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**Comparative Analysis of the Educational Process
in Ukrainian and British Schools**

***Резюме:** Стаття представляє порівняльний аналіз організації педагогічного процесу в школах України та Великобританії. Описані головні нормативні документи, принципи та норми, які необхідні для успішної реалізації навчального процесу в школах двох країн. Сделані висновки, як можна покращити організацію навчального процесу в Україні з урахуванням досвіду такої роботи в Британії.*

***Ключевые слова:** педагогічний процес, навчальний план, школа, фінансування та управління освітою.*

***Summary:** The article presents a comparative analysis of the organization of the educational process in schools of Ukraine and the United Kingdom. It describes the main regulations, principles and standards necessary for the successful implementation of the educational process in the schools of the two countries. The article suggests conclusions how to improve the educational process in Ukraine taking into consideration the experience of the UK.*

***Keywords:** educational process, curriculum, school, school funding, education management.*

The profound changes that have occurred in our country at the end of the 20th century and the beginning of the 21st century relate to all spheres of life, including system of education. It faces the need to solve many of the problems caused by the new socio-economic conditions. Secondary education performs a unique role in lifelong learning, because schooling is the only comprehensive, long-term (covering three age periods) and mandatory for obtaining further professional qualifications. School education since independence is constantly in the active zone of the changes due to legislative and regulatory control, scientific research and innovative practice. The negative impact on it is provided by long economic, demographic crisis and rapid changes without adequate financial, scientific and human support. However, in general, we could provide a gradual development of new educational content, in a way to solve a number of complex administrative and scientific issues regarding training, education and development of students in secondary schools [1, p. 63].

The research of school education in Europe and the world is extremely important for Ukraine. Ukrainian scientists increasingly investigate this problem, for example, N. Balatska, N. Lavrychenko, O. Lokshyna, A. Matviienko, O. Miliutina, N. Moroz, A. Sbruiieva, R. Soichuk and others. Some aspects of school education in the context of globalization in education under the influence of

socioeconomic factors we may find in doctoral theses. In particular, N. Lavrychenko's doctoral dissertation "Pedagogical bases of socialization of young students in Western Europe" (2006), organization of educational process in British schools is considered in the context of socialization of young students [2].

Ukrainian researcher O. Lokshyna in her doctoral thesis "Trends in the content of school education in the European Union" (2011) examines the organization of school education in the UK in the light of the content of schooling in British schools [3].

A specialist in comparative pedagogy A. Matvienko in her doctoral thesis "Development of secondary education in the European Union: A Comparative Analysis" (2005) examines the organization of educational process in British secondary schools in the context of studying the standards and models of reforming programs at the level of "required" compulsory education in the community [4].

A. Sbruieva in the doctoral thesis "Trends of reforming the secondary education in the developed English-speaking countries in the context of globalization: (90' in 20th - beginning of 21st century)" (2004) analyzed the organization of educational process in British schools in the context of educational reform of standard oriented strategies. That helped improve the quality of education and training. We can also observe the improvement of governance and funding of schools Great UK [9].

Ukrainian researcher O. Miliutina in her thesis "Multicultural education of students in secondary schools in the UK" (2008) examines the organization of school educational process in British schools through the prism of multicultural education in four territorial units of the country [5].

Researcher N. Moroz in the thesis "The system of educational work in secondary schools of Great Britain" (2009) analyzes the organization of school education in British schools in the context of educational work with students. The author examines in detail the system of educational work British schools based on regional differences [7].

Despite the existing achievements, the organization of educational process in schools of Great Britain was not the subject of a separate analysis. In particular, there are no comprehensive research goals, objectives, principles, forms and methods of education in British schools. However, it is extremely important in the view of declared intentions of our country's European integration.

Teaching process is one of the fundamental categories of pedagogy that exists as scientifically proven and perfect system that relies on the laws of education, teaching creativity and dynamics of a child's age-related changes. Teaching process is a dynamic interaction between educators and students, with the aim to achieve educational goals [6, p. 115]. Teaching process (educational process) is a deliberate, consciously organized, dynamic interaction between teachers and students; teaching process is a holistic process that combines training, education and development of children. The

components of the pedagogical process are goals, objectives, content, methods, means and forms of cooperation between teachers and pupils, and the result [1, p. 253].

In our opinion, the problem of educational process in Ukrainian schools is not investigated and requires a detailed study and improvement through the introduction of some elements of international experience.

Education objectives are reflected in educational documents and standards which note that the content and organization of education should be based on universal values and principles. These are the principles of science, multicultural and secular nature of education, consistency, integrity, unity, training and education on the principles of humanism, democracy, civil and mutual respect among nations and peoples in the interests of the individual, family, society and state.

Today we consider the problem of equal access of all citizens to good education in Ukraine to be of great importance. Students in the UK and Ukraine should have equal rights to education. However, we are to note that in British schools, this problem is better solved than in Ukraine.

Relevant for schools Ukraine and the United Kingdom is a combination of general and vocational oriented training of students in high school. British schools have a considerable experience in organizing profile education for students. In Ukrainian secondary schools profiling of high school is a fundamentally new step [8, p. 42].

Today there is an urgent need to explore the question of centralization / decentralization of school education in Ukraine. There should be a deficit budget for its maintenance; it provides a further reduction of central authorities, the structural units of individual subsystems of education on the one hand, and individual autonomy its subsystems unit on the other hand. The role of public governance in school education becomes primary and leads to the definition of its objectives and specific functions. Quite rapid is growing of information-analytical system of education in secondary schools (automation, development programming software, databases, hardware and software support for the Internet servers for members of the educational process, etc.). There is a combination and balancing of action-centralizing mechanisms of decentralized education management in the UK and this experience can be very useful for Ukrainian schools.

Today we can observe standardized requirements for qualitative school educational process both in the UK and in Ukrainian schools. Both in the UK and Ukraine educators do their work on statutory review of the state standard of secondary education. Ukraine has approved the new edition of educational standards for primary schools with a certain unloading learning content, increased attention to natural, informative and foreign language components and accented competency, practical orientation, clearer definition of the results of training activities and criteria for their identification. In late 2011, we adopted a new edition of educational standards for primary and high school, but it has not solved the problem of overloading education. In the basic curriculum for high

school there is a balanced ratio of hours to study the compulsory subjects and elective subjects and partially updated content of education [8, p. 43].

Today, it's very important for Ukraine to follow these directions of changes in education:

- Provide accessible and free full general secondary education;
- Extend student learning in school until the age of 18;
- Separate education from political parties, public and religious organizations;
- To review and improve the content of secondary education;
- To ensure effective implementation of ideas of specialized education in high school;
- Implement computerization of the educational process;
- Optimize the network of schools.

For similar trends to improve the organization of educational process in Ukrainian and British schools we include the following:

- Extension of compulsory school age;
- Equal rights to education;
- Combining and balancing action-centralizing mechanisms of decentralized education management;
- Strengthening of standardized requirements for qualitative educational process.

Educational process in Ukrainian schools is organized on the basis of national standard educational curriculum and basic educational programs; in British schools National Curriculum works out norms for schools. In both countries, these documents are adapted to the needs of schools and each school has its own plan of development. But in British schools there is clear plan for reaching the objectives in schools. We do not have it in Ukraine. In addition, you should take into account the regional differences in the United Kingdom, which led to the creation of educational legislative framework to the social and geographical differences between territorial units of the United Kingdom. For consistent state policy in the field of secondary education in Ukraine we have relevant government bodies: Ministry of Education, departments and governing institutions of secondary education, educational regional administrations, district (city) administrations for departments of education [6, p. 540]. Head masters provide guidance in a comprehensive school. Collective management body of a comprehensive educational institution is the pedagogical council, its powers are defined by the Statute of secondary schools. Local authorities of an educational institution is the general meeting (conference) of the staff of an educational institution. In secondary schools there are methodical associations that comprise the educational process and certain professional specialists. Unlike Ukraine, the British school management is organized at the national and regional levels, taking into account differences in educational management in different territorial units of the United Kingdom. For the British model of pedagogical process the principle of territorial differences is

essential, as the country has four units that have their own differences in the organization of educational process.

It is important to note that the process of decentralization characterizes the current state system of education in Ukraine. There is the transfer of functions and powers of the higher authorities to lower ones, although, before Ukraine's independence, education management system was centralized. The UK has had strong decentralized education management, although now the country wants to change the form of governing school education for centralized-decentralized and thus strengthen the requirements for compliance with the state standard of education and upbringing. Indeed, as we previously noted in recent international studies of students' knowledge British students has shown poor TIMMS and PISA results.

Funding of school system in Ukraine is as follows: Ministry of Education of Ukraine allocates funds to regional state administrations, which in turn distribute funds to the district administrations, and then money is distributed to district or school educational institutions. Most British schools receive direct funding from the government, and local education authorities do not have such strong financial powers as they had before. In Ukraine, most schools are funded from the state budget. Despite the tendency to spend more on education from the state budget, education funding system in Ukraine is not optimal and in some ways inferior to Britain. It is expressed in centralization, spraying of expenditures on education, economic disintegration of vocational education. In order to develop effective mechanisms for financing education on the immediate task it is necessary to study ways to attract investment of employers, the development of public-private partnerships, increase of the use of budgeting programs. Currently, there is a tendency to establish private schools in Ukraine. So today in Ukrainian schools we increasingly observe the principle of "money" go "to the student." In Britain, the number of private schools is bigger than the number of state ones.

The Law of Ukraine "On General Secondary Education" defines that the term of studying in Ukraine to obtain full secondary education in secondary schools of I-III levels lasts for 11 years: I level - 4 years; II level - 5 years; III level - 2 years [1, p. 66].

Number of students in the class can vary from 5 to 30 people. The basic curriculum of secondary schools determine the structure and content of secondary education through the invariant and variable components that set the hourly and meaningful relationship between educational sectors (cycles subjects), the maximum allowable workload of students and total annual number of hours. Invariant component of general secondary education is formed at the state level; it is the same for all institutions of secondary education. A comprehensive educational institution with the peculiarities of the region and the individual educational needs of students forms variable component of general secondary education. The Cabinet of Ministers of Ukraine approves the basic curriculum for secondary schools.

In the UK, compulsory education involves students from 5 to 16 and includes two stages: primary and secondary. The curriculum reflects the content of school education, ways of its implementation and the basic requirements for training students in schools. In modern British schools, there are four key stages of learning (K1, K2, K3, K4: 5-7 years - stage K1, 7-11 years - stage K2, 11-14 years old - stage K3, 14-16 years old - stage K4). In Ukraine, students are enrolled in the three-level system; they begin training at the age of 6 and end studies at the age of 17. In the UK, students begin education at the age of 5, and finish their studies (compulsory course) at the age of 16. Students who want to continue training for the qualification required for admission to the university have to continue education in schools for another two years after the compulsory course. The academic year in Ukrainian secondary schools begins on the Day of Knowledge – September 1 and ends no later than 1 July next year. The duration of the school year is not less than 175 days and in secondary schools II-III levels - 190 working days, excluding time spent on final exams, the duration of which shall not exceed three weeks. The structure of the academic year (semester) and the duration of the training week is established by the educational institution within the time prescribed by the curriculum, in consultation with the relevant education authorities. In the UK, students are enrolled in schools from September to July, teaching in schools is divided into three semesters (fall, spring and summer), the students have three vacations. The structure of the school year, the regime for schools is set regionally.

Duration of lessons in secondary schools is: in first form - 35 minutes, the second - fourth forms - 40 minutes in the fifth - eleventh forms - 45 minutes. Changing the length of lessons may be discussed with the relevant education authorities and state sanitary-epidemiological service. Duration of holidays in secondary schools during the school year may not be less than 30 days. Schedule in British schools is based on the curriculum, lessons duration is from 20 to 75 minutes, depending on the stage of study and the peculiarities of subjects. The organization of educational process in every British school has autonomy and the right to decide their own problems. In addition, local education authorities, parents of students, community representatives are actively involved in the problems of the educational process in schools.

Today we can see a trend in Ukraine to involve parents in the organization of educational process with the aim to improve the school education. However, parents and representatives of the Ukrainian community don't have significant powers in management, financing and supervising of the process of educating students in schools.

The implementation of democratic pedagogy, when teacher and student work on democratic partnership is very important in Ukrainian schools today. The UK has some advantages here. Indeed, in British schools experience of democratic and equal relations between the subjects of educational process (teachers, students, parents, and representatives of social services) is better. Teacher and

student work as subjects of communication, passing each other their experiences. Currently Ukrainian schools are intensively working on democratic and equal relations between the subjects of study. In addition, the UK provides financial support to the democratic relationship (is funding various programs aimed at democratization of education). In Ukraine proper financial support for such programs is absent.

Today improvement in education requires monitoring of students' knowledge in Ukrainian schools. Since 2008 students have been tested in certain subjects when they finish schools, they get a certificate to enter a higher educational institution. The objective of external assessment is ensuring the implementation of constitutional rights to equal access to qualitative education; monitoring of compliance with the State Standard of secondary education and analysis of the educational system; predicting its development [4, p. 71].

But Ukraine has not created a comprehensive state monitoring system of secondary education. Currently, there is not enough data on the state of school education in the country to make it possible to develop strategies to improve its quality. External independent assessment of student achievements, oriented to join the high school, did not become an integral part of the learning process in schools.

The development and implementation of new approaches to the evaluation of student achievements is very important for Ukrainian education in accordance with the European educational standards. British schools in particular have a high level of responsibility for following the standards of training. In the UK qualitative assessment of student's knowledge is provided by testing and observation of student's activities. The results of student achievement are recorded in the tables for parents to check their children's success in school. To obtain a certificate of secondary education, students take exams that certify the graduate level of knowledge. Continuing education students in schools for two years more they take an exam for a certificate of high level that allows them to apply for a university.

In general we can say that the organization of educational process in Ukrainian schools, in comparison with the UK, must be improved in such cases as:

- Ensure proper funding for education, which will allow to organize educational process in schools in the best way possible;
- Provide equal access for all citizens to qualitative education;
- Provide sufficient means of objective diagnostic assessment of results of students' knowledge;
- Enhance the success of Ukrainian students (compared to the UK);
- Conduct an external assessment in Ukraine (to participate in international knowledge assessment);

- Implement the idea of vocational education in high school;
- Introduce the program of evaluation of the effectiveness of schools;
- Improve the standardization of training;
- Avoid overloading the content of educational material;
- Balance humanitarian, scientific, technological components;
- Provide opportunities for individualization of teaching in primary and secondary schools.

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