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Svitlana BOJKO

Innovative practices in experimental educational institutions of Ukraine in the conditions of war

SVITLANA BOJKO. **Innovative practices in experimental educational institutions of Ukraine in the conditions of war.** *The article analyzes that Ukrainian science and education should integrate into the European social and cultural environment as soon as possible, given the war in Ukraine, which began on February 24, 2022. For this purpose, Ukraine should implement a broad program of measures to achieve creative cooperation and be open to economic, informational, cultural, and educational investments. The successful solution of these tasks implies, on the one hand, the purposeful formation of universal Euro-Atlantic values and social and cultural orientations in the mass consciousness and, on the other, the preservation of Ukrainian national identity and uniqueness, which are revealed when education is considered as a method to promote Ukrainian interests by spreading Ukrainian cultural and educational experience and by finding its intellectual niche. The author notes that innovative educational activities make it possible to identify problems in*

developing students' and teachers' social and personal competencies, which are associated with the need to define value and meaningful content and the risks of informational, political, and military confrontation. The article emphasizes that the complexity of innovative educational activities in educational institutions under martial law in Ukraine requires the teacher to analyze the general social, political, economic, and cultural signs of the unity of Ukrainians and represent the national space.

***Keywords:** innovative educational activities, innovative practices, experimental educational institutions, martial law in Ukraine.*

1. Introduction

Since the beginning of the large-scale war unleashed by the Russian Federation on the territory of Ukraine on February 24, 2022, introducing and disseminating innovative technologies in the educational sector has been a strategically important task, given the new philosophy of education. The dialectic of social processes, with globalization and the information revolution being the main ones, changes the system of social and individual values in the context of war and, at the same time, poses a challenge to the process of preparing a person for life, education, and socialization, and changes the ratio of the role of the contributing factors of this process, in particular education, science, and culture.

Today, the main line of change lies in uniting different countries before the challenges of the Russian-Ukrainian war, which are quite cruel and painful for Ukrainian society. The war puts absolutely everyone on the brink of survival, pushing them to find ways out of the complicated situation and making everyone responsible for their actions.

The war in Ukraine has resulted in a sharp decline in production, increased unemployment, lower earnings, furloughs and austerity, and changed funding of social programs, including healthcare, science, culture, education and upbringing. Many Ukrainians had to flee abroad to save their lives and families.

According to the Ministry of Education and Science of Ukraine (MESU), 3,098 educational institutions were bombed and shelled during wartime. Of them, 2,660 are damaged, and 438 are totally destroyed [1]. Although the aggressor claims it targets Ukraine's military infrastructure only, MESU refutes these claims with numerous facts and arguments and proves that Russian troops are massively destroying Ukrainian educational institutions and children's homes [1].

These background circumstances affect Ukrainians not only from the outside but penetrate the innermost layers of their inner world, changing their attitudes toward life, the way they perceive and view the world, their value priorities, life orientations, and their psychological and emotional state. Scientists believe that in this situation, education is the most effective way to overcome the crisis and build a person's value-based socialization.

From the philosophical point of view, education is a component of the social mechanism of human survival, with "creating a human being" capable of living in the real world as its axiological value. Innovative pedagogical technologies contribute to this process.

The global practice already uses various new models, technologies, and frameworks for teaching and educating children and youth during wartime by using innovative activities and implementing innovative projects. But how can they be adapted to the Ukrainian context?

The Law of Ukraine "On Innovative Activities" defines an innovative activity as an activity aimed at using and commercializing the results of scientific research and development and leading to the launching of new competitive goods and services on the market [7].

An innovative product is the result of research and (or) development that meets the requirements established by the Law of Ukraine "On Innovative Activities" [7].

An innovative project is a set of measures and procedures required to develop, create, and sell an innovative product(s), as described in a set of documents made in accordance with legal requirements [7].

According to S. Kyrylenko, Head of Innovations, Research and Experimental Work of the state research institution "Institute of Education Content Modernization", quality education is a determining factor in today's global development and one of the prerequisites for the successful existence of the country, and innovative pedagogical technologies are considered not only as a disposition to perceive, produce and apply new things but also as openness and the prospect of integrating into the European social and cultural environment [4]. They provide the enabling environment for personal development and the exercise of the right to individual creative contribution, personal initiative, and freedom of self-development.

V. Rogova, Deputy Minister of Education and Science of Ukraine, notes that the functioning of the education system under martial law is characterized by an intensive search for new approaches to education,

innovative forms of organizing the educational process, and effective teaching and information technologies. That is why supporting the active implementation of innovations in the education sector during the war has become one of the key priorities of the Ministry of Education and Science of Ukraine and its units [8], as stated in the scientific and methodological collection "Education of Ukraine under Martial Law: Innovative and Project Activities" [8].

2. Materials and methods

In their works, V. Andrushchenko, I. Bekh, L. Danylenko, I. Dychkivska, O. Dubaseniuk, S. Kyrylenko, O. Kozlova, V. Kremen, V. Lugovyi, O. Marynovska, V. Ogneviuk, V. Palamarchuk, I. Pidlasyi, O. Savchenko, S. Sysoieva, L. Vashchenko, K. Zhurba, I. Ziaziun, and others outline the values underlying modernization of the educational content and define effective conditions for the introduction of innovative technologies in the educational process.

According to O. Marynovska, innovation is based on a new idea, its semantic core, which develops to the level of a concept and is subject to further design and experimental testing [5]. Innovation can also be understood as an innovative activity and a process to achieve specific results. At the same time, as the Ukrainian researcher notes, Ukraine's overall innovation culture is underdeveloped [5]. In her opinion, the innovation structure, technologization of innovations, and the entire system of innovative social consciousness must be significantly improved.

The European experience of introducing innovative educational technologies to train management specialists is studied by T. Voropayeva, M. Järvis, H. Tolchieva, N. Statsenko [11], and others. In their research, S. Koda, D. Turkpenova, S. Kyrylenko, V. Malyk, A. Lukiianchuk [10], and others focus on innovative elements of distance learning in a multicultural environment.

Research methods: a philosophical analysis of scientific works, regulatory framework, scientific and methodological literature, and the results of innovative educational activities in experimental educational institutions under martial law in Ukraine.

Purpose of the publication: to summarize the Ukrainian experience of implementing innovative practices in experimental educational institutions under martial law in Ukraine.

3. Results and discussion

Taking into account the implementation of innovative educational activities in educational reforms and national legislation and the implementation of the New Ukrainian School Concept in experimental educational institutions is one of the priorities of research in the development and modernization of education and science under martial law in Ukraine.

According to S. Shkarlet, Minister of Education and Science of Ukraine, the modern world is changing, and the educational process must also change in response to these transformations, with new methods and technologies being introduced and adapted to the needs of Ukrainian students. The quality of national education is the primary task for the New Ukrainian School. This task should be addressed by introducing competency-based education into the educational space, including the functioning of offline and online resources in the educational system and total upgrading of the system for training and supporting a competent teacher [8]. The development of innovative educational technologies in Ukraine is becoming the basis for large-scale educational reforms that transform education into a productive sector of the economy.

Nowadays, modern scientists and educators should analyze what has been done by previous generations and start working on finding effective technologies for the contemporary educational process. To integrate into the European social and cultural environment, Ukraine needs to preserve national values and its identity, develop a consolidated civil society, and preserve the specific features of national education (the prominent feature of national education and upbringing is forming the young person as a citizen of Ukraine, regardless of ethnic origin).

The cornerstone of Ukraine's education and upbringing system is the national idea, a unifying and consolidating factor in social development aimed at shaping a person's life position to form a personality and become a decent citizen of the state.

The Kyiv-based state research institution "Institute of Education Content Modernization" directly coordinates the implementation of innovative educational activities in general secondary, out-of-school, preschool, and vocational (vocational and technical) educational institutions. It provides them with scientific, methodological, organizational, technological, and educational support [8].

The state research institution "Institute of Education Content Modernization" implements the state policy in education in compliance

with the Laws of Ukraine "On Education", "On Complete General Secondary Education", "On Preschool Education", "On Out-of-School Education", "On Vocational and Technical Education", "On Innovation" [7], and "On Research, Scientific, and Technical Information". These laws emphasize the relevance of innovative activities of educational institutions and determine how educational institutions can be involved in such activities and how experiments and innovative educational programs may be held on their basis.

The Regulation on the Procedure for Innovative Educational Activities, approved by Order No. 522 issued on November 07, 2000 by the Ministry of Education and Science of Ukraine and registered with the Ministry of Justice of Ukraine on December 26, 2000, No. 946/5167 [6] provides the regulatory framework for innovative teaching activities.

As of February 1, 2020, scientists of the state research institution "Institute of Education Content Modernization" coordinated and provided scientific and methodological support for 107 national experiments, 7 national innovative educational projects, and 2 international educational projects (Fig. 1) implemented in 1,052 educational institutions (1,010 general secondary educational institutions, 8 out-of-school institutions, 6 preschool institutions, and 28 vocational (vocational and technical) institutions) (Fig. 2) [2].

As of January 1, 2023, the number of innovative educational projects has increased from 7 to 17 compared to 2020 (Fig. 1), showing how many educational and postgraduate pedagogical institutions from different

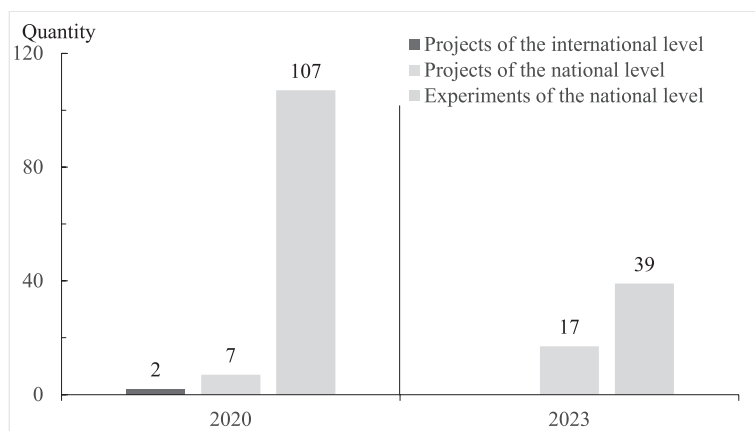


Fig. 1. Projects and experiments implemented at the national and international levels as of February 01, 2020 vs. January 01, 2023

regions of Ukraine rallied together and united around relevant specific research issues which are a priority for Ukraine's education and science sector under martial law (for example, research on the organization of a safe environment in educational institutions; specifics of blended learning; digitalization of education; introduction of information technology and health-promoting methods; provision of psychological assistance; tutoring support for students; updating the content, forms, and methods of education and upbringing; creation of an effective system of national patriotic education under martial law, etc.)

According to educators and scientists, this approach will contribute to a deeper understanding of current challenges and threats in education and help find the most effective ways out of the crisis, considering current military operations in different regions of Ukraine.

An experiment involves a much smaller number of experimental educational institutions and focuses on more specific issues (for example, the experiment "A System of National Patriotic Education of Schoolchildren in the Eastern Region of Ukraine" was conducted in 2015-2019 at Svatove Grade I-III Secondary School No. 6, Svatove District Council, Luhansk region, and the Luhansk Regional Institute of Postgraduate Pedagogical Education (launched and completed by MESU Orders No. 536 dd. May 18, 2015 and No. 1644 dd. December 28, 2019, respectively).

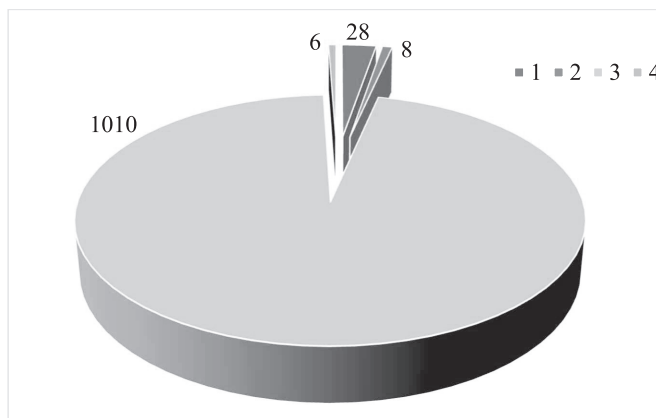


Fig. 2. Educational institutions participating in projects and experiments at the international and national levels: 1 – vocational (vocational and technical) institutions; 2 – out-of-school institutions; 3 – general secondary institutions; 4 – preschool institutions (as of February 1, 2020).

Figure 2 shows that general secondary educational institutions were the main participants in innovative educational projects and experiments in 2020.

In 2022, the situation began to change somewhat. Both general secondary and vocational and out-of-school educational institutions joined innovative educational projects more often (Table 1).

Table 1: New nationwide experiments and innovative educational projects launched in 2022 during the war in Ukraine (as of February 14, 2023) (a fragment)

Topic of an innovative educational project/ experiment of the national level	Experimental base (number of educational institutions by region)	Research supervisor	MESU Order approving the experiment. Timeframe for the experiment
Innovative educational projects			
Organizational, scientific, and methodological conditions for establishing STEM centers	Educational institutions – 78 (10 regions), including: 67 general secondary educational institutions; 4 vocational (vocational and technical) institutions; 3 out-of-school institutions; 4 higher educational institutions Institutes of postgraduate pedagogical education – 10	Professor Yuri I. Zavalevskiy, Doctor of Pedagogical Sciences, First Deputy Director of the state research institution "Institute of Education Content Modernization"	No. 741 of August 12, 2022 No. 103 of January 31, 2023 2022 –2027
Organizational and pedagogical conditions for the functioning and development of a safe school during/ after the war	General secondary educational institutions – 46 (7 regions) Institutes of postgraduate pedagogical education – 7	Vira B. Rogova, Deputy Minister of Education and Science of Ukraine, Candidate of Pedagogical Sciences	No. 164 of February 14, 2023 2023 –2027
Experiments			
Organizational and pedagogical conditions for modeling the development of the lyceum STEAM School	General secondary educational institution – 1 (Kyiv); Institute of Postgraduate Pedagogical Education – 1	Mykhailo F. Voitsekhivskiy, Director of the Institute of Postgraduate Education at Kyiv Borys Grinchenko University, PhD in Education, Associate Professor	No. 70 of January 24, 2023 2022 –2027

Table 1: New nationwide experiments and innovative educational projects launched in 2022 during the war in Ukraine (as of February 14, 2023) shows that 78 educational institutions from 10 regions joined the innovative educational project "Organizational, Scientific, and Methodological Conditions for Establishing STEM Centers", and 46 general secondary educational institutions from 7 regions took part in the innovative educational project "Organizational and Pedagogical Conditions for the Functioning and Development of a Safe School during/after the War". Table 1 clearly demonstrates the diversity of the project implementation base, which may include general secondary, vocational, out-of-school, and higher educational institutions.

The geography of the project participants is diverse. For example, the figure below describes the research basis of the innovative educational project "Organizational, Scientific, and Methodological Conditions for Establishing STEM Centers" (Fig. 3).

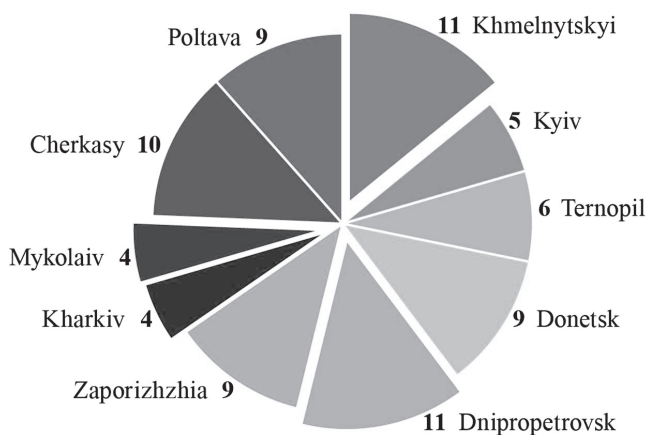


Fig. 3. Educational institutions participating in the nationwide innovative educational project "Organizational, Scientific, and Methodological Conditions for Establishing STEM Centers" in June 2022 – May 2027 (MESU Orders No. 741 of August 12, 2022 and No. 103 of January 31, 2023 No. 103)

Nationwide innovative educational projects and experiments are carried out in various areas, such as the development and implementation of educational and methodological support for primary education in the context of the implementation of the new State Standard of Primary

General Secondary Education; teaching the basics of technology and robotics as part of STEM education; formation of civic competences of students of different age groups in the context of establishing the New Ukrainian School; implementation of the author's model of educational activity "School of Partnership Cooperation"; introduction of modern information technologies ("Single School") in educational management activities; formation of cultural competencies in teaching foreign languages in accordance with the European approaches, etc.

The relevance of distance learning, digitalization of education, health-promoting practices, mental health, and pedagogical support drew particular attention. The relevant experiments and innovative educational projects include the following: New Ukrainian School, National Educational Technopark, Author's School in Ukraine, European Integrated Model of School with Hungarian Language of Instruction, Rostock Pedagogical Technology, Waldorf School in Ukraine, Intellect of Ukraine, League of Wings (a primary school), Single School information technology, I am a Researcher 2.0 (a didactic system of natural science and primary mathematical education), SmartKids Primary School Teaching Technology, Development of Business Education in Ukraine as an Element of State Policy to Promote Entrepreneurship, School of Tutor's Art, System of Upbringing a Patriotic Citizen in a Specialized Military Vocational Educational Institution, Scientific and Methodological Principles for Establishing a Single Network-centered Information and Educational Environment of General Educational Institutions of Ukraine, Scientific and Methodological Principles of Establishment and Functioning of the All-Ukrainian Scientific and Methodological Virtual STEM Center (USMV STEM Center), Organizational and Pedagogical Conditions for the Establishment of the Vital Environment for Participants in the Educational Process in a General Secondary Educational Institution, etc. [5].

The names of the experiments and innovative educational projects demonstrate the specifics of the modernization of the Ukrainian educational environment and show the full range of innovative activities carried out in response to the requirements of the modern world and the needs of Ukrainian society.

In the context of martial law in Ukraine, many educational institutions have opened platforms with their educational materials for free access (Table 2).

Table 2: Educational institutions that have opened platforms with free access to their educational materials (as of February 14, 2023)

Table 1.

Educational institution	Offers for students
Grand-Expo Online School	Access to 532 case lessons that help children learn, develop, and distract from war-related problems and spend time in a useful way
Atmospheric school	The Listener Package is available free of charge
A+ Distance Education Center	ZOOM lessons are available to all children in Ukraine
Klim Churyumov Science Lyceum	The online educational platform is available to everyone; the Concept "XXI Century Educational Space of in the Conditions of War: an Innovative Model of the Scientific Lyceum/Boarding School Klim Churyumov International Green School" was developed
Optima School	School materials are available to Ukrainian children upon signing in from any location with Internet access

(Source: [5]).

With the support of Olena Zelenska, the First Lady of Ukraine, the National Mental Health and Psychosocial Assistance Program was launched to provide psycho-emotional support to the people during the war and to help teaching staff to develop the skills they need to work with children [5].

To assist the specialists of the psychological service of the Ukrainian education system, a cross-cutting curriculum for out-of-school health-related education "Fundamentals of Life Safety in Combat Conditions" and Methodological Recommendations for this program were developed, and the best practices of psychological and pedagogical support and support for participants in the educational process in the context of military operations and armed conflicts were disseminated, namely: Stress as a Resource, Psychological Support and Support for Adults and Children in Crisis Situations: Practical Workshop, Peculiarities of Organizing Distance Learning under Martial Law, First Psychological Aid to Participants of the Educational Process During and After Military Operations, Self-Help under Stress, Palms of Peace, and others.

At the same time, issues related to studying the impact of modern military operations, and social and economic, informational and intercultural problems on the educational process are still understudied. These and other topics of pedagogical research outline new priorities in the field of education, which include the development of a Ukrainian national project for the future.

4. Conclusion

Experiments and innovative educational projects at the national and international levels respond to society's demands and the times' requirements. An active unification of experimental educational institutions around innovative educational projects on topics relevant to the war is an interesting feature of innovative educational activities in the context of the Russian-Ukrainian war.

Experiments and innovative educational projects drive the development of Ukrainian education and science. The innovative ideas of the New Ukrainian School in the educational and training practices of general secondary educational institutions maintain the high quality of Ukrainian education and open up an opportunity to integrate into the European social and cultural environment faster.

Studying innovative educational projects to develop student's social and personal competencies is promising for the future.

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The Author

Svitlana Boyko

Candidate of Philosophical Sciences, Senior Researcher,

Head of the Author's Pedagogical Innovation Sector,

Department of Innovative Activity and Research and

Experimental Work,

State Scientific Institution "Institute of Modernization

of the Content of Education",

Kyiv, Ukraine

ORCID <https://orcid.org/0000-0002-4999-4603>

E-mail: boyko-imzo@ukr.net

Abstracts

СВІТЛАНА БОЙКО. Інноваційні практики в експериментальних закладах освіти України в умовах війни. У статті аналізується, що в умовах воєнного стану в Україні, який розпочався 24 лютого 2022 року, українська наука і освіта потребують якнайшвидшого входження в європейський соціокультурний простір, який передбачає не лише реалізацію широкої програми заходів з метою творчого співробітництва, а й відкритість країни щодо економічних, інформаційних та культурно-освітніх інвестицій. Успішне вирішення таких завдань передбачає, з одного боку, цілеспрямоване формування в масовій свідомості універсальних євроатлантичних цінностей і соціокультурних орієнтацій, а з іншого – збереження української національної самобутності і неповторності, які розкриваються у розгляді освіти як способу просування українських інтересів шляхом ширення українського культурно-освітнього досвіду та засобу завоювання власної інтелектуальної ніші. Звернено увагу на те, що інноваційна освітня діяльність дозволяє виявити проблеми розвитку соціально-особистісних компетентностей учнів та вчителів, що пов'язані як з потребою окреслення ціннісно-смислового наповнення, так і з ризиками інформаційного, політичного та воєнного протистояння. У статті наголошується, що складність здійснення інноваційної освітньої діяльності в закладах освіти в умовах воєнного стану в Україні в тому, що педагог має проаналізувати загальні суспільні, політичні, економічні та культурні ознаки єдності українства й репрезентувати національний простір.

Ключові слова: інноваційна освітня діяльність, інноваційні практики, експериментальні заклади освіти, умови воєнного стану в Україні.

SVITLANA BOIKO. Innowacyjne praktyki w eksperymentalnych placówkach edukacyjnych Ukrainy w warunkach wojny. W artykule przeprowadzono analizę, że w warunkach stanu wojennego w Ukrainie, który rozpoczął się 24 lutego 2022 roku, ukraińska nauka i edukacja muszą jak najszybciej wejść w europejską przestrzeń społeczno-kulturalną, co oznacza nie tylko realizację szerokiego programu działań na rzecz twórczej współpracy, ale także otwarcie kraju na inwestycje gospodarcze, informacyjne, kulturalne i edukacyjne. Pomysłowe rozwiązanie takich zadań zakłada z jednej strony celowe kształtowanie w masowej

świadomości uniwersalnych wartości euroatlantyckich i orientacji społeczno-kulturowych, a z drugiej strony zachowanie ukraińskiej tożsamości narodowej i wyjątkowości, które ujawniają się w rozważaniach o edukacji jako sposobie promowania ukraińskich interesów poprzez szerzenie ukraińskiej kultury. Zwrócono uwagę, że innowacyjna działalność edukacyjna pozwala identyfikować problemy rozwoju kompetencji społecznych i osobistych uczniów i nauczycieli, które wiążą się zarówno z potrzebą nakreślenia wartości i znaczenia treści, jak i z zagrożeniami informacyjnymi, politycznymi i konfrontacji militarnej. W artykule podkreślono, że trudność realizacji innowacyjnych działań edukacyjnych w placówkach oświatowych w warunkach stanu wojennego na Ukrainie polega na tym, że nauczyciel musi analizować ogólne społeczne, polityczne, gospodarcze i kulturowe przejawy jedności Ukrainy oraz reprezentować przestrzeń narodową.

Słowa kluczowe: *innowacyjna działalność edukacyjna, innowacyjne praktyki, eksperymentalne instytucje edukacyjne, warunki stanu wojennego na Ukrainie.*