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## PEDAGOGICAL AND EDUCATIONAL CONCEPTS AS A FACTOR OF MODERNIZATION OF THE UKRAINIAN SYSTEM OF GENERAL SECONDARY EDUCATION

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Pedagogical concept (from the Latin conception – a set or a system), according to S. Honcharenko (1997) – «system of views on this or that pedagogical phenomenon, process, way of understanding, interpretation of some pedagogical phenomena, events; leading idea of pedagogical theory» [1].

The pedagogical concepts of such outstanding teachers as J. Locke, O. Neal, S. Rusova, V. Sukhomlinsky, and K. Ushinsky have received worldwide recognition. The views of these educators on the development of school education have not lost their relevance to this day.

Today, these concepts are an important factor in implementing public education policy. These strategy papers outline a range of topical issues, as well as ways and solutions.

The most important concepts that determine the priorities of modernization of general secondary education in Ukraine are:

- *The concept of general secondary education (12-year school)* (2001) [2] defines the strategic directions of development of general secondary education in Ukraine, substantiates the feasibility of introducing a 12-year term of school education, updating the purpose and objectives of school education, reforming its content, methodological and administrative support. The concept describes the structure of a 12-year school, in particular, it is emphasized that the high school functions mainly as a profile, outlining the content of general secondary education, and states that the process of transition to a 12-year school is complicated and long. One of the prerequisites for the creation of a quality 12-year school in Ukraine is the conception of a change in the professional training of the future teacher, which should be adequate to the current educational priorities and objectives;

- *The concept of state language policy* (2010) [3] defines strategic priorities and guidelines in overcoming the deformations of the national linguistic-cultural and linguistic-informational space, securing the linguistic rights of citizens and unity of Ukraine, as well ensuring the observance of constitutional guarantees regarding the comprehensive development and functioning of the Ukrainian language in all spheres of public life throughout Ukraine. The concept states that the status of the

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Ukrainian language as a state language does not deprive Ukrainian citizens of the right to freely use any language for private communication and meeting other needs. At the same time, it emphasizes that ensuring the development of languages of national minorities should not impede the development of the state language; it's functioning in all spheres of public life throughout Ukraine. All citizens of Ukraine, regardless of their ethnic origin, beliefs and position, should be proficient in the Ukrainian language as their citizenship. The concept proclaims the obligatory use of the state Ukrainian language in the educational process in state and communal educational institutions of Ukraine;

- *The concept of national-patriotic upbringing of children and youth (2015) [4]* defines the strategy of education of the patriotic citizens in Ukraine. It describes the purpose and objectives of national-patriotic education in the education system of Ukraine, the directions and ways of realization of this education, and outlines the expected results and indicators of effectiveness. The concept outlines the measures for the implementation of national-patriotic education in the education system of Ukraine (from 2015 to 2020), in particular in the basic and complete general secondary education during the formation of the content of curricula and textbooks on basic subjects to strengthen their national-patriotic component, as well to organize and to undertake activities in educational institutions aimed at promoting the Ukrainian language as a state language. The concept also outlines methodological recommendations for national-patriotic education in general educational institutions (in elementary school and on the lessons of Ukrainian language and literature, foreign literature, foreign languages, languages and literatures of national minorities, history, mathematics, informatics, geography, physics, biology, ecology, chemistry, science, physical culture, labor training);

- *The concept of public policy implementation in the field of reforming general secondary education "New Ukrainian School" for the period up to 2029 (2016) [5]* defines the purpose, ways and stages of implementation of state policy in the field of reforming general secondary education for the period from 2017 to 2029. Meanwhile, the reform of the structure of general secondary education envisages the transition to a 12-year secondary school with a three-year profile school of academic or professional orientation. The concept emphasizes that in order to achieve its goal (to ensure a comprehensive and systematic reform of general secondary education), it is necessary to provide the teacher with incentives for personal and professional growth, to give him academic freedom, as well as through financial incentives. The concept states that its implementation will contribute to such things as follows: improving the quality of general secondary education as a whole; overcoming territorial differences as a general secondary education; ensuring the prestige of professional education; improving the quality of higher education through quality training in schools and better competitive selection of entrants;

- *The concept of development of pedagogical education (2018) [6]* aims at modernization of the pedagogical education system to create a training base for pedagogical workers of the new generation, to create conditions for involvement of pedagogical specialists of other professions and to provide conditions for the formation and development of modern alternative models of continuous professional and personal development. The concept envisages three directions of reforming teacher education: 1. Development of a modern model of the teaching profession in the context of the needs of society, prospects for the development of

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the national economy and global technological change. 2. Transformation of higher and professional higher education in pedagogical specialties. 3. Identification of perspective ways of continuous professional development and skills development of pedagogical staff;

- *The concept of civic education development in Ukraine* (2018) [7] provides for the definition of values, objectives and specific approaches to civic education, characterization of the civic education system, legal education of citizens, in particular, in terms of understanding and ability to exercise their constitutional rights and responsibilities, as well as regulatory framework preparing. The concept outlines the results of civic education development, in particular, in the complete general secondary education: formation of active life and civic position; gaining the ability to exercise and defend their rights; promoting respect for the official language; promoting awareness of one's sense of dignity and awareness of the dignity of others, etc.

Concepts are not always fully implemented. For example, the Concept of profile education in high school (2013) [8] was introduced on October 2013, and on March 2014 discontinued and was abolished by the Order of the Ministry of Education and Science of Ukraine (officially due to the inconsistency of organizational and pedagogical conditions of implementation of profile education in high school with the public requests).

Likewise, the Concept of Literary Education (2011) [9], approved in 2011, was abolished in 2014. Although its strategic goal was to achieve the urgent tasks of forming a new generation of individuals with a high humanitarian culture and civic responsibility, the need to preserve the national identity, spiritual ideals of Slavic in the conditions of globalization of the world space, however, it has lost its validity in connection with the introduction of state standards of education of the new generation.

Concepts play an important role in shaping public education policy and modernizing general secondary education in Ukraine. At the same time, their full implementation requires concentration of significant organizational, intellectual, material resources and depends on socio-cultural conditions and public requests.

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## ВИКОРИСТАННЯ КОМУНІКАТИВНОГО ПІДХОДУ У ВИКЛАДАННІ ГРАМАТИКИ ІНОЗЕМНОЇ МОВИ

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Викладання мови з використанням комунікативного підходу вперше було запропоновано у 1970-х роках. Починаючи з 1990-х, комунікативний підхід у викладанні мови був введений у навчальний процес. У сучасному навчанні іноземної мови комунікативний підхід є невід'ємною частиною навчального процесу. Він заснований на життєвих ситуаціях, що дозволяють студентам практикувати свої навички говоріння, займатися інформаційними дослідженнями та здобувати знання самостійно, викладач є лише керівником для студентів, а не джерелом інформації.

В рамках комунікативного підходу студенти мають вивчити новий матеріал, осмислити його та вивести правило. Використання автентичних матеріалів є невід'ємною частиною навчального процесу. Перевагами автентичних