

Nevertheless, there is a general agreement that the importance of headteachers has increased with financial delegation. Therefore, it implies that the headteachers have more power and authority on financial decision making or to use school funds. For example, study of 11 schools in a local authority in England revealed that each individual school was observed to have opposing decisions about different aspects of expenditure such as maintenance and improvement of school premises as well as acquisition of teaching and learning materials. It was also revealed that these variations were caused by factors such as the personality and the value of the principals[1].

**Keywords:** educational decentralization, political, administrative and financial goals of educational decentralization.

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## **TRANSFORMATION PROCESSES IN UKRAINIAN PRIMARY SCHOOL IN THE CONTEXT OF GLOBALISATION TENDENCIES**

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Entry into the European Community encourages our country to active reform movements, including changing in education. According to the new Law of Ukraine "On Education" (which was approved by the Verkhovna Rada of Ukraine in the first reading in 2016) complete secondary education consists of primary, secondary and subject oriented educational.

In 2016 Ministry of Education and Science of Ukraine (MES) developed the strategical paper on school reform "New Ukrainian School. Concept for reforming secondary education". It represents systematic implementation of educational reform 2018-2027 [2].

The reform was started with modernization of primary education curriculum (from 1<sup>th</sup> to 4<sup>th</sup> forms). Renew of primary education curriculum in 2016-2017 was organizing within

the existing standard. The implementation of radical innovations is in the planning stage in 2018 after upgrading of educational standards, a new system of training and retraining of teachers, a new concept of Ukrainian schools in general. These reforms require fundamental transformations. At the primary education level, the implementation of competence approach in education (e.g. retreat from technology of reading to comprehension of reading text) is considered as the most important. According to the renewed program for teaching the Ukrainian language is necessary to form students communicative competence, which should manifest itself in the ability of students to use the language successfully. Ukrainian language teaching should be aimed to the social and cultural competence formation and learning to learn competence. This innovation in the implementation of competence approach in teaching responds to global trends in education.

To the renewing of primary school curriculum for the first time were involved not only experts and researchers, but also teachers, specialist in teaching methods, psychologists and parents.

The work on improving of curriculum was taking place publicly and clearly with help of social on-line platform EdEra in cooperation with MES of Ukraine and with support of International Renaissance Foundation. As the result after active public discussions, the document, which was called "Description of main changes in renewed primary school curriculum", was posted on Internet-platform EdEra [3]. In 2016 the changes to such primary school curriculum programs as "Ukrainian language", "Literary reading", "Mathematics", "Natural sciences", "I'm in the world", "Informatics", "Foreign languages for secondary and subject oriented schools", "Labor training", "Fine art", "Music art", "Art", "Physical culture", "Elements of healthcare" were approved by MES of Ukraine [1].

In addition to the introduction of competence-based approach, in particular, some programs were relieved; excess, outdated information and lexicon were deleted out of programs; duplication of content in such training courses as "Elements of healthcare", "I'm in the world", "Natural sciences" was removed; programs terminology was unified and specified. A fixed number of hours at studying each topic was removed, and now teachers have the right to define it by themselves. Recommendations for reduction of homework amount were taken into account, evaluation of calligraphy was removed, requirements and criteria for signing of copybooks and monthly evaluation for keeping of copybooks were seized etc. For example, requirements for knowledge by heart the addition and subtraction tables in programs in mathematics for grades 1-2 was deactivated. In program for "Literary reading", some soviet authors were removed and some modern authors were added, quantitative measure of reading rate was abolished approaches to the analysis of the text was changed.

In addition to renewal of curriculum content, decentralized vector of reforms, delegation from the central government authorities more responsibility to local authorities for the management and financing of educational institutions and granting of autonomy to educational institutions were determined.

In 2018 Ukrainian Center for Educational Quality Assessment will have conducted monitoring studies of reading and mathematical competencies fourth grade pupils.

Monitoring learning achievements of primary school pupils is divided into several stages. Approbation of tasks has been scheduled during 2017, for this purpose, 44 secondary schools in nine regions of Ukraine were selected. Monitoring will help to fix the state of educational achievements of primary school graduates on the eve of the introduction of new standards for primary school, and to monitor changes after the introduction of the new standard since 2018.

One of the main requirements for successful reform realization is the interest and active participation of teachers, educational workers and researchers. Implementation of reforms in education depends on teachers professional preparation and motivation. This process is multidimensional; all parties of the process should perceive the changes: from officials to teachers and parents. However, the real support can be expected after the financial providing improvement, the revival of the profession prestige, administrative pressure reducing, greater autonomy providing, the introduction of a new training and retraining teachers system. The new school concept provides all of these structural changes. Support of teachers, as key participants of this process, is aimed to lead to significant structural system alteration, and therefore to systemic transformation processes in education.

**Keywords:** primary school curriculum, educational reforms, transformation processes.

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## **FOREIGN LANGUAGES TEACHING AT SCHOOLS IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

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In the process of studying foreign languages teaching at schools in the United Kingdom of Great Britain and Northern Ireland, it was found out that teaching of foreign languages is the most durable in Scotland, while in the other parts of the United Kingdom, foreign languages are studied for two key stages only [3, p. 5-7]. However, in Wales, the largest number of academic time was provided for the abovementioned subject, and in England,