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PROGNOSTIC MODEL OF THE UKRAINE SYSTEM OF GENERAL SECONDARY EDUCATION DEVELOPMENT: FORECASTING SCENARIOS OF THE DEVELOPMENT

The article is presented the exploratory prognostic model for the further forecasting scenarios of Ukraine system of general secondary education development. The structure of this model covers several components, namely: prognostic information on the system of general secondary education; goals (direction) of its development; internal (profile) and external (background) factors affecting it; the most promising scenarios of the development of this system, resulting in qualitative exploratory analysis of the above structural components.

The article is presented four forecasting scenarios Ukraine system of general secondary education development (optimistic, first realistic with positive profile characteristics, second realistic with positive background characteristics and pessimistic), described the content of each forecasting scenario, and indicated the main external and internal factors, which will contribute to its implementation.

Keywords: system of general secondary education; system of general secondary education development; prognostic model of the system of general secondary education development; exploratory forecast; forecasting scenarios of development.

Introduction. One of the important steps of forecasting is creating the “exploratory models of the object of forecasting by analysis methods of search the background and profile characteristics with specification of the “best”, “middle” and “worst” case scenarios [7, p. 19]. One of the possible ways of their implementation is a forecasting scenario, which I. Bestuzhev-Lada considers as a kind of model “in the broadest sense of this term” [7, p. 21].

Implementation of “radical and systemic reform of general secondary education” [5] increases the needs of education authorities and educational community in a variety of forecasts of the Ukraine system of general secondary education development. These forecasts are necessary to determine the most effective management and education solutions at the different levels of the system. One of the most relevant approaches in creating and presenting

the forecasts of the system of general secondary education development is scenario-based forecasting. This approach generates different prognostic variants of “the object of forecasting current state and its background of forecasting under different conditions in future” [7, p. 409]. The analysis of scientific literature allows us to state the lack of critical attention paid to forecasting scenarios of the Ukraine system of general secondary education development in the context of educational reform. Thus, we face the necessity of creating forecasting scenarios of the Ukraine system of general secondary education development.

The mentioned problem is related to the general task of forecasting the general secondary education development. Successful resolution of the mentioned task, as well as creating and publication the forecasting scenarios of Ukraine system of general secondary education development will facilitate optimal decisions made by educational authorities that aim at preventing potential risks and using the opportunities given by the educational reform.

Analysis of recent research and publications. Many international as well as Ukrainian research pay interest to the problem of forecasting the general secondary education development. Thus, O. Topuzov [9] makes substantiation of pedagogical and didactic prognostics as theoretical and methodological basis for forecasting of development of general secondary education. I. Bestuzhev-Lada et al. [7, p. 19 - 21, 164 - 167, 409] define the concepts “exploratory prognostic model” and “forecasting scenario”, establish the connection within the content of both concepts, and give the scientific information on the method of scenario-based forecasting. L. Onyshchuk [2] identifies the conceptual foundations of forecasting of general secondary education development, component composition of the background of forecasting of general secondary education development. D. Puzikov [6] creates a theoretical model of forecasting the general secondary education development.

Due to the contribution of M. Lindgren and H. Bandhold [1] on justification of qualitative, descriptive nature of the forecasting scenario, V. Filippova [10] on methodical aspects of the forecasting scenarios development and L. Rogatina [8] on selection and justification of forecasting scenarios creating forecasting scenarios of the general secondary education development became more proficient.

Nevertheless, little attention has been devoted to the problem of creating the forecasting scenarios of the general secondary education development in the conditions of reforming the educational system of Ukraine. Therefore, the above mention issues determine the relevance of this research and the scientific novelty of its results.

The aim of this study is to develop and justify the forecasting scenarios of the Ukraine system of general secondary education development by means of creating an exploratory prognostic model of mentioned system development.

Methodology. The analysis of scientific sources on the research problem has made it possible to determine its initial theoretical and methodological principles, and the principles of forecasting (system concept of forecasting, variability, etc.). The generalisability of much published research and legal acts on this issue highlight the most important characteristics of the object of forecasting and its background of forecasting, and determine its status or present qualitative characteristics. These data made it possible to develop the structure of the exploratory prognostic model of Ukraine system of general secondary education development. Using scenario-based forecasting approach, we generated four plausible (forecasting) scenarios of Ukraine system of general secondary education development in mid-term (up to 5 years) perspective.

Aiming to develop specific forecasting scenarios, we created the structure of the exploratory prognostic model of Ukraine system of general secondary education development. (Fig. 1).

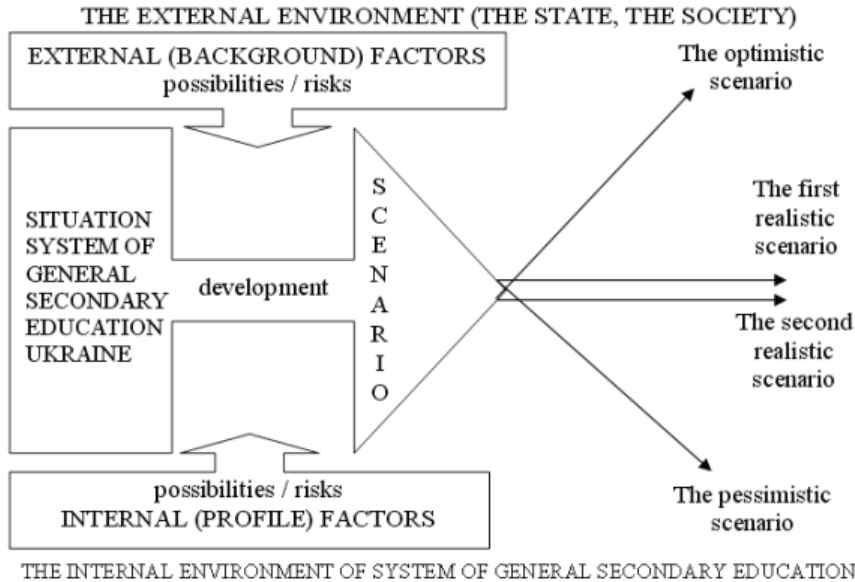


Fig. 1. Structure of the exploratory prognostic model of Ukraine system of general secondary education development

The model is linked to the exploratory forecast of system of general secondary education development. It aims on “the definition of possible states of the object of forecasting in the future” [7, p. 394]. This forecast creates a number of forecasting scenarios, which take into account the specific profile and background characteristics of the future state of the object, and makes it possible to “specify the “best”, “middle” and “worst” indicators” [7, p. 22] of this state. As a rule, several forecasting scenarios could be created. Thus, the well-known Soviet scientist in the field of social forecasting I. Bestuzhev-Lada suggested the scenarios with the value of “best”, “middle” and “worst” [7, p. 22] based on the indicators of the profile and background object’s characteristics. O. Filippova proposes using the allocation of “two extreme (optimistic and pessimistic) plausible scenarios and three medium ones (the third plausible scenario is the most likely one)” [10]. L. Rogatina distinguishes forecasting scenarios for the development of the object of forecasting according to a combination of projected value of its profile and background indicators in the future [8]. Thus, the author identifies four scenarios: optimistic (both profile and background indicators are positive), pessimistic (both groups of indicators are negative), the first realistic (profile negative, but background is positive), second realistic (profile indicators are positive, and the background is negative) [8, p. 142].

It is important to mention, that the forecasting scenario can be based on qualitative characteristics, results of qualitative analysis of the object of forecasting. M. Lindgren and H. Bandhold consider, that “as a rule, forecasts are quantitative”, “but sometimes they are presented in the format of scenarios”, in such a case they are “descriptions of what should happen” [1, p. 33].

According to the proposed structure of the prognostic model (Fig. 1), the forecasting scenarios of system of general secondary education development are based on prognostic information on the current state of this system, the goals (focus) of its development, internal (profile) and external (background) factors that affect it.

The current state of Ukraine system of general secondary education at the beginning of its reform (qualitative characteristics and current problems) are highlighted at Conceptual principles

of secondary school reform “The New Ukrainian School” (hereinafter - the Concept of “The New Ukrainian School”). The Concept of “The New Ukrainian School” identifies the following: “the presence of high-quality education substantial segment”; “schools’ dependence on a region, significant differences of the general secondary education quality”; “the tendency to deteriorate the quality of education in country in general”; “reduction of funding”; “decrease of teachers’ salary level”; “education management bureaucracy”; “domination of schools with low quality education services”; “bad technical equipment”; “outdated educational content and teaching methods” [5].

It is important to emphasize that the pace of reforming Ukraine system of general secondary education was fixed in the program documents and proceeded with the declared speed in 2016 - 2018 [5; 3]. During this period, Ukraine has managed to increase the financing of general secondary education, verified a progressive Law on Education, significantly increased the teachers’ salary, started updating the content of education (new State Standard of Primary Education) and teaching methods and, to some extent, improved the technical equipment of schools (especially primary school), etc.

According to the Concept of “The New Ukrainian School” [5], Law of Ukraine “On Education” [4], Ukraine system of general secondary education development is a part of “radical and systemic reform” proceeding in the several directions. These directions determine the purpose and priorities of the Ukraine system of general secondary education development. They are “adoption of new state standards of general secondary education, which were developed on the base of the competencies necessary for the successful self-realization of an individual”; “introduction the principles of partnership pedagogy, based on students-teachers-parents cooperation”; “increasing the teacher’s motivation by raising salaries, providing academic freedom and stimulating professional development”; “introduction of child-centered education (focus on the student’s needs)”; “improving the process of education”; “creation 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 an individual”; “decentralization and effective management of general secondary education that will promote a real autonomy of a school”; “fair distribution of public funds that will promote equal access of all children to quality education”; “creation of modern educational environment that will provide the necessary conditions, means and technologies for the students, teachers and parents education”; “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” [5]. These trends create a general image of the desired future Ukraine general secondary education seeks to achieve due to educational reform.

Achieving the objectives of educational reforms and embodiment of the Ukraine system of general secondary education desired future take place under the influence of external (public, background) [2, p. 19 - 20; 7, p. 17] and internal (profile) [6], positive and negative factors of this system. It should be taken into account in forecasting its development. We determine the following external factors influencing the Ukraine system of general secondary education development: economic (country economy conditions, education financing, etc.), organizational and political (political situation, governmental educational policy, political decisions stability, etc.), legal (legal acts regulating the education system), socio-psychological (the attitude of society towards the education), socio-demographic (fertility), scientific and technological (development of pedagogical science, IT and computer technology, etc.), international (European integration processes, foreign educational experience, academic mobility, etc.) and the other factors. Among the internal (profile) factors, we identify the motivation of participants, management (its effectiveness at the various levels), methodology (effectiveness of scientific and methodological research), etc. These factors are in mutual communication and interdependence.

Results of the analysis of scientific literature [1; 2; 6; 7; 8; 9; 10] allow us to create and substantiate four forecasting scenarios of Ukraine system of general secondary education development.

1. *The optimistic scenario* expects fulfilling the positive trends of Ukraine system of general secondary education development; notable increase of the education during the next five years; and decrease of the education quality differences (between the institutions, between the regions, between urban and rural schools) due to the successful educational reform. Over the next five years there will be further increase in funding of the general secondary education; fairer distribution of financial resources; improvements in the technical equipment of educational institutions; new school structure; development, adoption and implementation of new basic education standards; modern educational environment of schools; students-teachers-parents partnership; teachers' professional development; decentralization of secondary education management; a real autonomy of educational institutions, etc. The Concept of "The New Ukrainian School" will be successfully implemented [5].

In order to implement this scenario in 2019-2023, there should be a stable combination of several favourable background and profile factors in the Ukraine system of general secondary education, namely: economic (the development of the Ukrainian economy, GDP growth is not lower than 3 %, and preferably 5 – 6 % per year); political (political stability, compliance with a political decision to implement educational reform, preservation of the reformers team); international (active international cooperation in the field of education at the governmental level as well as non-governmental and public associations); social, psychological and cultural (persistent motivation of the participants, primarily teachers, in implementation of educational reform goals; motivation of teachers to gain the academic freedom; developing the positive attitude of the educational community and society towards the educational reform, changing the society attitude towards the education in general and general secondary education in particular) and so on.

It is important to mention that even in case of the optimistic scenario of Ukraine system of general secondary education development it is necessary to take into account the impact of negative demographic factors (general tendency towards birth decrease intensified over the last five years, migration of rural youth, emigration of pupils and student for obtaining general secondary or higher education abroad, aging of teachers, etc.).

2. *The pessimistic scenario* implies a further deterioration of the quality of general secondary education in Ukraine (especially in "non-elite" urban and rural schools) over the next five years because of the negative trends strengthening due to cancellation, deceleration or failure of the educational reforms.

This scenario does not seem to be most likely. At least, Ukraine system of general secondary education does not aim towards the mention direction. However, it is also impossible to exclude it completely. In case of pessimistic scenario, negative tendencies (mentioned in the Concept of the "The New Ukrainian School" [5]) will have even more destructive influence on the general secondary education. We mean such following tendencies as: reduction of funding the education institutions; reduction of the teachers' salaries (e.g. due to inflation); further deterioration of the technical equipment of schools; restriction of the declared teacher's academic freedoms and the real autonomy of a school (preservation of inefficient, centralized, "bureaucratic" models of school management); lack of financial and technical resources for the new standards of general secondary education implementation needs to provide new content of education and new teaching methods.

The negative scenario of Ukraine system of general secondary education development will bring decrease of teachers' motivation; weakening their need towards the professional development, and lack of real opportunities to experience the academic freedom. Lack of motivation and financial resources will be an obstacle for improving the process of education, realization of the partnership's pedagogy (effective students-teachers-parents cooperation) and child-centred education (orientation on the needs of a student). The introduction of a new school structure, envisaged by the Law of Ukraine "On Education" and the Concept of "The New Ukrainian School" will be implemented formally, without real introduction of new education content, without creation of a new educational environment, without using new teaching methods and technics aimed to form the students key competence. In case of decreasing the teachers' motivation and interest in the educational reform,

the problem of decentralizing the management of institutions and autonomy of the school will lose its relevance. The problem of education in rural areas will be further aggravated, as the decline in fertility and the outflow of young women from villages will contribute to a sharp decline in the pupil's contingent. In case of economic crisis, the functioning of small-scale rural schools will be financially unsustainable. The issue of social protection of abandoned teachers will arise, as well as provision of children the regular transportation to the other schools.

Unfortunately, the implementation of such a scenario becomes quite probable in the case of sharp negative changes in background indicators of general secondary education development. We identified several major risks to lead to a pessimistic scenario. Firstly, there are economic risks. The economic crisis in Ukraine, a significant deterioration of its economy will result in rapid and notable reduction of state and local financing not only the educational reform but also all expenditures on the general secondary education. Secondly, there are international risks related to the possibility of intensifying Russia's armed aggression against Ukraine, the international financial crisis, which will restrict the volume of international financial assistance and international investment. These risks will contribute to decreasing and cheapening of Ukrainian export, and it will stimulate the internal economic crisis. Thirdly, there are political risks associated with political changes (including changes in the leadership of education authority), which may lead to a political decision of educational reform cancellation. The implementation of the pessimistic scenario will be most likely in case of the above risks arise simultaneously.

3. *The first realistic scenario* (negative external influence / positive internal influence) implies a gradual improvement of the quality of Ukraine general secondary education during the next five years. It reflects itself in reduction of differences in the quality of education between "elite" and "non-elite" schools, rural and urban schools due to their activation, their successful adaptation to the new conditions generated by educational reform.

Implementation of this scenario implies that financing of general secondary education will not increase (or even decrease). However, educational institutions, their leadership, teachers' teams, students and their parents will actively implement the concepts of the educational reform. This scenario will increase the teachers' motivation for professional activity, professional development, and experiencing the academic freedom. Improvement of the education process will take place; the principles of partnership pedagogy and child-centred education will be implemented; most schools will establish the effective students-teachers-parents cooperation. The introduction of the new school structure will be accompanied by the introduction of a new content of education, creation of new educational environment, development and application of new teaching methods and technics that will form the students' key competencies. Decentralization of the general secondary education management will increase; and the schools will obtain a real autonomy, primarily financial.

This scenario will take place in the context of the negative effects of the economic (economic crisis) and / or international (international economic crisis, escalation of Russia's armed aggression against Ukraine) background factors of Ukraine system of general secondary education development. Political stability, the sustainability of the government education policy in general secondary education reform, and the preserved team of reformers is an important internal condition that will ensure compliance with this scenario the Ukraine system of general secondary education development. The most important internal condition to ensure the implementation of such a scenario is the preservation in the of teachers interest in educational reform, motivation to participate, even in the case of lack of promised financial incentives (or maintaining them at the year 2018 level). Only support by the educational community, students and their parents, communities and non-governmental and public organization will guarantee the reform preservation, subject in case of negative effects of background factors, economic, political and international risks. Unfortunately, the experience of 2010 educational reform shows that passive attitude will not bring support of the society. The Ministry of Education and Science of Ukraine has to strengthen the information, social and advertising activities; actively introduce the elements of educational reform of the middle and

upper school; involve more actively teachers and students of teacher training in the educational reform activities. This is the key to the sustainability and irreversibility of educational reform.

This scenario appears to be not entirely acceptable and desirable only at the first glance. In fact, it has significant advantages in terms of both the pessimistic and the second realistic scenarios. One of the main benefits of this scenario is to ensure the irreversibility of educational reform, to achieve the real autonomy of a school and a teacher. In addition, this scenario will be based on the achievements of teachers and schools self-development, effective fundraising, productive cooperation between schools and the community.

4. *The second realistic scenario* (positive external influence / negative internal influence) implies a slow and drastic improvement of the quality of Ukraine general secondary education over the next five years as a result of increased funding of education institutions, implementation of legal educational reform requirements.

This scenario involves the proper financial, organizational and legal investments into the educational reform, which will deal with the inertia and conservatism of the system itself, accompanied by an indifferent, formal attitude of the participants. This scenario is the worst one, since the cancelling the educational reform will occur due to the discrepancy of its results to the financial investments and social expectations.

More thorough consideration of the “human factor” in educational reform, sociological research on the reform impact on participants and society (including regular polls of public opinion), monitoring the reaction of the population to certain reform steps and actions, preferably before implementing them (for example, using the focus group method) can be the possible means of counteracting to this scenario. It is also important to intensify the supporters of educational reform.

The scientific article does not allow us to substantiate fully the submitted forecast material (including mathematical statistics results) in the form of “the most effective prognostic model such as system of equations” [7, p. 20-21]. However, as well as “The New Ukrainian School” team, the author seeks to present a concentrated vision on the problem, agreeing with the statement that the mathematical justification of the ideas presented is quite possible and corresponds to the future needs.

Conclusion. The reform of Ukraine system of general secondary education actualizes the need for education authorities, education community and society in the forecasts of this system development. One of the effective means of forecasting the system of general secondary education development is a scenario-based forecasting approach that allows a research to rely on both quantitative and qualitative characteristics of the object of forecasting.

We created an exploratory prognostic model for the further forecasting scenarios of Ukraine system of general secondary education development. The structure of this model covers several components, namely: prognostic information on the system of general secondary education; goals (direction) of its development; internal (profile) and external (background) factors affecting it; the most promising scenarios of the development of this system, resulting in qualitative exploratory analysis of the above structural components.

We presented four forecasting scenarios Ukraine system of general secondary education development (optimistic, first realistic with positive profile characteristics, second realistic with positive background characteristics and pessimistic), described the content of each forecasting scenario, and indicated the main external and internal factors, which will contribute to its implementation.

Recommendations for further research work. Further research might be connected with the development of normative forecast models of system of general secondary education development, which will take into account both qualitative and quantitative characteristics of the Ukraine system of general secondary education development.

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ПРОГНОСТИЧНА МОДЕЛЬ РОЗВИТКУ СИСТЕМИ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВИТИ УКРАЇНИ: ПРОГНОЗНІ СЦЕНАРІЇ РОЗВИТКУ

У статті розглядається проблема створення прогнозної пошукової моделі й прогнозних сценаріїв розвитку загальної середньої освіти в контексті освітньої реформи. Автором презентовано прогнозну модель розвитку зазначеної системи, побудовану на основі пошукового аналізу якісних фонових і профільних характеристик цього об'єкта прогнозування за допомогою прогнозних сценаріїв. Максимальні, мінімальні та найвірогідніші значення вказаних вище якісних характеристик конкретизовано у вигляді чотирьох прогнозних сценаріїв розвитку системи загальної середньої освіти України (оптимістичного, реалістичного з позитивними профільними показниками, реалістичного з позитивними фоновими показниками, песимістичного). Описано зміст кожного прогнозного сценарію, вказано найважливіші зовнішній й внутрішній чинники, що сприятимуть його втіленню. Перспективи подальших досліджень проблеми пов'язано з розробленням нормативних прогнозних моделей розвитку системи загальної середньої освіти, котрі враховуватимуть як якісні, так і кількісні характеристики розвитку системи загальної середньої освіти України.

Ключові слова: система загальної середньої освіти; розвиток системи загальної середньої освіти; прогнозна модель розвитку системи загальної середньої освіти; пошуковий (дослідницький) прогноз; сценарії розвитку.

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ПРОГНОСТИЧЕСКАЯ МОДЕЛЬ РАЗВИТИЯ СИСТЕМЫ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ УКРАИНЫ: ПРОГНОЗНЫЕ СЦЕНАРИИ РАЗВИТИЯ

В статье рассматривается проблема создания прогнозной поисковой модели и прогнозных сценариев развития общего среднего образования в контексте образовательной реформы. Автором представлена прогнозная модель развития указанной системы, построенная на основе поискового анализа качественных фоновых и профильных характеристик этого объекта прогнозирования с помощью прогнозных сценариев. Максимальные, минимальные и наиболее вероятные значения указанных выше качественных характеристик конкретизированы в виде четырех прогнозных сценариев развития системы общего среднего образования Украины (оптимистического, реалистического с позитивными профильными показателями, реалистического с позитивными фоновыми показателями, пессимистического). Описано содержание каждого прогнозного сценария, указаны наиболее значимые внешние и внутренние факторы, способствующие его воплощению. Перспективы дальнейших исследований проблемы связаны с построением нормативных прогнозных моделей развития системы общего среднего образования, которые будут учитывать как качественные, так и количественные характеристики развития системы общего среднего образования Украины.

Ключевые слова: система общего среднего образования; развитие системы общего среднего образования; прогнозная модель развития системы общего среднего образования; поисковый (исследовательский) прогноз; сценарии развития.