define and characterize vertical section of pedagogical activity depending on the level of education, which is considered (pedagogical system of general education, vocational and technical, secondary school, adult education, etc.). It is quite often correlated with the system of educational activities of a local educational institution and even with everyday (far from always truly innovative) practical activity of an individual teacher who is creatively working.

S. Kushniruk, defining the concept of "pedagogical system" as polysystem formation (integrity), consisting of many interacting and complementary parts, presents it in a broad and narrow sense [103, p. 649-650]. So in a broad sense it is:

1) association of pedagogical participants in which the goal and solution of pedagogical problems are proposed;

2) association of participants of the pedagogical process, where their activities (cognitive, educational, labor, moral, artistic-aesthetic, game, etc.) is a source of pedagogical goal and means of its achievement at the same time.

In a narrow sense, the pedagogical system is considered as: 1) an ordered number of interconnected components that form a single whole and subordinate to the goals of education and training; 2) socially conditioned integrity of the participants of the pedagogical process with their material and spiritual values which interact on the basis of cooperation among themselves and with the environment, which is aimed at formation and development personality.

The correct definition of elements is essential for the correct analysis of any system, including pedagogical one.

In general, the structure of any pedagogical system consists of such interconnected set of invariant elements that distinguish it from other (non-pedagogical) systems:

1) students (whom to teach);

2) learning goals (for what, for what purpose to teach);

3) content of education (what to teach);

- 4) didactic processes;
- 5) teachers (or technical teaching aids);
- 6) organizational forms of training [103, p. 650].

Functional components of the pedagogical system include the basic ones connections of the main structural components which arise in the process of activity of leaders, teachers. Since the pedagogical system provides collective (organized) activity, the participants of which are purposeful subjects who interact in order to achieve a common goal, functional components must provide connection among structural components: constructive, communicative, organizational, prognostic, gnostic, corrective ones.

We believe that it is legitimate for different pedagogical systems to single out levels of their existence, namely: scientific and theoretical (or modeling) and active (or functional).

To determine the essential features of innovative pedagogical systems we should refer to the author's understanding of the leading concepts of educational innovation [97].

As we know, the term innovation (*from the Latin in - in, novus - new*) literally means "innovation, change, renewal", hence in general sense innovation means novelty, bringing something new into any system [104]. Pedagogical innovation (innovation) is defined as introduction new to the pedagogical system. This "new" (ideas, methods, means, forms, technology) received a rather specific name "innovation". Innovations include ideas, and processes, and means, and results taken together for qualitative improvement of pedagogical system [97].

It should be emphasized that for correct understanding of the essence of pedagogical innovation we should take into account its most important aspect: bringing something new into pedagogical system can be innovative only if it of a progressive nature, because the goal of innovative activity is improvement of educational process aimed at maximum development and self-development of personality [97, 105, 106].

Another important definition of educational innovation is *innovative process*, which we define as a set of actions determined by social need concerning creation,

implementation and dissemination of innovations in the field of education and upbringing.

Innovative activity is the basis and content of innovative processes in education, the essence of which is in updating the educational process, introducing new formations in the traditional education system, which provides for the highest degree of pedagogical creativity [107].

It should be noted that any innovative pedagogical system must not necessarily be based on completely new pedagogical ideas, approaches, principles. The innovativeness of the pedagogical system, in our opinion, is not so much in introducing into pedagogical science and practice unknown before principles, means of technology, etc., but in the search and implementation of new system-forming connections among already established, tested pedagogical principles, means, methods, their in-depth content justification, determination of the most effective use in new conditions.

For a clearer demarcation of an innovative educational institution from ordinary (traditional) school, it is necessary to determine its essence, as well as schools of the new generation – so-called "schools of a new type", to define their classification parameters.

Traditional school is understood in the most general way as an educational institution that implements traditional learning technologies and upbringing. Usually, the concept of "traditional education" is understood as class-lesson organization of education, which was developed in the 17th century on the principles of didactics formulated by Ya. A. Comenius.

Without going into detail about the features of the traditional classroom system training, we consider it expedient to highlight the classification parameters of the traditional pedagogical systems [97].

- by level of use – general pedagogical;
- by the philosophical basis – the pedagogy of coercion;
- according to the main factor of development – sociogenic (with the assumption of biogenic factor);

- according to the concept of assimilation – associative and reflexive support on suggestion (sample, example);
- based on orientation to personal structures – informational, KAS (knowledge, skills, abilities);
- by the nature of the content – secular, technocratic, general educational, didactocentric;
- by type of management – traditional, classic;
- by organizational forms – class-based, academic;
- according to the preferred method – explanatory and illustrative;
- by the category of students – mass;
- according to the nature of the goal – education of a person with capable properties;
- according to the nature of interaction between teachers and students – pedagogical construction process mainly on a subject-object basis.

When Ukraine gained independence in 1991, educational goals changed, in particular: focus on the concept of national education is declared, ideologizing is excluded.

Recently, the trend of total criticism of the traditional school has deepened, especially by "radical innovators". Traditional school is accused in all directions – starting with philosophical and conceptual foundations, positioning it as "pedagogy of coercion", "authoritarian pedagogy" and ending with means, technologies of learning and education.

The traditional school is denied in the ability to develop student's personality, activate his cognitive activity, influence the motivational field of study, etc. The traditional school is restricted exclusively with the authoritarian approach to child. The teacher of such a school is refused to build relationships with students on a democratic basis, cooperation etc. So, for example, O. Kozlova prophesies in the conditions of traditional education "the inevitable growth of enmity between teacher and student" [89, p. 24]. We consider such views on the traditional school to be illegitimate and conjunctural to a significant extent, devoid of a deep scientific basis.

An objective, unbiased analysis makes it possible to draw a conclusion about the "viability" of a traditional school in modern conditions, because it has significant didactic and educational potential. It is not by chance that it is today traditional learning remains predominant in the schools of the world.

Among the important positive features of the traditional education system we should name its ability to ensure: strength of knowledge acquisition by all students, abilities, skills at the level of defined standards, an accelerated pace of learning, systematicity of training, optimal use of resources, etc. But it is possible if a coherent educational system is created at school, which is based on the best pedagogical traditions.

The traditional school has many disadvantages that are difficult to eliminate. They include weak feedback, limited language activity of students (average time of student speaking is approximately two minutes per lesson), an averaged approach to students, low differentiation and individualization of learning, character of relations of the subjects of the educational process, limitations in the implementation of students' creative abilities. The content of traditional education does not satisfy today's needs.

However, the main drawback of the traditional school, in our opinion, is its inertia regarding updating the educational process, weak "mobility" that mainly reduces its effectiveness. However, nowadays, when the world is changing in all its manifestations at an extremely fast pace, school must have flexible mechanisms for responding to these changes. That is why in 1990s of the 20th century the question of an alternative education with innovative character arose, intensive innovative searches for a way out of educational crisis started.

After Ukraine gained its state independence the following processes have been introduced into the Ukrainian education system:

- formation of the Ukrainian national school based on historical, cultural, and folk traditions;
- development of concepts of national education and national school;
- de-ideologization of the school and, as a result, reconsideration of the content of education;

- boosting of teaching staff due to the appearance of an alternative system of their retraining;
- democratization of the educational sphere;
- search for new technologies to organize a modern educational process;
- providing a legal basis for different types of educational establishments and, as a result, the emergence of numerous schools of a new type [108].

The Ministry of Education of Ukraine has chosen a course for innovation in the education sphere as it is obvious that the traditional school needed a radical reform.

Abandoning the unified education system has created real opportunities to satisfy interests, inclinations and creative potential of every child. It is no coincidence that in 1993 the State National Program "Education" ("Ukraine of the 21th century") indicated the need to reorganize the existing ones and create "educational institutions of a new generation." At the same time it was noted that the complexity and variability of education "provide for the creation of opportunities for a wide choice of forms of education, educational institutions, teaching and upbringing facilities that would meet educational needs of an individual ..." [80].

There are certain disagreements in the interpretation by scientists of the essence of educational institutions of the new generation (gymnasiums, lyceums, colleges, etc.), their tasks, opportunities, etc. We share the ideas of those scientists who regard such institutions as specialized comprehensive schools with an educational and research system of organizing the educational process to be designed for pupils who have shown interest and abilities in one of the branches of creative activity and are aimed at the formation of a creative, aesthetic and ethically enriched personality in the atmosphere of spirituality, based on the heritage of world and national culture [108]. This approach determines not only the essence, but also the leading conceptual principles of such educational institutions.

So, the essential features of educational institutions of the new type are: formation under the guidance of a teacher of a creative personality of a pupil on the basis of abilities and talents given by nature, ensuring for this purpose the continuous development of teaching staff in order to create a special educational and research

environment at school, reorientation of the pedagogical process on the personality of a pupil, his or her self-education and self-development. Schools of the new type, thus, have been designed first of all for capable and talented pupils.

However, we believe that the mentioned above cannot determine their innovativeness. We agree with M. Potashnyk that the identification of educational institutions of the new type with innovative schools leads to the "discrediting" of a significant number of original innovative schools of a different type, because it is often more difficult to teach children with low educational abilities, health problems and deviant behavior at the maximum possible level in comparison with gifted children [97, p. 76]. Having considered the essence of an innovative school and educational institutions of the new generation we have come to the conclusion that "innovativeness" is not directly related to a type and form of an educational institution.

An innovative educational institution (school) as a pedagogical system is characterized by a special *innovative environment* which we consider to be one of the essential features of such a system.

By the innovative environment of a school we understand such organization of life and activities of all participants of the educational process, according to which teachers regularly return to the basics of this process, analyze these basics, goals and means of their implementation and subsequently innovate the transformation of these goals, means and technologies.

The innovative environment is primarily related to real and actual problems of the school. Although an innovative school can find new approaches that are much more effective than the conventional ones, it cannot afford to assume that the final solution to the problem has been found. The goals of renewal are determined not on the basis of traditions or rules but in accordance with a critical analysis of the difficulties and values of the participants of the pedagogical process. This means that the innovative environment involves "revision of any recipes and traditions" (I. Frumin).

The definition of the innovative environment stems from the recognition of deep contradictions of the very idea of education (especially mass education), that is, from the understanding of the impossibility of finding a complete and correct elimination of

these contradictions, in particular: between the collective nature of the modern school and the individual nature of learning, between the culture accumulated by humanity and the spontaneity of a child), etc. The mentioned contradictions are fundamental and require an urgent and constructive solution. Therefore, the content analysis of educational practice and its updating involve the identification of contradictions that take place in the educational space and only then their solving in a specific situation. The innovative environment is not an act but a process that needs constant revival [97, p. 77]. These statements give grounds for the conclusion that innovative schools are "designed" or "doomed" to constant search, constant development, "constant transfer from hand to hand" not of the results of searches (O. Tubelskyi) but of the very process of "birth" and implementation of an innovation.

So, we define an innovative school as a certain authentic pedagogical system that possesses the following features:

- 1) a special, innovative mode of functioning;
- 2) systematicity and purposefulness of innovations that significantly affect constituent elements of the system;
- 3) elaboration and implementation of a student's lifestyle model different from that of a mass school;
- 4) development of a new paradigm of education, fundamentally different from the traditional one, that envisages mastering the skills and means of self-awareness, self-regulation, self-education, self-determination;
- 5) search for new principles of the work of a teacher; approbation of new means and methods of this work aimed at the development of creative traits of a teacher, his or her personal responsibility for the content and results of this work [109].

Taking into account modern research works (V. Palamarchuk, B. Chyzhevsky, etc.) we can name the leading, in our opinion, conceptual principles that are general and integral to all innovative schools.

This is, first of all, the *principle of humanizing* the educational process. Philosophical grounds of modern educational transformations should be based on the idea of anthropocentrism or similar ones, which involve the reorientation of teaching

and upbringing strategies to the development of natural abilities and talents of a learner.

The *principle of developmental education* is determined by modern requirements for an individual who is able to creatively solve complex socio-economic, scientific-technical and other social problems. Innovative schools should create optimal conditions for maximum self-realization and self-development of every child.

The *principle of a person-oriented approach* in education and upbringing: while developing innovative educational systems, it is necessary to take into account individual characteristics of every learner, his or her interests and inclinations, intellectual, emotional and volitional, practical spheres, physical and mental state. Optimum conditions for the implementation of this principle can be found, in particular, at educational institutions of the new type due to profile and specialized training, reduction of class occupancy, sufficient material support, spread of social and psychological services at different levels of education.

The innovativeness of an educational institution necessarily involves the *principle of cooperation* between a teacher and a pupil because the effectiveness of education is impossible without the active position of all participants in the educational process at each stage: from goal planning to final results.

Another leading principle of the innovative school is the *principle of optimizing* the educational process which ensures its integrity and systematic character.

Another important principle of the innovative educational institution is the *principle of purposefulness of innovations*. It is the principle that provides the essential difference between an innovative school and educational institutions of other types.

Let's turn to the problem of evaluating the level of innovation of a general secondary educational institution (hereinafter – a GSEI) that is characterized by the introduction of various types of innovations, the innovative transformation of individual links of the educational environment or its innovation as a whole. In the latter case we are talking about pedagogical innovations of a systemic nature.

Taking into account the position of O. Kyrychuk [110, p. 3] who claims that the pedagogical system of an educational institution needs two considerations: in statics - in its subject plane, and in dynamics – in the plane of its functioning and development,

that is, emergence, formation, evolution, destruction, transformation, decline), we have come to the conclusion that the assessment of the innovativeness of a GSEI as a complex dynamic pedagogical system requires its integrative assessment at three levels – "subjective" (component-structural), functional (external and internal) and historical (at the level of genetic and predictive analysis).

Therefore, the provisions regarding the integrated use of structural and functional analysis are important for determining the innovativeness of a GSEI [109, 111, 112].

Structural analysis allows: 1) to reveal patterns of interrelationships of the main components of the pedagogic system of a GSEI that would give it integrity and thus contribute to the emergence of some new properties of the components of an educational environment; 2) to determine the degree of depth and completeness of innovations introduced into the pedagogical system of a GSEI; 3) to compare the pedagogical system of this educational institution with others in order to identify its isomorphism or homomorphism [110, p. 4–5].

Carrying out a functional analysis of the innovativeness of the pedagogical system of an educational institution makes it possible to establish its mutual influence and relationship with other social institutions, the degree of adaptability of a GSEI to social conditions and social order, to a pupil's personality with his or her individual characteristics, etc.

When developing indicators and criteria of innovativeness of a GSEI, one should take into account its vertical structure, which consists of such elements as:

- 1) a goal without which the pedagogical system of an educational institution cannot function;
- 2) tasks through which the achievement of the goal is possible;
- 3) means of solving tasks;
- 4) conditions under which a certain tool can give a positive effect;
- 5) a result of the functioning of an educational institution.

For the correct and complete interpretation of the functioning of a GSEI as an innovative pedagogical system, we consider it expedient to use the above-mentioned

characteristic of the "innovative potential" of a school. In this case, we consider the essence of this concept to be the ability of a GSEI to create, perceive, and implement innovations. Based on this understanding of the mentioned concept, we believe that it is precisely this characteristic that determines effectiveness, speed, and peculiarities of the introduction of innovations into the educational practice of a GSEI.

Based on the study of the scientific literature on the researched problem, as well as on our own pedagogical experience, we have singled out the criteria for the innovativeness of a GSEI pedagogical system: resource, personal, sociocultural and organizational [113, 114, 115].

The *resource criterion* is determined by the following indicators [115, 116, 117]:

- 1) spatial possibilities for deployment of innovative processes (necessary premises, features of a school territory, etc.);
- 2) inventory (cultural, sports, informational, labor, educational equipment);
- 3) financial resources (money that a school can use for its innovative development).

The *personal criterion* involves taking into account the following parameters:

- 1) peculiarities of teaching staff (professional focus of teachers on innovative activities; creative potential of authoritative teachers among co-workers; professional and demographic characteristics of teaching staff (distribution by age, gender, teaching experience); consistency of interests of different groups of teachers in a team; a benevolent psychological climate);
- 2) characteristics of pupils (level of educational achievements of pupils (quality of their academic performance); intellectual and general cultural development of pupils, their participation in Olympiads of different subjects, Junior Academy of Sciences, clubs, various interest groups and teams, social activities; formation of communicative skills; upbringing and behavior; pupils' potential and realized abilities; experience of creative activities; participation in social activities);
- 3) personal characteristics of leaders of innovative projects of GSEIs (status of a leader-innovator in the school hierarchy – a director, head teacher, head of the department, teacher); focus on innovative activities; readiness to manage innovative

processes; innovative experience; organizational abilities and skills).

The *socio-cultural criterion*, which provides for the evaluation of innovativeness of the external learning environment of a GSEI, is determined by the following indicators:

1) available socio-cultural institutes, public organizations, sports sections, etc. in the surroundings of an educational institution);

2) parents' social status, their level of culture and level of education, the number of disadvantaged families;

3) attitude to innovations of the "subjects of learning environment" that are significant for a GSEI, primarily parents and representatives of education management bodies [118].

The *organizational criterion* includes the following indicators:

1) specifics of goals, their orientation towards the innovative development of a GSEI (intellectual background of a school (subject clubs, electives, extracurricular activities of a cognitive nature, organization of scientific and research work, etc.);

2) specific features of the organizational structure and communications (internal and external) of an educational institution;

3) peculiarities of management of innovative processes in a GSEI (structurality, problematics, informativity, creativity).

The criteria and indicators defined by us characterize the degree of success of the introduction of innovations into the pedagogical system of a GSEI. At the same time, following priority educational goals and values should be taken into account:

– self-realization and self-determination of a growing personality on the basis of ensuring necessary theoretical and practical training of pupils (basic knowledge, skills, abilities);

– versatile, harmonious development of a pupil;

– social maturity and personal readiness of a school graduate for life in modern society (social and psychological adaptation to life);

– preserving of pupils' health [118].

Identification of the criteria and indicators of the innovativeness of a GSEI has

contributed to the determination of the conditions for the effective introduction of pedagogical innovations into educational practice, namely: *objective* (implementation of the principle of humanism of innovative processes; scientific plausibility and validity of innovations; pedagogically targeted scientific and methodical work of regional management bodies with schools; material and financial support of the innovation process) and *subjective* (positive attitude of subjects of the pedagogical process to innovations; a teacher's professional abilities for innovative activity and a teacher's psychological and pedagogical preparation for its implementation; readiness of pupils and parents to accept an innovation) [119].

Therefore, evaluation of the effectiveness of implementing innovations in the practice of a GSEI, its innovativeness, requires: 1) analysis based on a set of the defined criteria and relevant indicators of all structural components of the pedagogical system of an educational institution; 2) determination of the innovative potential of a GSEI; 3) clarification of factors due to which positive (negative) results are obtained - due to the innovative potential of an innovation itself or due to other factors.

The distribution of innovative pedagogical systems according to the level of their *innovative potential* or, in other words, their relevance is essential for our research.

Relevance (from English - to raise, increase, make significant) as a pedagogical category allows to determine the ability of an innovative pedagogical system for sustainable self-development in different historical periods, in different countries and civilizations.

Among the criteria for the relevance of innovative systems as a historical-pedagogical phenomenon, we define the following:

- convention of chronological space-time, national-ethnic frameworks, a high degree of its mobility; spreading beyond the borders of one formation, civilization, country, continent;
- reflection of pedagogical trends essential for the progress of education;
- presence of pedagogical self-worth, which ensures internal self-development of the phenomenon, its paradigmatic character and favorable prospects for

transformation;

- presence of direct pedagogical heredity in the form of theories, concepts, currents that were developed on the basis of leading ideas and essential features inherent in the pedagogical system;
- indirect influence on the further development of pedagogical research, innovations, which are carried out taking into account the internal conditions of self-direction of the educational process and realization of the main role of a teacher and a pupil as subjects of the activity;
- availability of data for understanding the technology of implementation of the ideas, methods, and means embedded in the pedagogical system from the point of view of theoretical and practical activities;
- ideological compliance with the main strategic guidelines for the development of the modern educational process;
- unity, repeatability and invariance of the most essential, significant features of the system, its structural elements, which allows to determine and model its generalized characteristics [97].

Depending on the level of relevance, we distinguish "classical", long-term and temporary innovative pedagogical systems. "Classic" innovative pedagogical systems are characterized by the highest level of innovative potential, they manifest to one degree or another all the criteria of relevance that ensure their constant self-development.

Long-term innovative pedagogical systems meet most of the mentioned relevance criteria, while their relative limitations are observed (necessary dependence on socio-political, regional conditions, etc.).

Most of the relevance criteria are not found in temporary innovative pedagogical systems, innovations are able to act only in specific historical and pedagogical conditions.

The highest level of innovation potential is characterized by author's pedagogical systems or author's schools.

The term "author's school" came into scientific circulation in the late 1980s, but this pedagogical phenomenon has its roots in the distant past. In fact, everything new for its time, original and experimental educational institutions in the history of pedagogy are author's pedagogical systems: educational institutions of I. G. Pestalozzi, J. Korczak, S. Shatsky, A. Makarenko, schools of M. Montessori, S. Fernet. R. Steiner, V. Soroka-Rospnsky, V. Sukhomlynskyi and others.

Author's schools play a special role at the current stage of development of the national education system, offering variable approaches to the organization of the educational process, searching for new principles of shaping the content of education and ways to realize educational goals, developing innovative pedagogical technologies.

We understand an author's school as an educational institution whose activities are based on original (author's) ideas and technologies that form a new educational practice either in general or for a given environment.

We consider the essential features of an author's school are:

- innovation: the presence of original author's ideas and hypotheses regarding the restructuring of the pedagogical process;
- alternative: the difference between any of the main components of the educational process (goals, content, methods, forms of interaction between participants in the educational process, etc;
- conceptuality of the educational process: creation and use of philosophical, psychological, socio-pedagogical or other scientific grounds in the author's model;
- systematic and complexity of the educational process;
- socio-pedagogical expediency: correlation of school goals with social order;
- the presence of signs or results that determine the reality and effectiveness of the author's school.

Author's schools can emerge in two ways: on the basis of a mass school or as an independent alternative educational institution. Therefore, we consider that we can consider two types of author's schools: stable and innovative schools of the classical type and alternative schools.

Under stable and innovative schools of the classical type we understand an educational institution that was formed on the basis of a traditional school, developing and implementing one or more of its functions on an original technological basis. Examples of such educational institutions include the schools of V. Sukhomlynskyi, O. Zakharenko, M. Huzyk, and others.

One of the most creative representatives of innovative pedagogy and talented masters of modeling of its technological means is Vasil Sukhomlynskyi. At the same time, the liveliness of the ideas of V. Sukhomlynskyi, in our opinion, is largely due to the fact that he was inherited with the best world pedagogical traditions. We believe that the combination of innovation with heredity significantly increases the relevance of the author's system V. Sukhomlynskyi as a pedagogical phenomenon in world education. In his experience, an outstanding teacher approached the solution of the problem of a fully harmoniously developed personality, to implement in practice a holistic educational process. Pavlishska School is a unique pedagogical phenomenon that can be represented by the scheme:

"SCHOOL OF INTELLIGENCE" → "SCHOOL OF JOY".

If "impose" the characteristics of author's (innovative) systems on V. Sukhomlynskyi's pedagogical concept, then it becomes obvious that they "dock" on all the main parameters: the child is a goal, and not a means; the democratization of the relationship between teachers and children, their transfer to a personal level; the purpose of the pedagogical process is the comprehensive development of the individual, the solution of which creates the possibility of creative overcoming of contradictions in the future. These circumstances also explain the phenomenon of the concept of the innovator – the growing demand for its ideas and principles [120, p. 218].

V. Sukhomlynskyi abandoned the natural sociocentric strategy and the corresponding manipulative tactics of upbringing. Sukhomlynskyi created a pedagogical system in which everything is centered on a child. Out of time, the prominent teacher came to the conviction that in a school where a growing person is brought up, the child should be the center of the educational system. The teacher noted

that the true humanity of pedagogy is to preserve the joy and happiness that the child is entitled to.

The main goal of school V. Sukhomlynskyi understood as the goal of upbringing in the development of the creative forces and abilities of the child in the conditions of the team and on the basis of ethical and aesthetic values, interests and needs, aimed at creative work and self-development. From the standpoint of humanism, universal values, the origins of which lie in Ukrainian spirituality, its moral imperatives, considered the education of the individual as a cognition, and the educational activity of schoolchildren as a process of knowledge and self-knowledge that is full of creative discoveries.

According to V. Sukhomlynskyi's concept, a child is the most active, independent, creative person with a unique and inexhaustible inner world. Extremely powerful and humanistic pedagogy is based on the origin of the philosophical truth that the education, upbringing and development of man is, above all, affirmation of harmony between mind and heart. According to Vasyl Sukhomlynskyi's figurative statement, the most delicate and delicate melody belongs to the upbringing of a child.

Summarize (without pretending to be complete) the main ideas of the humanistic paradigm of V. Sukhomlynskyi [120, p. 220]:

- recognition of the child's personality with the highest social value;
- a deep study of the characteristics of the child;
- vision of the pet in the future;
- harmonious development of the mind and feelings of the child;
- saturation of education with problems of a person, his spiritual world;
- humanization of interpersonal relations;
- an organic combination of education and training;
- education of the beauty of the world;
- providing the most favorable conditions for the free and creative development of the individual.

The school of O. Zakharenko (Sakhnovka village, Cherkasy region) occupies a special niche among the author's schools in Ukraine. The Sakhnovska school is a social

and pedagogical experiment aimed at creating the most favorable conditions for the education, upbringing, and physical development of schoolchildren in a rural school.

O. Zakharenko's school was officially recognized as the author's school under the terms of a competition announced in 1987 by "Uchytelskaya Gazeta" (250 projects took part in the competition in total).

The Sakhnovska school is similar to V. Sukhomlynskyi's school in many ways. First of all, the time of its creation: like V. Sukhomlynskyi, O. Zakharenko had to overcome the mechanisms of inhibition and regulatory instructions and prohibitions that limited the creative search of the teaching staff, because the ideas that the Sakhnovska School tried to solve always matched the principles of official educational policy. Thus, in this case, the subjective factor was the decisive factor in the emergence of the author's school.

Secondly, the school did not go from creating a theoretical model of a pedagogical system to its practical implementation, but rather an evolutionary path of building up individual innovations that later formed an innovative system.

In his school, O. Zakharenko creatively synthesized the experience of A. Makarenko, V. Sukhomlynskyi, and I. Ivanov. The main goal of O. Zakharenko's school, which is humanistic in nature, is to educate a well-rounded personality with strong worldview beliefs. The main principle of the school: "To the heart of a child - through enthusiasm in work and study". This principle was realized by studying each child, for which the school used report cards, characterization cards for each student, and a set of scientific and pedagogical research methods.

The main strategic goals of the school were defined by the teaching staff as the following:

- to educate a citizen with strong worldview beliefs and an active life position;
- not only to teach the basics of science, but also to educate the mind, the need for knowledge, self-improvement, and spiritual growth;
- preserve and strengthen the moral and physical health of the child;
- teach the ability to work and live creatively [121].

A tactical mean of realizing these goals at school is work ("labor of the soul, mind and hands").

In O. Zakharenko's experience, the problem of integrating education and upbringing, which is relevant for the modern school, was fruitfully solved. The author noted: "As I understand it, the task of the school is to teach students to learn, to teach them to master knowledge, to systematize and understand it... And yet, although learning is more important, the most important thing at the school stage is education. Education of honesty, hard work, and goodwill among students. To raise a creator, to educate by work and in work..." (Zakharenko & Mazuryk, 1979).

One of the cornerstones of O. Zakharenko's system was collective creative activity. According to the teaching staff, the first creative collective activity that started the Zakharenko School was the creation of a school museum. The construction of the museum complex was a large-scale undertaking that went beyond intra-school interests and subsequently united teachers, children, and parents.

Sakhnovska school introduced an innovation that is referred to as "innovations in educational ecology." Under the leadership of O. Zakharenko, the school's architectural design was developed, which included three floors: three classrooms. On each floor there are classrooms, rooms for games and entertainment, bedrooms, as well as a gym with facilities for choreography, music room, and production workshops with the necessary equipment. This architecture of a school building in the countryside was unique at the time. Later, a health center with two swimming pools was built

One of the reasons that ensured the effectiveness of O. Zakharenko's educational system was the stable consistency in the implementation of the set long- and short-term goals, and O. Zakharenko rightly noted: "We are not satisfied with the role of the school as a passive reflection of social relations" [122].

Another important factor of success was O. Zakharenko's pedagogical guidance of the teaching staff, his stimulation of teachers' creative activity, which ensured the school's innovative mode.

Among the many innovations in Zakharenko's school are the "effect of surprise" ("school should be unexpected for children"), pedagogizing extracurricular collective

activities, creating school traditions (the holiday "Letters to the Future"), family alleys, and wedding rituals (for school graduates) [122].

Thus, it is possible to identify a set of leading ideas on which O. Zakharenko's authorial system is based [97]:

1. The idea of collective creative work.
2. The idea of providing "educational ecology".
3. System-forming activity at school - work.
4. Technical orientation of the didactic system.
5. Organization of children's emotional life.

Thus, the author's school of M. Guzyk, which began its existence in 1988, is one of the productive innovative models of general secondary education institution built on the basis of a traditional school, but with a deepening humanistic orientation. The leading conceptual basis of this school is personality-oriented education and upbringing aimed at maximizing the self-realization of the individual [123].

The organization of the work is based on three leading principles: naturalness; complexity; self-regulation.

M. Huzyk's school is a complex school with three structural subdivisions: a general education (academic) school, an art school, and a physical education and sports school.

The school successfully solves the issues of individualization of education and differentiation of its content. This is ensured, in particular, by the formation of three types of groups: "C" - with a high (accelerated) pace of learning, "B" - with a normal pace of learning, and "A" - with a reduced pace of learning. The work with students is also differentiated by the content of the educational material and the level of its mastery.

Differentiation by content is ensured by using three types of programs: 1) basic, which corresponds to the state education standards; 2) for gifted students in various subjects; 3) individual students studying under personal programs.

Leveled learning of content is realized through the use of educational and cognitive tasks of three levels: "C" (reproductive), "B" (partially searching), "A" (creative).

The school implements the so-called combined learning system, which involves a specific teaching and learning technology. According to this system, the educational material of school subjects is studied in stages in the following types of classes: 1) general perception of the material; 2) frontal processing of the material; 3) individual processing of the material; 4) intra-subject generalization; 5) inter-subject generalization; 6) thematic testing.

Starting from the 5th grade, students are given the opportunity to choose one of three directions of study, which ensure the priority development of the existing type of thinking (figurative, logical and abstract, balanced) by adjusting the educational content and focus of individual and group classes.

The organization of in-depth study of certain subjects is noteworthy. Unlike its traditional implementation in special specialized classes, in M. Huzyk's school it is carried out mainly in study groups formed from students of parallel classes according to their interests. These groups work on a specially designated day of the week (Saturday).

To provide vocational education at the level of a higher education institution of the I-II accreditation level, the school-complex includes a three-year college that provides training for junior specialists in economics and law.

The school rationally combines various activities aimed at children's overall development and the formation of their values (daily morning exercises by the sea, rhythmic exercises, moral discussions on eternal truths, choral singing, music breaks, theater lessons, special classes on developing creative imagination, etiquette, etc.)

At the same time, the school successfully solves the problems of "educational ecology," which provides not only preservation but also improvement of health (while in mass schools in Ukraine, according to research, only 10-15% of graduates remain healthy). A multidimensional computer assessment of the psychophysiological state of schoolchildren who had studied at M. Huzyk's school for seven years at the

intermediate stage of the experiment showed that the state of the cardiovascular and central nervous systems of all these students were normal. In terms of functional capacity, all children are classified as middle class, and in terms of cardiovascular system functionality, their indicators are in the high (26%) and middle (74%) classes. For comparison: 68% of Kyiv schoolchildren examined by the same methods were classified as having low and very low levels of cardiovascular system functionality, and no students with high levels were found. (The data are taken from the report of the inspection commission).

The students of M. Huzyk's school showed a high level of development of cognitive interest, imagination and fantasy, a high level of adaptability and efficiency. There are only a few cases of mental stress and fatigue.

The relevance of the author's system is confirmed by a systematic study of its effectiveness. In particular, out of 70 graduates who have been studying in the school since the 1st grade since its opening, 48 graduated prematurely /one year earlier/ and entered higher education institutions.

These facts give reasons to conclude that M. Huzyk's school is an open, dynamic, highly relevant innovative pedagogical system that is self-developing and constantly sets new problems, which supports the innovative mode of this educational institution.

If we agree with the positions of those educators who understand an alternative school as any institution that opposes the traditional school from any position (in terms of purpose, content, form, methods, etc.), then any innovation can claim the status of an alternative school. Therefore, we agree with those authors (G. Selevko, T. Tsyrlina, etc.) who consider a more accurate definition of an alternative educational institution as one in which the organization of the pedagogical process is characterized by a radical rejection of both the traditional conceptual foundations of the educational process (socio-philosophical, psychological) and generally accepted organizational, content and methodological principles, and their replacement with others [97].

A notable example of an alternative pedagogical system is the school of Rudolf Joseph Lenz Steiner, which was opened in 1919 in Waldorf-Astoria (Stuttgart) and gave rise to a whole area of world humanistic education called "Waldorf pedagogy".

According to O. Ionova, Waldorf pedagogy is a holistic pedagogical system that has its own ideological foundation, its psychological, sociological, ethical, aesthetic basis, which redefines and qualitatively fills the basic pedagogical concepts: education, its essence, goals, objectives, content, forms and methods of teaching, etc. [124].

The Waldorf school, as the realization of one of the most important impulses of spiritual and scientific humanities – anthroposophy, relies in its practical activity on the idea of man as a unity of his body, soul and spiritual being developed by R. Steiner. The views of the teacher-innovator are based on the deep traditions developed by mankind in the process of historical development and are consistent with the fundamental worldview positions of representatives of the philosophy of unity, harmonious holistic universe, and noospheric science (N. Berdiaev, J. Bruno, V. Vernadsky, H. Skovoroda, V. Solovyov, and others).

Fundamentally new in R. Steiner's teaching is his development of a theory of cognition of spiritual and spiritual reality through the expansion of the capabilities of human consciousness. One of the most constructive approaches to the ways of spiritual cognition developed in anthroposophy is a critical analysis of various esoteric teachings, psychic practices, dark magic and parapsychological phenomena that have become a phenomenon of modern culture and life.

In addition, R. Steiner made a significant contribution to the development of ideas about the stages of human development. No less significant, according to O. Ionova, is the discovery by the outstanding teacher that the three components of the mentality of a functionally integral person, acting in unity and interconnection - thinking, feeling and will - are associated not only with the nervous and sensory system, but with the entire human organization. According to R. Steiner, mental activity is mainly based on the nervous-sensory system, emotional life – on the respiratory and circulatory system, volitional activity – on the metabolic and motor system [124].

The philosophical and psychological problems developed by R. Steiner, which are the conceptual basis of Waldorf pedagogy, determined the essential provisions of the organization of the educational process in a Waldorf school, such as:

- raising the importance of aesthetic subjects (painting, music, eurythmy, wood, metal, etc.) to the level of academic disciplines; figurative teaching in primary school and mainly phenomenological teaching in middle and high school; artistic and aesthetic approach to the study of almost all subjects, which allows to educate and teach through art, active practical activity and promotes the development of not only the child's thinking, but also his/her emotional and volitional sphere;

- a special structural organization of education: while keeping the classroom and frontal forms of education in general, teaching in "epochs" (learning cycles) is introduced. Such teaching is associated with the presence of the so-called main lesson – the first 1.5-2 hour lesson of the school day, which is held daily for 2-5 weeks and during which one cognitive subject is taught. At the same time, the "main lesson" itself has a specific structure: a rhythmic part, the actual learning, and a teacher's story on a topic that is appropriate for the age of the students and carries a moral message;

- a number of organizational and didactic requirements: teaching without grades, without repeating, traditional textbooks, special methods of working with workbooks, etc., which, along with teaching by the method of "epochs," contributes to individualization of learning, creating a positive emotional background, and preventing fatigue;

- a special type of activity of a teacher who teaches all basic general education subjects (usually up to the eighth grade included) in his/her classroom during the "main lesson", promoting the unity of the processes of education and training.

Waldorf pedagogical principles integrate and combine social values, the needs of a particular social environment, and the interests of an individual. The combination of the two main educational approaches, which are opposite to each other: holistic and individual-pluralistic (pedocentric), ensures, as the world experience of Waldorf schools shows, the effectiveness of the educational process, and becomes the basis for productive solutions to many social problems, including the leveling of any inequality.

According to O. Ionova's reasonable conclusions, this fundamentally distinguished Waldorf pedagogy, on the one hand, from scientific-technocratic schools with their pragmatism, technism, and focus on the development of the child's intellectual abilities; on the other hand, from some humanistic schools that, in the field of didactics, implement the ideal of developing human creativity in the learning process (the ideas of self-realization by A. Maslow), are focused on the education of gifted children and the upbringing of the society's elite [124].

In the process of scientific research, we came to the conclusion that any author's school is innovative, but not every innovative school can be an author's school or an alternative school. Each of the identified types of innovative schools can simultaneously have the status of an author's school, while innovation-stable schools of the classical type and alternative schools are almost always author's schools. At the same time, it should be noted that any innovative school (including gymnasium, lyceum, etc.) may later acquire the status of an author's school.

The conducted analysis shows that a common feature of all innovative schools is a highly qualified teaching staff.

In a traditional school, teachers usually implement developed concepts and curricula. Adapting existing methodological recommendations to the conditions of their professional activity, they can change them, and with the accumulation of certain pedagogical experience, find more and more effective ways of teaching and upbringing for themselves. Some teachers, solving the problems of private didactics, ask more general questions and begin to rethink modern principles of teaching and upbringing (for example, innovators from the group "Pedagogy of Cooperation" S. Amonashvili, V. Shatalov, S. Lysenkova, etc.) It should be pointed out that the very essence of a teacher-researcher is not a necessity for the existence of a traditional school and does not occur in it as a natural phenomenon, but as a single initiative of a particular teacher.

A fundamentally different situation arises in an innovative school. Recognition of the contradictory nature of educational processes gives rise to such a mandatory characteristic of innovative school teachers as critical thinking. Studies show that

teachers in innovative educational institutions have a much higher level of criticality and reflexivity than teachers in mainstream schools.

Another important characteristic of innovative school teachers is their deep commitment to self-education and self-development. At the same time, they are more focused than other teachers on general cultural development, mastering fundamental knowledge, and the innovative potential of the school environment.

Objective factors are reflected in the development of innovative educational institutions at the present stage. Firstly, national schools are being created in different countries of the world that use non-traditional, original technologies. Among such schools are the Muslim school for girls in Birmingham (England), which operates according to the author's concept of R. Hennen; a gymnasium in Konstanz (Germany), which implements the ideas of G. Lind; high schools in Albany, which implement the author's concept of D. Biggs.

Noosphere schools continue to be created that implement the concept of "ecological culture". The pedagogical community should be interested by L. Tarasov's model "Ecology and Dialectics", which was used by 30 schools in Ukraine at the beginning of the twenty-first century (Popova, 2001).

With the advent of new author's concepts and innovative pedagogical systems based on them, there is a growing interest in "classical" innovations in the world, especially in the West. The ideas of A. Pale, whose concept is used by several dozen schools, including those outside the United States, including private educational institutions led by M. Yamaguchi and Y. Endo from Japan.

The Hermitage School founded by O. Decroly, founded in the early twentieth century, continues to work fruitfully in Brussels. Some educational institutions are once again turning to E. Parkhurst's Dalton Plan methodology (e.g., the private Eguebal school in Creusot, France, and several schools in Japan).

The "project method" has gained new life in innovative schools. For example, it is closely related to "independent work" in secondary schools in France.

S. Frenet's experience has grown in popularity. In France, there is a whole pedagogical association of adherents of this teacher. There are also his followers in Belgium, Italy, Switzerland and other countries.

Waldorf pedagogy is not losing its positions either. Thus, as of 1992, there were about 560 Waldorf schools in the world (according to the Center for Waldorf Pedagogy).

The global changes taking place in Ukraine's innovative educational space are particularly noteworthy. A widespread public and pedagogical movement in the early 90s helped unite the educational community, create models of educational institutions, and, most importantly, create a mechanism for constant and sustainable innovative education renewal. As a result, interesting projects, new methodologies, and schools emerged, which became a kind of center of the entire movement: they are the most active, energetic, and their concepts and approaches are the most developed, and, of course, they took on leadership roles in the development of the entire school renewal movement (Popova, 2001).

The most favorable conditions for the implementation of pedagogical innovations are formed in the conditions of an innovative school as an authentic pedagogical system in which purposeful changes take place, which determine the process of transition from one state to another.

The leading specific features of an innovative school are the following: consistent implementation of a scientifically based original concept that forms a certain philosophy and specific culture of the school; creation of the most favorable conditions for the formation of the student's personality according to a given innovative model; readiness and preparedness of the school's teaching staff for innovative activities, for supporting the innovative regime in the educational institution.

The conducted research allowed to identify and theoretically substantiate the prospects for the development of innovative processes in secondary general education institutions of Ukraine in the XXI century: further humanization of the pedagogical process, creation of a favorable environment for the upbringing of children, implementation of national education; deepening the culture-creating function of the

school; adaptation of the education system to new economic skills; development and implementation of new scientific and information technologies in connection with the globalization of education and valueologization of pedagogical process.

The scientific analysis of the main stages of development of innovations in educational institutions of Ukraine in the XX century proves that the experience of cumulative innovative transformations in education in Ukraine in the past and today is integrated with changes in the education system of foreign countries and form part of the global historical and pedagogical process, which fully creates the possibility of jointly solving common pedagogical problems, rational use of foreign experience in reforming and introducing innovations for the purpose of global socio-cultural progress.

The study does not cover all the problems associated with the development of innovative processes in the Ukrainian education system.

Among the promising topics for further scientific and pedagogical research of the problem are: the activities of research educational institutions aimed at developing issues of innovation and innovative pedagogical models; peculiarities of teacher training for innovative activities in the history of education and in modern conditions; dialectic of traditional pedagogy and innovation; study of pedagogical and methodological heritage of innovative teachers.