

# **LABOR et EDUCATIO**

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### **STUDIA**

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## **“New Ukrainian School”: the Present and the View to the Future**

## **„Nowa szkoła ukraińska”: teraźniejszość i spojrzenie na przyszłość**

As the leading idea of modern education there should be a child centered idea, which suggests the maximum approaching education, each child's upbringing to the individual peculiarities and talents. This idea should be predominating in reforming education

V. Kremen

### **Introduction**

Since 1991, there has been an intensive search for ways of forming, implementing and modernizing the state educational policy directed at the innovative development of education in Ukraine. By the 25th anniversary of the independence of our state, scientists of the National Academy of Pedagogical Sciences of Ukraine prepared and published the National report on the state and prospects of the development of education in Ukraine. In this research-analytical document of strategic importance, a comprehensive analysis of the state and development of education was carried out, the

actual problems of the educational sphere were identified, the causes of their occurrence were defined, and ways of modernizing the national education in the context of globalization, European integration and national identity were suggested. Civilization processes of general character and trends have led to the emergence of a new paradigm of education, “its reorientation from the state to a human, on the basis of fundamental human values, on the consistent democratization of the educational process and educational and pedagogical ideology in general” (Указ Президента України № 212/2012 від 24 березня 2012 року, 2012).

### **The concept of the “New Ukrainian School” is an objective need**

It is a well known fact that education is the main sphere that focuses on human development. President of the National Academy of Pedagogical Sciences of Ukraine, V. Kremen stressed: “In this connection, Ukraine has faced complex tasks. First of all, there is the necessity to establish the priority of science and education in society, because science is a sphere producing new knowledge, and education makes knowledge applicable to human needs and makes them active. Secondly, it is necessary to significantly modernize the educational activities in order to ensure the preparation of a person for life in the 21<sup>st</sup> century, bringing up a patriot and a competitive citizen, and thus competitive European Ukraine.

The modernization of educational activities involves solving five key problems.

Firstly. Ensuring the upbringing of an innovative person - a person with innovative thinking, an innovative culture, capable of innovation, which can only provide a researching and innovative type of progress and the building of a knowledge society in Ukraine.

Secondly. Adoption of childhood-centered principle in education, that is, the maximum approach of education and upbringing of a child to his or her self, abilities and taking into account his or her peculiarities, which will provide maximum self-development and self-realization of the person throughout life. This, in particular, requires a systemic restructuring of the educational sphere on the basis of a competent approach and the resultant paradigm in education.

Thirdly. The transition to tolerant pedagogy, subject-to-subject relations in the educational process, mutual respect for the student and teacher, which will

ensure the formation of a self-sufficient personality, civil society in Ukraine, democratic development of the country.

Fourthly. Carrying out preparation of a Ukrainian citizen for life in the global space, forming some kind of "a globalist man", which will ensure the modern level of his activities, as well as Ukraine's competitiveness in European and world space.

Fifthly. Forming a modern system of values in citizens of Ukraine that would promote maximal self-realization of each of them, the establishment of national unity, the fullest understanding of national interests and their development in cooperation and competition with other countries, including the protection of Ukraine's independence and territorial integrity (Гриневич, 2016).

Thus, the society has faced the objective demand to work out a new concept of school development in our country. On the initiative of the Minister of Education and Science of Ukraine L.Grynevych, a working group was set up. The specialists who were included in it, worked out proposals and organized a public discussion of the draft Concept.

This creative process, coupled with a public dialogue on the strategy of changes in education in Ukraine, lasted more than three years. Interesting and heated discussions were repeatedly held at the Verkhovna Rada Committee on Science and Education, the Ministry of Education and Science of Ukraine, as well as at the National Academy of Pedagogical Sciences. These were quite open and heated discussions, in which educators, parents, employers, representatives of various political parties and executive authorities, independent experts, as well as international organizations participated. "The reform of education should be supported by both teachers and parents, as well as business, local authorities and all those who are directly concerned with educational issues." (Гриневич, 2016, p. 5).

It was stated in the Minister's opening remarks to the project for discussion "New School": "We are starting the reform, which will determine the educational landscape of Ukraine for decades. Economic hardships, political instability, war in the East of the country are seen not only as obstacles to change, but as the reasons for their implementation. Education is a key element of national security, and a human is the most valuable asset of the state. We must transform education into a factor of economic growth, a source of national unity, a means of social promotion of every citizen.

We must launch many processes simultaneously: to stop the decline of quality and accessibility of education, to direct its content on competence, to “retrain” teachers, to change the structure of schools, to provide resources for these transformations. At the same time we must save all the best that we have in the Ukrainian school” (Гриневич, 2016).

August 2016 became final in the preparatory work. It was August 18, 2016, during the pedagogical conference “On the results of the development of pre-school, general secondary, extra-curricular and vocational education in the 2015/2016 academic year and tasks for 2016/2017 academic year”, when the Minister presented the Concept of “New Ukrainian School”, the ideology of secondary education reform, which will come in force in 2018. The purpose of this conceptual document of nation-wide importance is to make the graduate competitive in the 21<sup>st</sup> century, who leaves the school as a fully developed, capable of critical thinking of a self-sufficient person, a patriot with an active position, an innovator capable of changing the world around and learning throughout life.

The chronology of the official passage of the Concept of the “New Ukrainian School” at various state levels was rather dynamic:

- On October 27, 2016, the Panel of the Ministry of Education and Science approved of the Conceptual Principles for the Reform of Secondary Education “New Ukrainian School” (Міністерство освіти і науки України, 2016).
- On December 14, 2016, the Cabinet of Ministers of Ukraine approved of the Political Proposal for the Reform of General Secondary Education: a Regulation No. 988-p was adopted. “On Approval of the Concept of Implementation of the State Policy in General Secondary Education Reform” New Ukrainian School “for the period till 2029”.

### **The aim of the Concept, its components and tasks**

Let us draw attention to a very clear definition of the purpose of the Concept, which encompasses 10 promising philosophical and pedagogical, organizational and financial provisions: 1) adoption of new state standards of general secondary education, which were developed taking into account the competencies necessary for the successful self-realization of the individual; 2) introduction of a new principle of pedagogy of partnership, based on

cooperation of a student, teacher and parents; 3) increasing the teacher’s motivation by raising payment, providing academic freedom and stimulating professional growth; 4) the introduction of child-centered principle (focus on the needs of a student), 5) improving the process of education; 6) creation of a new school structure that will enable to absorb the new content of education and acquire the key competencies necessary for successful self-realization of the individual; 7) decentralization and effective management of general secondary education, which will promote real autonomy of the school; 8) fair distribution of public funds, which will promote equal access of all children to quality education; 9) the creation of a modern educational environment that will provide the necessary conditions, means and technologies for the teaching of students, teachers and parents; 10) the creation of the necessary conditions for students to study directly at their place of residence, particular in rural areas, or to ensure regular transportation to schools (Нова українська школа, 2016).

Particular attention should be paid to the components of the Concept of “New Ukrainian School”. There are nine of them, in particular:

- new content focused on building key competencies for life;
- pedagogy of partnership, based on mutual respect between all participants of the educational process;
- a motivated teacher who has the necessary qualifications and incentives to become a leader of change;
- orientation on the uniqueness of the individual and an individual approach to meeting the needs of each student;
- education focused on values as an integral part of the educational process;
- changing the structure of the secondary school in order to increase access of school-age children to quality education, as well as to increase the efficiency of the use of financial resources meant for education;
- the autonomy of the school, which is established together with the monitoring of the quality of educational services provided by each educational institution;
- the amount of funding sufficient to ensure equal access to quality education for all students, regardless of their place of residence;
- creating a modern educational environment that will stimulate the release of creative potential of both students and teachers (Нова українська школа, 2016).

It is logical that the conceptual provisions based on the purpose have resulted in working out the Plan for the implementation of the Concept of “New Ukrainian School”.

For fulfilment of this government regulation, the Ministry of Education and Science of Ukraine, in cooperation with the independent experts and representatives of civil organizations, has elaborated the plan for implementing the concept of the New Ukrainian School. It identifies the following directions:

- updating the content of secondary education through the approval of new standards, curricula and typical curricula focused on competency education;
- development of human resources – training of teachers, heads of educational establishments and employees of educational management institutions;
- change of secondary school structure, which will provide transition to profile education;
- introduction of a new decentralized management system that provides the real autonomy of educational institutions and teachers;
- creation of a system for continuous monitoring and quality assurance of education;
- ensuring a fair distribution of public funds and guaranteeing their transparent use;
- the formation of an educational environment within and outside school what promotes the creative self-realization of children and educators – the leaders of change (Нова українська школа, 2016). In order to ensure real implementation of this plan, specific tasks are defined in all regions of the state.

A meaningful range of these tasks requires reflection and concrete actions:

To introduce a new standard of general secondary education; to develop standard curricula and educational programs within the new standard; update curricula and educational programs within the current standard; to prepare new textbooks and other educational materials – these are the key tasks of the *first direction*.

The second direction is devoted to the implementation of these tasks: preparing primary school teachers for changes; development of conceptual foundations of a new training and professional development system; development of professional standards for teachers and principals; creation

of a teachers’ voluntary certification system; the diversification of the forms of teacher and principal’s professional development.

Formation of the network of profile and pilot schools; providing every rural child with the opportunity to acquire elementary education at the place of residence; creating the necessary conditions for ensuring the diversified forms of education – these tasks are to be implemented in accordance with *the third direction*.

Development of managerial potential of the united territorial communities in the field of education; establishment of the real autonomy of educational institutions; reducing the bureaucratic burden on the school is *the fourth direction*.

In accordance with the fifth direction the creation of a state bodies system for the quality assurance in education; creation of a monitoring system of the quality in secondary education; entering Ukraine to international monitoring studies; development of a system for independent evaluation of learning outcomes are planned.

Equally important are the tasks of increasing the social status of a teacher, ensuring the principle of freedom of choice in education, as well as the transparent distribution of provided public funds which are in *the sixth direction*. The implementation of the tasks provided in *the seventh direction* requires: development of the national electronic platform “New Ukrainian School”; equipment of school buildings taking into account the needs of the New Ukrainian School.

## Key competencies

The implementation of the main tasks in these promising directions is directed at the formation of 10 key competencies, in particular:

1. Communication in the state (and native in case of difference) languages. It is ability to express orally and in writing and interpret concepts, thoughts, feelings, facts and views (through listening, speaking, reading, writing, applying multimedia). It is ability to respond by linguistic means to a full range of social and cultural phenomena – in education, at work, at home, in free time. It is an awareness of the role of effective communication.

2. Communication in foreign languages. It is ability to properly understand an utterance in foreign language expressed orally or in writing and interpret

concepts, thoughts, feelings, facts and views (through listening, speaking, reading and writing) in a wide range of social and cultural contexts. It is ability to do mediator's activity and intercultural communication.

3. Mathematical literacy. It is ability to apply mathematical (numerical and geometric) methods for solving applied problems in different spheres of activity. It is ability to understand and use simple mathematical models. It is ability to build such models for problem solving.

4. Competence in natural sciences and technologies. It is scientific understanding of nature and modern technology, as well as the ability to apply it in practice. It is ability to apply a scientific methods, observe, analyze, formulate hypotheses, collect data, conduct experiments, analyze results.

5. Information and digital competence means confident, but at the same time, critical application of information and communication technologies (ICTs) for creating, searching, processing, exchanging information at work, in public space and in private communication. It is information and media literacy, the basics of programming, algorithmic thinking, work with database, Internet security skills and cyber security. It is understanding of the ethics of work with information (copyright, intellectual property, etc.).

6. Ability to learn throughout life. It is ability to seek and learn new knowledge, acquire new skills, organize the learning process (personal and collective), in particular through effective management of resources and information flows, the ability to determine educational objectives and how to achieve them, build personal learning trajectory, evaluate personal learning outcomes, to study throughout life.

7. Social and civil competencies. They are all forms of behaviour that are needed for effective and constructive participation in community life and at work. It is ability to work with others for the outcome, to prevent and resolve conflicts, to reach compromises.

8. Entrepreneurship. It is ability to generate new ideas and initiatives and implement them in order to improve both one's own social status and welfare, and the development of society and the state. It is ability to take entrepreneurial risk.

9. Cultural literacy. It is ability to understand works of art, to create one's own artistic tastes, to express ideas, experiences and feelings with the help of art. This competence implies a deep understanding of national identity as a basis for open-mindedness and respect for the diversity of cultural expressions of others.

10. Ecological literacy and healthy lifestyle. It is ability to reasonably and rationally use natural resources in the framework of sustainable development, awareness of the role of the environment for human life and health, the ability and desire to observe a healthy lifestyle” (Міністерство освіти і науки України, 2016).

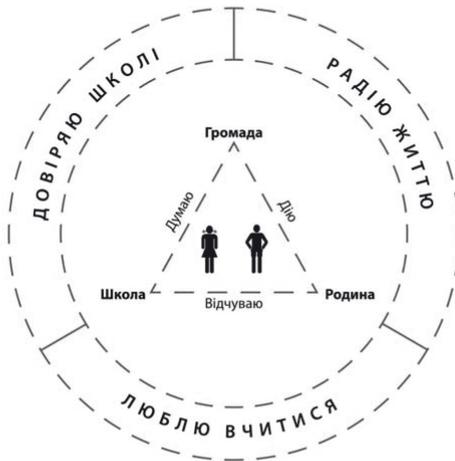
### **Challenges of present time and new standard of secondary education**

Unwillingly a question comes to mind: how to realize all these ideas in accordance with Conception of new Ukrainian school. An answer, as they say, lies on a surface: it is impossible without development of new Standard of secondary education. After the conclusion of L.Grynevych, this “document will encompass all levels of secondary education for the first time, will define the expected educational results of schoolchildren in all educational spheres, will expose competence potential of each and will describe students’ educational advancement... During the work on this project the fundamental European documents were analyzed, the newest international experience of Finland, Singapore, England, Scotland, Ireland, USA, some Canadian provinces has been taken into account “ (Гриневич, 2016).

The authors of New Standard Project suggested the Conception, in basis of which there is a child-oriented approach, pedagogy of optimism and gladness in studies, trust to school, co-operation of community, school, family. This innovative idea is presented in the scheme 1.

Approving of the suggested conceptual approach, presented in the scheme, we would like to add in the center of triangle one more circle with a duet – “student – teacher”, since a student’s dignity and quality of education in general depend on harmony, psychological aura of love, mutual respect and understanding.

## Scheme 1. New Standard: answers to challenges



- I trust school – довіряю школі
- I like studying – люблю вчитись
- I enjoy my life – радію життю
- Community – громада
- School – школа
- Family – сім'я
- Think – думаю
- Act – дію
- Feel – відчуваю

**Source:** Гриневич, Л. М., Бриндза, В., Ляшенко, О., Шиян, Р., Хобзей, П., & Терещук, А. І. (2016). *Нова українська школа*. Львів: основи Стандарту освіти. р. 8.

The first version of the Standard of Comprehensive Secondary Education provides the following 10 key components:

- linguistic and literary education;
- foreign language education;
- mathematical education;
- natural education;
- technological education;
- informational education;
- social and healthcare education;
- Physical education;
- civil and historical education;
- artistic education.

In our opinion, the proposed project (version 1.0) has the competence potential of the sphere (according to three components – skills, attitudes, training resources) in didactical and systematical way and it is worked out on organic “interweaving” with key competencies.

## Periods of the reform

We are aware that these important and at the same time difficult tasks can not be realized once and very quickly. They need a theoretical basis and, at the same time, a well-defined determination of concrete steps taking into account the peculiarities of different regions of Ukraine.

That is why, in our opinion, the arranged schedule of the proposed reform deserves approval. The introduction of the New Ukrainian School will begin with the first-class recruitment in 2018. The children who will go to school for the first time in 2018 will finish it in 2030. The start of a new elementary school in 2018 is the first stage of the reform.

The second stage of the reform will begin in 2020 in the basic school. Schools will have the freedom to choose: some will teach fifth graders who went to school in 2016, updating programs in accordance with the current standard, and others may teach according to the standard of the New Ukrainian School.

The transition in 2022 of the basic school to the standards of the New Ukrainian School will be preceded by a two-year piloting of innovative methods, programs and training resources.

The third stage of the reform is going to begin in 2023 and concerns the introduction of a profile school. In the absence of financing, it is expedient to introduce a full-fledged specialized school no later than 2027, when the grade-2018 will be completed in 2018, which will be fully prepared in accordance with the new standard of full secondary education to the profile school.

It is important to emphasize that in order to fulfill each task, it is planned to implement specific measures, appoint responsible people and define terms of execution. In our opinion, in case of the consistent implementation of the planned actions, consolidation of the efforts of executive authorities and territorial communities, it is possible to achieve higher quality in education.

## **The Law of Ukraine “On Education” 2017 – “The Law of New Opportunities”**

It is undeniable that the development of education, its modernization, and its priority in society depend on the state policy and, accordingly, on the legislative framework and its constant and steady fulfilment.

Legislative definition of national policy in education is provided by the Constitution of Ukraine; Laws “On Education”, “On Vocational Education”, “On General Secondary Education”, “On Preschool Education”, “On Extracurricular Education”, “On Higher Education”.

After the adoption of these and other laws in our country there have been significant changes in all spheres of life and new challenges and threats have appeared. Therefore, there was an objective need to update the legislative framework. The new Law “On Education” was adopted by the Verkhovna Rada of Ukraine on September 5, 2017. Ukrainian President P. Poroshenko emphasized that “this is a document that opens the way to the long-awaited systemic reform of education. It allows to form an individual educational trajectory for each person. We reject an outdated, unproductive approach, when the state dictates a very limited variation of methods, forms and means of education. The new law provides freedom of choice and self-determination for students, and freedom of pedagogical creativity – for educators. It affirms freedom of educational institutions – through the establishment of a broad autonomy” (Короліук, 2017, р. 79–83). We believe that the idea of a new law “On Education” as a “law of new opportunities” for all participants in the educational process is progressive. After all, teachers have a free choice of forms, methods and means of education that correspond to the educational program, including the modern one, using the most advanced educational technologies”. P. Poroshenko proposed to use “all progressive norms of the new law in order to introduce qualitative changes in the education of children. All children without exception. The new law establishes imperative guarantees for teaching children and young people with special educational needs. They will have the opportunity to realize their talents, along with other students in the inclusive educational environment.” (Короліук, 2017, р. 79–83).

According to the president of the National Academy of Sciences of Ukraine V. Kremen’s opinion, the new Law “On Education” is “one of the most systematic and truly European by the nature of legislative acts, which allows in-depth transformations in such an important sphere as education”. This Law “is aimed at the modern world, first of all, Europe, but it has germinated in Ukraine, our country produced it after a period of difficult time. It is suffice to say that in 2001, we began to transition to a new content and 12-year education, where the senior school had to become profile, but this transition was interrupted in 2010.

The methodology for the implementation of this Law, as V. Kremen stresses, "should not be limited to running after function – to take the best from other countries. Despite the critical attitude in our society to our education, its traditions and current potential make it possible to put more ambitious tasks. Namely – to be one of the first in the world to respond to modern civilization challenges regarding the new conditions of life and human activity. And such opportunities are provided by the Ministry of Education and Science with the active participation of the Academy Concept "New Ukrainian School" (Королюк, 2017, p. 79–83).

The innovative character of this law is to specify the purpose of education, in particular: the development of a human as a person and the most important asset of society, and his or her talents, intellectual creative and physical abilities as well; the formation of values and the competencies, necessary for the successful self-realization; the education of responsible citizens who are capable of conscious social choice and directing their activities for other people and society, enriching the nation's intellectual, economic, creative and cultural potential of Ukrainians, raising the educational level of citizens in order to ensure sustainable development of Ukraine and its European choice (Закон України «Про освіту», 2017).

We emphasize the importance of thoroughly substantiating the 30 basic terms of this law and the content of their definition. Significant is the substantial expansion and deepening of the content of many articles of this Law. Thus, Article 5 is devoted to the state policy in the field of education, article 6 - principles of the state policy in the sphere of education and principles of educational activity, Article 8 – types of education throughout life (formal, non-formal, informal education). The ninth article "Forms of Education", in which the institutional, individual and dual forms of education are legally established, is concrete and detailed.

Article 10 defines the components of the education system (pre-school education, full secondary education, out-of-school education, specialized education, vocational (vocational and technical) education, vocational education before higher education, higher education, adult education, including post-graduate education). The same article details levels of education, in particular:

- pre-school education that corresponds to the zero level of the National Qualifications Framework;

- Primary education that corresponds to the first level of the National Qualifications Framework;
- basic secondary education that corresponds to the second level of the National Qualifications Framework;
- profile secondary education that corresponds to the third level of the National Qualifications Framework
- the first (initial) level of vocational (vocational and technical) education that corresponds to the second level of the National Qualifications Framework;
- the second (basic) level of vocational (vocational and technical) education that corresponds to the third level of the National Qualifications Framework;
- the third (higher) level of vocational (vocational and technical) education that corresponds to the fourth level of the National Qualifications Framework;
- vocational pre-higher education that corresponds to the fifth level of the National Qualifications Framework
- initial level (short cycle) of higher education that corresponds to the sixth level of the National Qualifications Framework;
- first (Bachelor) level of higher education that corresponds to the seventh level of the National Qualifications Framework;
- second (master's) level of higher education that corresponds to the eighth level of the National Qualifications Framework;
- third (educational / scientific / educational-educational) higher education level that corresponds to the ninth level of the National Qualifications Framework;
- a higher education level that corresponds to the tenth level of the National Qualifications Framework.

It is also important that in the system of out-of-school education and adult education (including postgraduate education) partial qualifications may be obtained at the appropriate level of the National Qualifications Framework.

Article 12 “Full secondary education” clearly outlines a number of legislative provisions on its levels (four years of elementary education, five years of elementary education, three years of formal secondary education). We emphasize the value of the provision regarding two directions of secondary education: 1) academic - profile education based on the combination of the

content of education, defined by the standard of secondary education, and the advanced study of some subjects, taking into account the abilities and educational needs of students with a focus on continuing education at higher levels of education; 2) professional – directed to the labor market profile education based on the combination of the content of education, defined by the standard of secondary education, and a professionally oriented approach to learning, taking into account the abilities and needs of students.

Lively discussions in Ukraine and abroad caused the seventh article "Language of Education." In this regard, the President of Ukraine P. Poroshenko emphasizes: "Ukraine has demonstrated and will demonstrate that this attitude to the rights of national minorities, which fully meets our international obligations, is in harmony with European standards. Of course, we do not have and will not pay attention to the hysterical statements of the State Duma of the Russian Federation, which has been called the prison of the people and from which we have escaped, and I emphasize - we will never return. " According to the President of our state, "a lot of efforts are needed to explain our position to our European partners, first of all to our neighbours, to prove to them and to all European structures that the language article of the Ukrainian educational law fully complies with European practices» (Короліук, 2017, p. 79–83).

Article 18 of this law first formulates the provisions on adult education, article 20 – on inclusive education, Article 21 – specialized education (artistic, sports, military), as well as education of scientific direction and standards of specialized education. Innovation is in 37 article «National system of qualifications», Article 49 focuses on public attestation of educational institutions, article 51 – on certification of teaching staff, article 70 – on public self-government and public and state self-government, article 72 – on educational statistics, 83 – on participation in international studies on the quality of education. Of particular importance is Article 75 «Scientific and methodological provision of education», which sets out the provisions regarding the National Academy of Pedagogical Sciences of Ukraine as a self-governing educational organization. This academy carries out fundamental and applied scientific research and innovative works in the field of education, pedagogy and psychology, participates in the creation of scientific foundations for the development of education, taking into account the scientific and technical, social and economic progress of the society, national and cultural traditions, as well as world trends in development and experience of foreign

countries. The Academy participates in the development of teaching methods, standards of education, typical educational programs, textbooks, it carries out development and experimental tests of innovative educational models. The Academy organizes and coordinates scientific-methodical events to provide practical psychology in education and social pedagogy; carries out psychological examination of standards of education, typical educational programs, textbooks, methodical materials, etc.; carries out educational work on the preparation and improvement of the qualifications of educational, pedagogical personnel and educators related to the implementation of educational policy.

**Streszczenie:** W artykule zostały ukazane główne postanowienia Koncepcji nowej szkoły ukraińskiej, specyfika prac przygotowawczych do zatwierdzenia przez Radę Ministerstwa Edukacji i Nauki Ukrainy oraz Zarządzenia Gabinetu Ministrów Ukrainy nr 98 z 14.12.2016 r. w sprawie zatwierdzenia koncepcji realizacji polityki państwa w obszarze reformy ogólnokształcącej szkoły średniej „Nowa szkoła ukraińska” na okres do 2029 roku. Wyróżnione zostały składowe koncepcji, takie jak: kierunki oraz zadania wdrożeniowe zgodnie z każdym kierunkiem. Zostały także przeanalizowane takie obszary jak: znaczenie i treść głównych kompetencji absolwenta szkoły średniej (komunikacja z państwem (język ojczysty w przypadku różnic) i języków obcych, umiejętności matematyczne, kompetencje w zakresie nauk przyrodniczych i technologii, kompetencje informacyjne i cyfrowe, umiejętności życiowe, kompetencje obywatelskie, przedsiębiorczość, ogólne umiejętności kulturowe, znajomość środowiska naturalnego i zdrowy styl życia). Opisano podejścia do rozwoju nowego standardu ogólnego szkolnictwa średniego. Przedstawiono trzy główne etapy reformy, które zostaną przeprowadzone w latach 2018-2029. Zwrócono uwagę na nową ustawę Ukrainy „O edukacji” (2017).

**Słowa kluczowe:** nowa szkoła ukraińska, koncepcja, standard kształcenia, kluczowe kompetencje, etapy reform, ustawa „O edukacji”

**Abstract:** The main provisions of the Concept of the new Ukrainian school, peculiarities of the preparatory work for its approval by the Board of the Ministry of Education and Science of Ukraine and the Order of the Cabinet of Ministers of Ukraine No.988-p of 14.12.2016 On Approving the Concept for the Implementation of State Policy in the Field of General Secondary Education Reform “New Ukrainian School” for the period

up to 2029 have been revealed. The components of the Concept, directions, tasks of implementation in accordance with each direction are highlighted. The significance and content of the main competences of the graduate of high school (communication with the state (native in case of difference) and foreign languages, mathematical literacy, competence in natural sciences and technologies, information and digital competence, life skills, social and civil competencies, entrepreneurship, general cultural literacy, environmental literacy and healthy life) have been analyzed. The approaches to the development of a new standard of general secondary education are described. Three main stages of the reform, which will be carried out in 2018-2029 have been described. The attention to the new Law of Ukraine «On Education» (2017) has been drawn.

**Keywords:** New Ukrainian School, Concept, Standard of Education, Key Competences, Stages of Reform, Law «On Education».

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