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Comparative analysis of organizational foundations of functioning of comprehensive secondary schools in Great Britain and Ukraine

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Abstract. This article provides a comparative analysis of the organizational foundations of functioning of comprehensive secondary schools of Great Britain and Ukraine. The stages required attending schools in Ukraine and the United Kingdom that affect the process of formation and development of secondary education are specified. Ukrainian laws and government regulations, which became the basis for the development and implementation of educational content in our schools are analyzed. Comparing the experience of educational process in schools of Ukraine and Great Britain, it is concluded that there exist common and distinctive tendencies. The uniqueness of the British experience is that an appropriate level of funding for education and equal access to quality education by all citizens are provided. Britain has implemented a better idea of profile education in upper secondary school; humanitarian, natural-mathematical, technological components of school education are well balanced.

Keywords: *organizational foundations, secondary schools, centralization-decentralization of school education management, quality of education*

Introduction. In the early 90-s of the twentieth century in the State national program "Education" ("Ukraine of the XXI-st Century") it was noted the need to study foreign achievements in education to accelerate the development of Ukrainian education [1, p. 39-57]. In the National Education Development Doctrine the integration of Ukrainian education into the European and global educational spaces is defined as one of the priorities of the national educational policy, and in the National Report on the status and prospects of development of education in Ukraine it is noted that international experience is taken to be harmonized with the best traditions of Ukrainian national ones [2, p. 6].

The analysis of current research has shown that the study of schooling in Europe and the world is extremely important for Ukraine. This problem is increasingly interesting for Ukrainian scientists, in particular, such as N. Balatska, N. Lavrychenko, O. Lokshina, O. Matvienko, A. Milyutina, N. Moroz, A. Sbruieva, R. Soyчук and others.

Some aspects of school education in the context of globalization in education under the influence of socio-economic factors are considered in doctoral studies of Ukrainian comparativists. In particular, in the doctoral dissertation of O. Lokshina "The tendencies in the content of school education in the European Union" the organization of schooling in UK is studied in the light of the content of British school education [3].

In doctoral dissertation of A. Sbruieva "The tendencies of secondary education reforming in developed English-speaking countries in the context of globalization: (90-s of the XX-th – the beginning of the XXI-st century)" (2004) the organization of educational process in British schools is analyzed in the context of educational reform of standard oriented strategy that helped to improve the quality of education and training, as well as the improvement of governance and funding of schools in Great Britain.

Significant achievements in the study of various aspects of schooling in Great Britain are also made by Ukrainian scientists in master's theses. Thus, N. Balatska in thesis "Career-oriented students in secondary modern schools of England" (2004) describes the organization of educational process in schools in England in the context of training students in high schools [4].

Ukrainian comparativist O. Milyutina in her master's study "Multicultural education of students of secondary schools in the UK" (2008) examines the organization of school educational process in British schools through the

prism of multicultural education in four territorial units of the country.

Despite the existing achievements, the organization of educational process in schools of Great Britain was not the subject of a separate analysis. In particular, there are no comprehensive research goals, objectives, principles, forms and methods of the British school educational process, which is extremely important in view of the declared intentions of our country's European integration.

The purpose of the article – to carry out comparative analysis of the organizational foundations of the functioning of secondary schools of Great Britain and Ukraine.

Results and their discussion. Since its independence Ukraine in the sphere of education legislation has passed a number of laws and government regulations, which became the basis for the development and implementation of educational content: the laws of Ukraine "On General Secondary Education", "On school education", "On Vocational Education", Cabinet of Ministers of Ukraine "On the transition of secondary schools to new content, structure and 12-year study", the Law "On Amendments to the legislation on general secondary and pre-school education on the organization of educational process" № 6518 that abolished transition to 12-year education. The Law "On General Secondary Education" has provided for the development of standards for elementary, basic and secondary education [5, p. 103-126].

The educational objectives reflected in educational documents and standards provide that the content and organization of education should be based on the universal values and principles of science, consistency, integrity, unity, training and education on the principles of humanism, democracy, mutual respect among nations and peoples in the interests of the individual, family, society and state. For example, primary education is directed at the full development of younger students and capture by them all components of learning activities "through development of students' full speech, reading, computer skills, the desire and ability to learn ... Children should obtain sufficient personal experience of cultural communication and cooperation in various activities, creative expression in different types of tasks" [6, p. 163-213].

The focus of Ukrainian schools in the identification and development of creative potential of all the members of the educational process is defined in the most important documents that have been created since independence of Ukrai-

ne. The significant reform of the educational system is defined by the State national program "Education" ("Ukraine of the XXI-st Century") (1992), "On Education" (1996), the Law "On General Secondary Education" (1999), "National Doctrine of Education in the XXI-st Century" (2002) and the priority provisions of the Bologna Declaration. An important step in improving the education of Ukrainian population was the establishment of a 12-year course of study in secondary school, which was canceled in 2010. Since independence of Ukraine, we failed to create conditions for the transition to the 12-year course of study for full general secondary education, which would correspond to the leading global and European trends, including the UK.

It should be noted the trend to equal rights to education for all students is common for both Ukrainian and British schools. However, it should be admitted that in British schools this problem is solved more strongly than in Ukrainian.

A combination of general and vocational oriented training of students in high school is relevant for schools in Ukraine and Great Britain. If British schools have considerable experience in organizing profile education for students, for Ukrainian secondary schools profiling high school is a fundamentally new step. In recent years significant part of the teaching of the profile training is created and theoretical and practical search of rational models and forms of such training is continuing. There are struggles over schooling obtained matching market requirements [2, p. 42].

Today there is an urgent need to investigate the issue of centralization- decentralization of school education in Ukraine which is going in the context of a deficit budget for its maintenance and provide a further reduction of central authorities, the structural units of individual subsystems of education on the one hand, and individual autonomy of its subsystems unit, on the other hand. The role of public governance of school education, which leads to the definition of its objectives and specific functions is increasing. The information-analytical system of education in secondary schools (automation, development programming software, databases, hardware and software support of Internet servers for members of the educational process, etc.) is quite rapidly growing. The UK is the combination and balancing of centralization-decentralization mechanisms of education management that is why the experience of this country can be very useful for Ukrainian schools.

Today there has been increasing standardized requirements for the quality of school educational process both in the UK and in Ukrainian schools. Both in the UK and Ukraine, the statutory review of the state standard of secondary education is going on. Ukraine has approved the new edition of educational standards for primary schools, where is certain unloading learning content, increased attention to natural, information and foreign language components and accentuated its practical action-orientation, clearer definition of the results of training activities and criteria for their identification. In late 2011 a new edition of educational standards for primary and high school is adopted, but it has not solved the problem of overloading education. [2, p. 43].

Today, in Ukraine the main priorities for these directions of changes in education are the following:

- to provide accessible and free full general secondary education;
- to extend student learning in school until the age of 18;
- to separate from formation of political parties, civic and religious organizations;
- to review and improve the content of secondary education;
- to ensure effective implementation of ideas specialized education in high school;
- to implement computerization of the educational process;
- to optimize the network of schools.

We include the following similar trends to improve the organization of educational process in Ukrainian and British schools:

- extension of compulsory school age;
- egalitarianization (equal rights to education of students);
- combining and balancing centralization-decentralization mechanisms of education management;
- strengthening of standardized requirements for quality of educational process.

Teaching process in Ukrainian schools is organized on the basis of national standard training curriculum and basic training programs, while in British schools National Curriculum norms work at schools. In both countries, these documents are adapted to the needs of schools and each school has its own development plan. But in the UK development of learning objectives in British schools is done clearer than in Ukraine. Also, you should take into account the regional differences in the United Kingdom, which led to the creation of educational legislative framework to the social and geographical differences between territorial units of the United Kingdom.

For consistent state policy in the sphere of secondary education in Ukraine relevant government bodies are formed: Ministry of Education, ministries and departments governing institutions of secondary education, the Education regional administrations, departments of education district (city) administrations [7 p. 540]. The director provides guidance of a comprehensive educational institution. The pedagogical council, whose powers are defined by the Statute of secondary schools is the collective management body of a comprehensive educational institution. The general meeting (conference) of the staff of an educational institution is the local authorities of an educational institution. In secondary schools methodological associations that comprise the educational process and certain professional specialists can function. Unlike Ukraine, the British school management takes place at national and regional levels, taking into account the differences in educational management in different territorial units of the United Kingdom. The British model of pedagogical process is characterized by the principle of territorial differences, as the country has four units that have their own differences in the organization of educational process.

It is important to note that the current state of education system in Ukraine is characterized by the process of decentralization, that is the transfer of functions and powers of the higher authorities lower, although, for the period of Ukraine's independence, educational management system was centralized. Great Britain followed by strengthening decentralized education management, although now the country wants to change the form of school education government for centralized- decentral-

ized and thus strengthen the requirements for compliance with the state standard of education and upbringing.

Funding of school system in Ukraine is as follows: the Ministry of Education and Science of Ukraine allocates funds to regional state administrations, which in turn distribute funds to the district administration, and then funds are allocated to district administration, or school or extra-curricular educational institutions. Most British schools receive direct funding from the government, and local education authorities do not have such strong financial powers as before.

The Law of Ukraine "On General Secondary Education" defines that the term of study in Ukraine to obtain full secondary education in secondary schools I-III stages is 11 years:

- in secondary schools of I stage – 4 years;
- in general schools of II stage – 5 years;
- in secondary schools III stage – 2 years [8, p. 559].

Teaching process in Ukrainian schools is carried out in the group and individual forms of learning. The number of students in the class can vary from 5 to 30 pupils. The basic curriculum of secondary schools determines the structure and content of secondary education through the invariant and variable components that set the hourly and meaningful relationship between educational sectors (cycles subjects), the maximum allowable workload of students and total annual number of hours.

In Great Britain, compulsory education of students (aged 5 to 16) includes two stages: primary and secondary. The national curriculum reflects the content of school education, ways of its implementation and the basic requirements for training of students in schools. In order to better illustrate the steps we present the results of a comparison study in Ukraine and Great Britain in a table:

Table 1. Mandatory stages of learning in schools of Ukraine and Great Britain

Country name	Mandatory stages of learning
Ukraine	I key stage - 4 years (students 6-10 years) II key stage - 5 years (students 10-15 years) III key stage - 2 years (students 15-17 years)
Great Britain	I key stage – 2 years (students 5-7 years) II key stage – 4 years (students 7-11 years) III key stage – 3 years (students 11-14 years old) IV key stage – 2 years (students 14-16 years old)

Today the important role in Ukrainian schools plays the implementation of democratic pedagogy, in accordance with which a teacher and a student work on democratic partnership. The UK has some advantages here. Indeed, in British schools experience of democratic and equal relations between the subjects of educational process (teachers, students, parents, representatives of social services) is longer. Teachers and students work as subjects of communication, passing each other their experiences. Currently Ukrainian schools are working on adoption of democratic and equal relations between the subjects of study. In addition, the UK provides financial support to the democratic relationship (funding of various programs aimed at democratization of education) and in

Ukraine proper financial support for such programs is missing [8, p. 560].

Today improvement requires monitoring of students' knowledge in Ukrainian schools. Introducing the 12-point assessment system, the Ministry of Education has no doubt of the need for urgent and, literally, revolutionary changes since the former four-point system did not provide sufficient objective evaluation weakly stimulated students. 12-point evaluation system makes it possible to assess the four dimensions of quality: low, average, good, high, dividing each of these three levels. 12-point evaluation system is combined with compulsory school subjects', state certification is effective. Subjects' should be the main form of attestation of students during the school year [9, p. 71]. The system of final examinations in Ukraine is exhausted.

Since 2008 the external independent testing of students in certain subjects has been implemented. After successful passing the exam the students get a certificate which entitles them to enter higher education institution.

The objective of external assessment is to ensure the implementation of constitutional rights to equal access to quality education, monitoring of compliance with the State Standard of secondary education and analysis of the education system, prediction of its development. Ukraine has not established a comprehensive system for monitoring the state of secondary education. Currently, there is not enough data on the state of school education in the country, which makes it possible to develop strategies to improve its quality. External independent assessment of student achievements oriented to join the high school, has not become an integral part of the learning process in schools. In terms of the orientation of Ukrainian education to European educational standards the development and implementation of new approaches to the evaluation of student achievement is of particular significance. British schools in particular have a high level of responsibility for compliance with the standards of training.

Attention to monitor the quality of education is increasing at the Ministry of Education and Science of Ukraine, as well as researchers and teachers. The significant steps to implement the priorities of external testing of high school graduates and students have been made.

The conclusions. Thus, the analysis of structural, semantic and methodological basis for implementation of educational process in British schools has allowed us to define the peculiarities compared with the organization of educational process in secondary schools of Ukraine and to identify promising to borrow elements of British teaching experience.

Comparing the experience of educational process in schools of Ukraine and Great Britain, we conclude that there exist common and distinctive tendencies. The uniqueness of the British experience is that an appropriate level of funding for education and equal access to quality education by all citizens are provided. Britain has implemented a better idea of profile education in upper secondary school; humanitarian, natural-mathematical, technological components of school education are well balanced.

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Шаповалова О.В. Сравнительный анализ организационных основ функционирования общеобразовательных учебных заведений Великобритании и Украины

Аннотация. В статье осуществлен сравнительный анализ организационных основ функционирования общеобразовательных учебных заведений Великобритании и Украины. Конкретизированы обязательные этапы обучения в школах Украины и Великобритании, которые влияют на процесс становления и развитие среднего образования. Проанализированы украинские нормативные документы, на основе которых был разработан и внедрено в учебный процесс содержание общего школьного образования. Сравнение опыта организации учебного процесса в Украине и Великобритании позволило сделать вывод относительно существования общих и отличительных тенденций в общем среднем образовании. Уникальность британского опыта заключается в адекватном уровне финансирования образования и обеспечении равного доступа к качественному образованию всех граждан. Заслуживают внимания идеи профильного старшего среднего образования, а также баланс гуманитарного, естественно-математического, технологического компонентов школьного образования.

Ключевые слова: организационные основы, общеобразовательные заведения, централизация-децентрализация управления школьным образованием, качество образования