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Educational Work in General Secondary Education Institutions: Modern Aspects

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Abstract. The relevance of the research topic is due to the fact that the education system does not meet the needs of modern personality. To bring up and develop the necessary skills that will help the child to adapt to the conditions in society, it is necessary to adjust the systemic approach of educational institutions. After all, today it is necessary to have a considerable resource to effectively cope with life's difficulties. The foundation of this is laid during the school period. Therefore, the main task of educational institutions is to form a personality that is full of vitality and resilience in the modern world, strong spirit, initiative, morality, determination and great leadership potential, competitiveness, life skills, creativity and self-realisation. Therefore, based on this, the purpose of this article is to analyse the readiness of both teachers and students to innovate in the educational process at school. The object is the educational process itself as a major factor in innovative changes. The subject of research is the features of educational work in educational institutions. To effectively achieve the goal, several tasks were set, in particular, to analyse theoretical research on the topic of the article; determine the list of methods that will form the basis of empirical research; to conduct research and formulate conclusions, recommendations based on their results. As for the methods used during the writing – a range of theoretical (analysis, synthesis, generalisation, justification) and practical (content analysis, observation, conversation, testing, questionnaires) methods. The performed study provides an opportunity to generate the following results: today the teaching staff and students of secondary schools are not psychologically ready to introduce innovative mechanisms into the established educational process. In addition, the material and technical base of schools also does not correspond to the progressive strategies of modern personality development. Therefore, for the administration of educational institutions, there is an urgent need to work towards modern educational changes for the effective education of the younger generation. The results of the study will be useful for teachers, principals, social educators, psychologists, students of pedagogical universities and more

Keywords: educational institutions, personality, pupils, pedagogical workers, innovation processes, educational process

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INTRODUCTION

Today, secondary schools are in search of new educational development strategies that would meet the needs and demands of modern society in terms of shaping the personality of the younger generation [1]. School, as one of the types of socialisation of people and training of individuals to perform the role of an active subject of social relations, must meet the new trends and strategies of social development. The priority criterion for the development of the social and

economic, public, political, spiritual, and cultural life of the state is education. Education is also seen as a strategic resource for improving people's well-being and securing the interests and ensuring authority of the state at the international level. Therefore, modern education is considered to be a key factor of social progress [2]. It should be noted that the formation of an innovative orientation requires qualitative and quantitative changes in the activities of the educational

process participants. The innovative orientation of the educational process in a secondary school is characterised by a certain consistency of goals, objectives, and content of education to the modern requirements and needs of the participants in the educational process, and the speed of response and adaptation of the educational process to the new conditions of humanisation [2].

Education is the specific organisation of the environment to create favourable conditions for the self-development of the child. Educational institutions use the concept of “educational process” which includes the process of educational influence, i.e. the process of accepting the child’s personality and the process of self-education [3]. The key role in education is the implementation of a structural approach because it makes it possible to transform educational work from a chaotic set of teachers’ actions to the whole pedagogical interaction. Therefore, the question is how to create an educational system oriented at the multi-faceted development of children [4; 5]. The structure of the educational system consists of the subject and environmental component (teachers, students, and adults who participate in the functioning of an educational institution), the value-oriented component (i.e. a specific goal and values, a set of principles and perspectives); communicative component (inter-communicative relations); functional and activity component (this component is composed of the system-forming activities, their functions, orientations and content, as well as methods and forms of work); diagnostic and productive (criteria for evaluating effectiveness, assessment and analysis of performance). Today, the educational system is based on the performance of several basic functions: integrative (integration of different pedagogical strategies into one); regulatory (arrangement and controlling of pedagogical processes); developmental (ensuring system dynamics, namely optimisation of its functioning and updating) [1]. It is important to note that innovative changes in the educational process are extremely important nowadays because there is a significant decrease in students’ interest in culture, art, literature, and spiritual values. Therefore, innovation needs to be oriented towards the consolidation of current human, civic, and national values.

The purpose of this article is to analyse teachers’ and students’ readiness to introduce innovative processes into the educational system of secondary schools. *The object of the research* is an educational process as a key factor of innovative changes in schools. *The subject of the research* is peculiarities of educational work in secondary education institutions. To achieve the goal of the research several *tasks* have been formulated for implementation, including analysing educational methods in secondary schools; analysing the

psychological readiness of the participants in the educational process to introduce innovations into the process of children’s education; to identify a list of methods and techniques to achieve the research goal; to carry out empirical research on the psychological state of the study participants; to formulate findings and suggestions for improving the educational process in schools. The practical novelty of the research determines the need for scientific and methodological support in forming and ensuring an innovative orientation of the educational process in schools. The development of correctional programmes and courses aimed at improving the personal qualities of participants in the educational process to the acceptance of innovation in the field of education.

MATERIALS AND METHODS

The study used both theoretical and practical methods. Theoretical methods of research included analysis, synthesis, method of generalisation, comparison, and classification. Analysis and synthesis are two interrelated logical methods of scientific research, which are the process (imaginary or actual) of decomposition of the whole part into its component parts and a reverse process, that is, the integration of parts into a single whole. The method of analysis is valuable because the division of more complex phenomena into simple elements allows us to separate the important from the unimportant, and to reduce the complex to simpler. The method of synthesis, in turn, allows combining the parts and finding out the studied phenomenon as a whole. Comparison is characterised by placing the object or phenomena of reality in order to determine the similarity or dissimilarity between them, as well as finding common factors. The method of comparison is always an important basis for generalisation, which specifies the characteristic features of objects and makes it possible to group objects by species, groups, and other features (classification).

The educators and students were the participants in the empirical study. The study was based on the following educational institutions: Odesa Secondary School No. 105 I-III degrees, Odesa Secondary School No. 44 I-III degrees, Valky Secondary School No. 1 I-III degrees of the Kiliia region of Odesa oblast, Rozdilna Secondary School No. 2 I-III degrees of Odesa oblast, Petrivka Secondary School I-III degrees of the Limanskyi district of Odesa oblast, Prylymanske Secondary School I-III degrees of the Ovidiopols district of Odesa oblast, as well as other secondary schools in Odesa oblast. A total of 733 participants took part in the study, including 176 teachers and 557 students. Graphically, the study participants are demonstrated in Figure 1 below.

A range of practical methods was used in the research. The detailed description is demonstrated in Table 1.

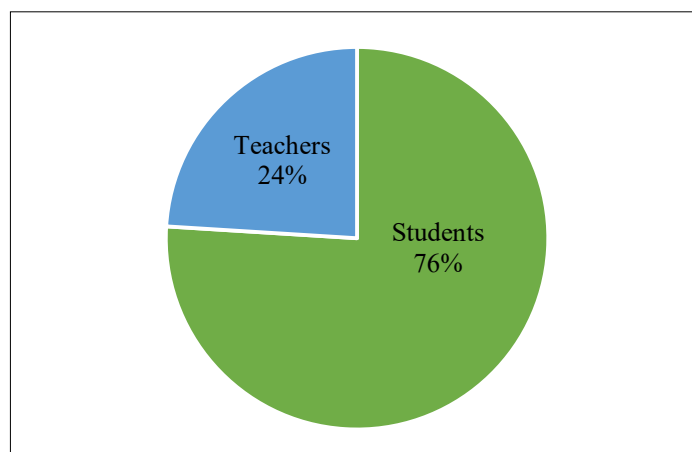


Figure 1. Quantitative composition of participants in the empirical study

Table 1. Description of practical research methods

Name of criterion		Methods used in the study
Provision criterion		Content analysis, conversation
Procedural criterion		Interview, express-evaluation of social and psychological microclimate in the team (O. Mykhailiuk); content analysis; methodology for studying teachers' satisfaction with their life in the educational institution (E. Stepanov)
Personal criterion		
Name of the factor	Value and motivation factor	M. Rokych's "Value Orientations" Methodology
	Cognitive factor	Test "Reflections on life experience" by N. Shchurkov
	Activity and behavioural factor	R. Ovcharov's methodology for communicative skills; E. Stepanov's methodology for defining community activism
	Reflexive factor	"Self-regulation" questionnaire by A. Osnytsky
	Motivation oriented factor	A. Rean's "Motivation for Success and Fear of Failure" diagnostic methodology; S. Stepanov's scale of readiness for creative and innovative activities
	Informational and cognitive factors	Questionnaire; a knowledge test on innovations in the educational process
	Communicative and perceptive factor	Diagnostics of effective pedagogical communication (modified version of O. Leontiev's questionnaire); methodology of empathic skills diagnostics (V. Boyko)
	Creative and operational factor	The SAT creativity scale and behaviour flexibility scale, monitoring, poll, people creative potential assessment methodology
Reflexive factor	Reflexivity diagnostics (A. Karpov's questionnaire), L. Berezhnov's test "Reflection and self-development"	

RESULTS

Two groups of respondents took part in the study, including teachers (176) and students (557). The work was carried out within the scope of the study of three criteria, in particular, provision, procedural, and personal. Each criterion includes a range of factors that were investigated separately. For example, consider the factors that make up the provision criterion. Firstly, the security of the educational process and the use of appropriate facilities. The results for this factor are as follows: a high level in Group 1 is 6.25% and in the second – 0.3%; a sufficient level of performance in Group 1 is 13.6% and in the second – 13.6%; an excellent level in Group 1 is 54% and in the second – 61.9%; a low level in

Group 1 is 26.1% and in the second – 24%. The results on this scale were obtained through content analysis and interviews with teachers and students. Second, the maintenance of the educational process and the use of technical equipment, and the necessary facilities. The results of this factor testify to the following: high indices are absent in both groups; a sufficient level in the first group is 7.6%, in the second – 9.6%; an excellent level in the first group is 58%, in the second – 54.6%; the low level of development in the first group is 34.1%, in the second – 36%. The results obtained mainly indicate that even though some technical equipment is available in schools, teachers do not always

use it during the educational process. And without its use, it is important to improve the educational process in general. Third, it's the creation and use of information and methodological support for innovative educational activities. The survey of teachers revealed that the highest indices were responsible for the excellent level of performance (57.4%), indicating a lack of information and methodological support for educational institutions. Fourth, it's the creation of a school-based system for training teachers in innovative educational activities. The obtained results show a low level of preparation of teachers for innovative changes in the educational process. Overall, the criteria suggest that educators are not ready for the introduction of innovative educational projects in secondary schools. This also applies to the general equipment of the schools. Hence, the heads of educational institutions still have a lot to work to do on the way to implementing innovations in the educational process.

As for the second criterion, the procedural one, the following factors were investigated. First, the implementation of methodological and organisational support for the development of an innovative orientation in the educational process. The data indicate low performance on this factor, i.e. the managers are faced with the main task of directing their work towards providing organisational and methodological support for the innovative orientation of the educational process at school. Secondly, the motivation of teachers to innovate in educational work and to support their initiatives. By this factor an overall low figure of 70.1% was identified, i.e. there is an underestimation of the capabilities of teachers to be motivated for innovative educational activities. The lack of incentives for teachers to make changes will not lead to the renewal of the educational institution. Thirdly, the level of social and psychological climate in the school. In general, the participants noted the presence of a positive climate (a sufficient level of 32.9%) in the organisation. Fourthly, the level of saturation and systematic use of new educational ideas, forms, methods, technologies, and models of educational systems in the educational process. A high figure is found in the level of the manifestation of the state (50.6%), which indicates that the majority of teachers do not realise the importance of introducing innovative changes in the education system and

are not interested in learning new skills in the educational process. The fifth criterion is the level of compliance of innovative processes with the educational problem and the specific features of the school. The majority of teaching staff and pupils gave preference to the satisfactory level using this criterion, in particular, 38% and 32.5% respectively. The detailed results of this study show that there are some problems related to the introduction of innovations into the educational process, namely the low level of organisational and methodological support and the lack of teacher training systems in schools for innovative changes.

Particular attention should be paid to the personal criterion, which characterises the individual development of students. This factor was used to investigate the following criteria: value and motivational, cognitive, behavioural, and reflexive. The value and motivational component is revealed in priority values, motives, and needs. The research was carried out with the help of M. Rokeach's method "Value Orientations". Summarising the data obtained it was found that the level of formation of value orientations is insufficient (the satisfactory level is 43.8%). This data only supports the need for the introduction of innovative processes into the educational and cultural process. The cognitive component, which was investigated through the method "Reflections on Life Experience" by N. Shchurkov revealed a lack of knowledge of moral standards and rules of behaviour which influence the behaviour of students and their interaction with others (the sufficient level of 51.1% and a low level of manifestation 34.1%). The behavioural component was investigated by means of the techniques from the "Communicative Tendency of Pupils" by R. Ovcharov "Diagnostics of the Level of Creative Activity of Pupils" and "Definition of Civic Activity". The results indicated the need to introduce new, effective forms and methods of education into education, which would contribute to the development of pupils (the sufficient level of manifestation is 38.6%). The reflexive component was investigated using the methods "Achieving the Purpose – Eliminating Disadvantages" and "Self-Regulation" [6]. The results concerning the reflexive component were low (48.6%), which indicates an unsatisfactory level of capacity for self-analysis and self-education. Graphically based results are presented in Figure 2.

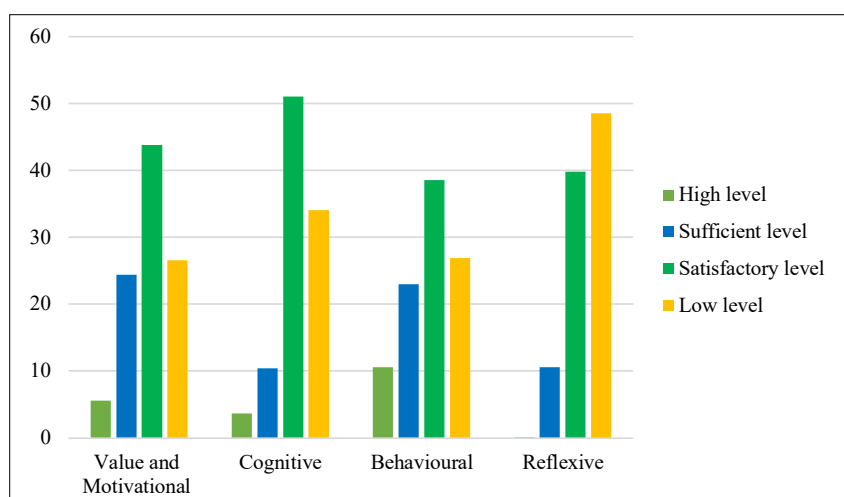


Figure 2. Level of personal criteria among secondary schools pupils

Studying the personal development of pedagogical staff, the results of the research are as follows: all the criteria, especially motivation-oriented, informational and cognitive, communicative and perceptive, creative and operational, and reflexive components are underdeveloped, which indicates a generally unsatisfactory level of development of teachers' innovative and educational competence. This, in

turn, makes it difficult to form an innovative orientation of the educational process at school. It is important to note that the results revealed a lack of motivation among the majority of teachers as well as a lack of understanding on the part of the school administration of the introduction of innovations in the educational process. Graphically obtained results are demonstrated in Figure 3.

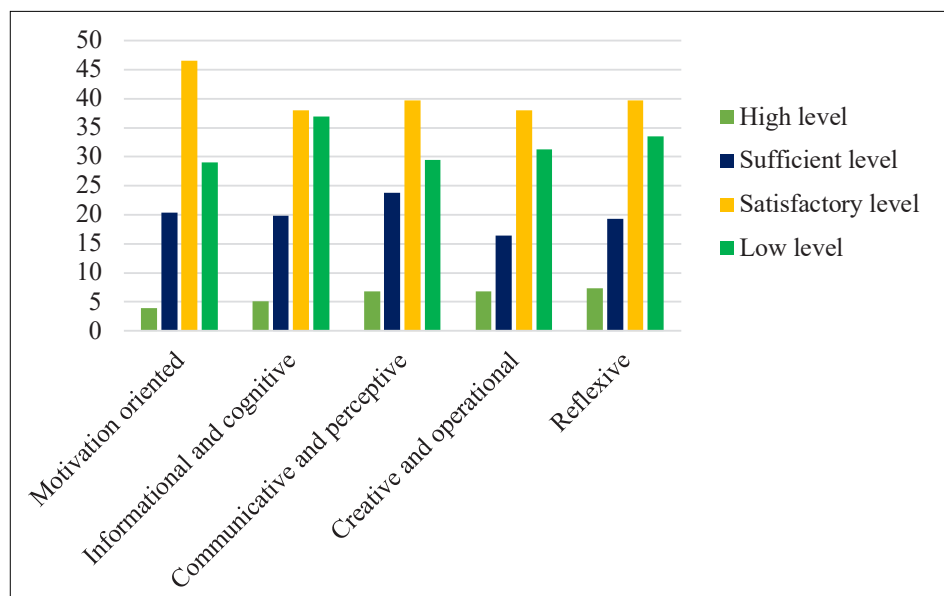


Figure 3. Level of personal criteria among the teaching staff at secondary schools

Hence, the results of the analysis due to the three factors allow drawing general indicators among the participants of the educational process (pupils and teachers). Among the teaching staff, the lowest indicators were recorded by the procedural criterion. It should be noted that within this criterion the scales “positive social and psychological climate at school” and “innovations compliance with the educational problem solution and specific features of the school, the region, and the needs of the educational process” had the highest indicators. This favourably influences innovation processes at the school. In terms of the personal and ensuring criteria, their results were at a sufficient level. Regarding the results among pupils, the results of the survey were within the average indicators for the ensuring, procedural, and personal criteria. This, in turn, indicates that the educational process at school does not contribute sufficiently to the personal development of students, which is manifested in their

lack of knowledge of certain moral norms and rules of behaviour, as well as their inability to productively establish contacts and cooperate, they lack reflexivity. For all those reasons, the implementation of innovations in the educational process is a necessary and common requirement in today's educational institutions.

DISCUSSION

The educational process is a certain interaction between the school administration, teachers, pupils, and the parents' committee, who are the actors of the educational process. The object is the created educational space in which pedagogical interaction takes place. The educational process is purpose-oriented and is evident in the interaction between teachers and pupils, where their joint development is carried out. Graphically, this interaction is represented in the graphical form (Fig. 4).

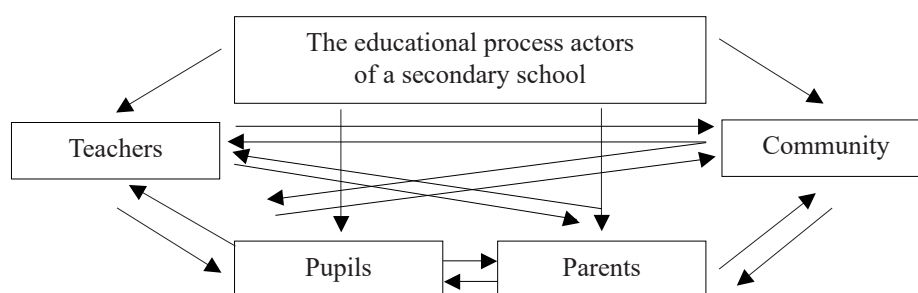


Figure 4. The subjects of a secondary school

Source: [7; 8]

Analysing the current approaches to the educational process, the main ideas and provisions should be identified. Firstly, the most important value of education is the child's personality, which means that the educational process should be based on the child's needs, abilities, and interests. Secondly, the educational process requires the development from the child's most immediate interests to the development of their social and spiritual needs. Thirdly, the development of one's personality and its improvement is not a means for the well-being of society, but a purpose of social life. Fourthly, the main goal of the educational process is the development of the child's personality, enrichment of value and sensitive sphere, and the formation of national needs. Fifthly, the actor of the educational process is a self-creator. Finally, an active personal position is manifested in the right of free choice and self-determination [9; 10].

Consider the types of innovative mechanisms in the educational process, which include innovations in cooperation with parents, community, etc.; innovations in supplementary education; innovations in the educational activity of an educator; innovations in the interaction between teachers and students, students among students, students and staff,

teachers and parents; innovations in the management of the educational process; innovations in organisational structures of school education; innovations in educational systems; innovations in the content of education [11-14].

The structure of innovative orientation of the educational process at school is very interesting to consider, as it includes three basic components that allow achieving the efficiency of introduced innovations. Thus, the resource criterion forms the basis for innovative orientation of the educational process at school and depends mainly on the availability and feasibility of every single resource in the innovation process. The functional and activity component reflects the efficiency of functioning and development of the key elements and links in the structure of innovative orientation of the educational process in schools [15; 16]. The reflective and regulatory component reflects the efficiency of the innovative process as a whole, compliance of obtained results with the purpose, self-analysis and immediate evaluation with the purpose of further targeted improvement of the innovative orientation of the educational process at school as well as the necessity of its correction. A detailed description of the structure is given in the form of a Table 2.

Table 2. Structure of innovative processes in secondary education institutions

Name of criterion		Characteristics of the criterion
Resource criterion	Material and technical resources	This factor implies the presence of a material base (modern), technical equipment, computers and interactive whiteboards. The availability of space and suitable facilities (sports arenas, concert halls, libraries, rooms for extracurricular club activities). This is an indispensable condition for the creation and implementation of educational innovations
	Informational resources	The informational criterion requires the availability of information and communication systems, information resources, as well as the provision of scientific and methodological information. It is also important to have an extensive video and audio library on new educational ideas, concepts, forms and methods, as well as on the problems of organisation, implementation, and expansion of innovations in the educational process
	Human resources	This factor is extremely important because it requires a quality selection of teaching staff and professionals who are directly involved in the education of children. The school's human resources include the selection of teachers, classroom managers, librarians, medical staff, chiefs of sections, clubs of interest. It is also important for schools to have innovative teachers and initiative groups. Worth mentioning that the teacher is the driver of innovation in education, they are as key element in shaping the innovative orientation of the educational process
Functional and operational	Communicative	This factor is responsible for the interaction between the participants of innovative educational activity and is the basis for innovative orientation of the educational process. It ensures the humanisation and harmonisation of relations between the subjects of the educational process, cooperation between teachers, pupils, and parents, cooperation with public and social organisations, as well as state institutions
	Search and creative	This factor consists in the study and research of educational issues, in the search and development of innovations in the educational process. This is due to the fact that the introduction of innovations depends on a specific educational problem which the innovation itself is based on; on the interests and needs of the actors of education, the capabilities of the teaching staff and the specifics of the educational institution
	Operational	This factor implies the process of acquisition and implementation of new ideas, forms, tools, and methods into the educational process. It provides a relationship both with science (productive ideas and innovative developments) and practice (adoption, dissemination, use of innovations in the educational process)

Table 2, Continued

Name of criterion		Characteristics of the criterion
Reflexive-regulatory	Evaluation	This factor involves a certain, organised, and continuous monitoring of the implementation of innovative processes for evaluation and prediction, and the identification of intermediate, final results. It also controls the correlation between the results obtained and those expected
	Analytical	It provides an analysis of achievements and failures in the implementation of innovative mechanisms. Identifies the positive and negative effects of innovation implementation in the educational process for their further correction
	Controlled	It provides for control and management at all stages of the innovative educational process, i.e. at the stage of shaping the innovative orientation of the educational process at school, constant monitoring of changes that take place in the development of educational participants

Thus, having analysed the structure of innovative mechanisms within the framework of secondary education institutions, the innovative orientation is characterised by the consistency of goals, objectives, and content of education to modern requirements and needs of education actors, the speed of response and adaptation of the educational process to the conditions of modern society [17; 18].

It is also important to consider the educational principles on which the organisation of the educational process is based. Four principles can be distinguished. The first is the principle of integrity, which ensures the unity and relationships of all levels of education. The second is the principle of progression, which defines the purpose, content, methods, tools, and organisational forms at all levels

of the educational system. The third is the principle of variability, which helps create conditions for the creation of flexible and dynamic educational structures, taking into account the basic needs of the state and the individual in the process of obtaining educational services. The fourth is the principle of adaptability, which means that pre-school, secondary, and post-school educational institutions are redeveloped following the age and psychophysiological peculiarities of the individual in the interests of his or her creative development [19; 20]. Looking at the modern educational institution, it differs considerably in terms of its activities from the programme that prevailed 10-20 years ago. A detailed description of the main activities is given in Table 3.

Table 3. The main areas of educational work in schools

The orientation of educational work in modern schools	Description of the scope of work
The moral education of pupils	This approach involves a purposeful and organised process of shaping moral attributes of a person, his/her character, skills, and habits of moral behaviour based on learning certain ideals, norms, principles of morality. Moral education means learning the moral code, beliefs, feelings, qualities, etc.
Behavioural culture of pupils	The notion of "behavioural culture" is interpreted as a whole range of moral skills and habits. Formation of cultural skills is formed through the demonstration of a certain behavioural pattern, then its implementation by pupils and constant training on the way to automation
A responsible attitude of pupils towards the learning process	It focuses on the development of certain socially relevant goals, among which is the immediate desire to learn well. The main purpose of this orientation is to develop an interest in knowledge, a key need being knowledge which is directly dependent on the internal conditions of the educational process
Labour and economic education	Labour education is understood as a system of certain educational mechanisms, with moral and psychological preparation of schoolchildren being the main motive for future professional engagement. Having mastered this knowledge at a high level, the individual acquires skills of scientific organisation of work. As for economic education, it is focused on acquiring knowledge regarding the general laws, the rules of development, and mechanics of production. The main purpose is to form a personality that is recognised in economic theory and to form the initial skills that enable one to take an active part in economic activity
National education	This orientation ensures the formation of harmoniously developed, highly educated, socially active, and knowledgeable people, who have a civic responsibility. Children's education through the cultural and historical experience of the native people, traditions, customs, and rituals, centuries-old educational traditions and spirituality
Folk traditions in educational work	The main focus of this programme is to encourage pupils to interact with folk traditions, develop a sense of respect for them, and develop a sense of national identity

Table 3, Continued

The orientation of educational work in modern schools	Description of the scope of work
Basics of community education	The concept of “civic education” is understood as education for the formation of civic consciousness, i.e. the feeling of people as morally, politically, and socially protected. The main objective of civic education is to formulate knowledge about the rights and duties of a citizen
Environmental education of pupils	The main purpose is to foster an environmental culture among pupils. “Environmental culture” is understood as an awareness of pupils of the value of nature, preservation of its natural wealth, as well as responsibility for one’s actions in relation to the use of natural resources
Environmental protection activities of educational actors	Environmental education goes hand in hand with environment protection activities, during which the pupils learn in practice how important it is to preserve nature and how forestry, gardening, and household activities are beneficial. Such activities help children acquire skills of proper behaviour in recreation areas, forests, riverbanks, etc.
Vocational guidance work	The work of vocational guidance in educational institutions must be carried out because a confused high school student needs to have a clear idea of what he or she wants to do in life. The focus of this orientation is designed to reveal each pupil’s potential and his or her ability to engage in a particular type of activity
Emotional culture of pupils	Understanding emotional manifestations (both one’s own and others’) is an important stepping stone to interpersonal interaction in the future. These activities are also useful because they provide students with a theoretical basis on how emotions arise and provide them with concrete methods of expressing emotions
Classes aimed at preparing pupils for family life	The training in this field is based on different aspects, such as general social, natural, legal, psychological, pedagogical, and economic ones. At its very essence, it is the cultivation of moral qualities, as an equal, respectful attitude to the representatives of another gender

Hence, not only the structure of educational work has been analysed, but also the innovative introduction of school education, which aims to develop a holistic individual who will successfully adapt to the constantly changing living conditions and be purposeful and productive. The aim of the new modern education is to focus on the child’s personality, his or her key values, interests and needs.

CONCLUSIONS

Having analysed the education process in secondary education institutions, it should be noted that the education system needs to be reformed, as the modern world demands future children to fulfil tasks that were not the same as before. The world has changed, so people should follow the scientific and technological progress step by step and educate children based on the qualities they need to stay firmly on their feet in adult life, to effectively adapt to change. Therefore, the aim of the article is to analyse the readiness of the educational process participants to the educational system reform, to the introduction of innovative processes in the educational process. In general, the survey results show that education process participants, especially teachers, are not sufficiently prepared for innovative changes in the educational process. In particular, the information and methodological support of educational institutions is at a low level of development. The educational institutions have low incentives for teaching staff to change the teaching and learning system. As for personal development, the results by all criteria (motivational,

communicative, reflexive) are insufficiently developed, which makes it difficult to acquire the innovative processes in the school. As for the pupils, their level of value orientations, knowledge of moral norms, and communicative skills are low. These results make it possible to understand the importance of innovative changes in the educational process.

From the results of the research, it became clear that the educational process is a systematic, ongoing process that has to be dynamic and change according to the needs of society. In the course of writing, such main actors of the educational process as teachers, pupils, parents, and the community were analysed. Based on the conditions of existence in the modern world, the education system should be based on the main areas of educational work, including moral education, labour, economic, civic, and environmental education, vocational guidance work and training of emotional culture. The aim of today’s education is to focus on the personal qualities of the individual, taking the needs, interests, and values of the individual as the guides. The conducted research does not exhaust all aspects of the problem of forming an innovative orientation of the educational process at school and indicates the need for its further study in such promising directions, as the improvement of scientific and methodological support of innovative educational process, improvement of training of teaching staff for innovative educational activity, organisation of psychological and pedagogical support for forming innovative educational competence of teachers.

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Виховна робота в закладах загальної середньої освіти: сучасні аспекти

Анотація. Актуальність теми дослідження викликана тим, що система освіти не задовольняє потреби у розвитку сучасної особистості. Щоб виховати та розвинути необхідні навички, які допоможуть дитині адаптуватись до умов у суспільстві необхідно корегувати системний підхід закладів освіти. Адже на сьогодні необхідно володіти неабияким ресурсом щоби ефективно справлятися із життєвими труднощами. Фундамент цього закладається саме в шкільний період. Тому провідним завданням закладів освіти є формування тієї особистості, яка наповнена життєздатністю та життєстійкістю в сучасному світі, міцним духом, ініціативністю, моральністю, цілеспрямованістю та неабияким лідерським потенціалом, конкурентоспроможністю, життєвою компетентністю, креативністю та самореалізацією. Отже, згідно з цим метою цієї статті є аналіз готовності як педагогічних працівників, так і учнів до інновацій в освітньо-виховному процесі в школі. Об'єктом є сам виховний процес як основний чинник інноваційних змін. Предметом дослідження є особливості проведення виховної роботи в закладах освіти. Для ефективного виконання мети було поставлено низку завдань до виконання, а саме: проаналізувати теоретичні дослідження з теми статті; визначити перелік методів, які сформулюють основу емпіричного дослідження; провести дослідження та сформулювати висновки, рекомендації за їх результатами. Щодо методів, які використовувались під час написання – це ряд теоретичних (аналіз, синтез, узагальнення, обґрунтування) та практичних (контент-аналіз, спостереження, бесіда, тестування, анкети) методів. Проведене дослідження дає можливість сформувати такі результати: на сьогодні педагогічний склад та учні загальноосвітніх закладів освіти психологічно не готові до введення інноваційних механізмів в усталений виховний процес. Крім того, матеріально-технічна база шкіл також не відповідає прогресивним стратегіям розвитку сучасної особистості. Тому для адміністрації освітніх закладів є нагальною потребою працювати у напрямі сучасних освітніх змін задля ефективного виховання підростаючого покоління. Результати дослідження будуть корисними педагогам, директорам, соціальним педагогам, психологам, студентам педагогічних вишів тощо

Ключові слова: заклади освіти, особистість, учні, педагогічні працівники, інноваційні процеси, освітній процес