

**HISTORY OF THE INNOVATION MOVEMENT
IN UKRAINE'S EDUCATION (THE 20TH CENTURY)**

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Abstract. The paper covers some leading tendencies in the development of the innovative movement in the history of Ukraine's education in the 20th century and the experience of educational innovation in modern school practice. Chronological boundaries of the research are from the 20s to the 90s of the 20th century. The major idea of the research is a scientific evaluation of the development of the innovative movement in the practice of the Ukrainian school as a dynamic system which has a specific historical nature and depends on social-political, socio-cultural and cultural-anthropological determinants. Leading tendencies in the development of the innovative movement in the history of Ukraine's education of the 20th century were identified and revealed for the first time; the development periodization of the innovative movement in the history of Ukraine's school education of the 20th century was grounded; essential characteristics of the following concepts were specified: "innovative pedagogical movement", "pedagogical innovation"; "development of the innovative pedagogical movement". A system-chronological approach to the consideration of the innovative pedagogical movement in the history of Ukraine's education of the 20th century was used in the research, which consisted in the combination of interconnected and complimentary components: *administrative-managerial*, that is, initiation of some novelties from "the top", the introduction of

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which was done by means of the system of administrative influence, legal acts, instructions, etc.; *educational-practical*, that is, educators-practitioners were the most important and powerful element of the innovative movement. Among them there were outstanding, talented, exceptional, even genius figures in the Ukrainian education. They were the creators of the original ideas, leaders of unusual, non-traditional, innovative, author's and alternative schools with an exceptional atmosphere of communication and teaching, relationship between children's and pedagogical collectives. This trend was enhanced by its followers, advocates, teachers of village and city schools of a traditional and new type, whose performance was a significant source of innovative initiatives; *scientific-pedagogical*, that is, the activity of the representatives of pedagogical science was characterized with the intention to give an objective estimation of various innovations, to study their essence, expediency, to identify positive and negative features, to define optimal conditions for the introduction of novelties. The activity of the scientific-pedagogical representatives facilitated, to some extent, the balance between innovative initiatives sent from "the bottom" and "the top".

The formation history of the views on the role of a teacher in the innovation processes and the implementation of the innovative ideas was studied in the paper. Researchers and educators-practitioners create an image of "an ideal teacher", express their understanding of his/her personal features and stress the requirements to his/her professional level.

Some negative tendencies in the development of the pedagogical innovative movement in the second half of the 20th century were underlined. The factors (anti-innovation barriers) which prevented a successful introduction of the advanced pedagogical experience in school practice of a certain chronological period were identified, namely: an internal psychological resistance of an educator, his/her stereotype thinking, fear of something new; a frequent and fast change of innovations, their excessive idealization, a poor previous experience of the introduction; the lack of methodological support, insufficient information in the sphere of pedagogical innovation; the lack of proper teaching logistics; a mechanical copying of the experience; the practice of innovation imposing; the transience of innovations and the fashion for them; when innovations become mandatory; when innovation search depends on an ideological factor. These problems do not lose their relevance, their presence during a research period of the innovative movement confirms an insufficient effectiveness of the measures aimed at their solution.

1. Introduction

A phenomenon of pedagogical (educational) innovation has some European grounds. It appeared in Western Europe at the end of 19th – the first third of the 20th century. In Ukraine it began to develop in an imperial (the end of the 19th century) and later in a soviet era (the 20s, the 80s of the 20th century). From the beginning of the 90s of the 20th century pedagogical innovation revived and activated in modern educational processes of independent Ukraine, and it became especially topical in the conditions of the integration processes of the national education system into the world education (the Bologna Agreement, 1999).

The innovative movement of the 20th century is a unique event in the history of the Ukrainian school, pedagogical thought accompanied by the search of efficient forms and techniques of educational work performed by educators, theoreticians and practitioners. Hence, it becomes significantly relevant and vitally necessary to study a positive historical-pedagogical experience of the development of the innovative movement in the history of Ukraine's education with the aim of its foreground in modern school practice.

A theoretical substantiation of the issue of the advanced pedagogical experience was made by the famous Ukrainian scientists (A. Boiko, I. Dychkivska, N. Dichek, O. Lavrinenko, V. Palamarchuk, D. Pashchenko, O. Savchenko, O. Sukhomlynska and others) and foreign researchers (K. Anhelovsky, O. Arlamov, H. Barnet, M. Burhin, D. Hamilton, N. Hros, U. Kinhston, H. Laherway, M. Miles, A. Nikols, A. Haberman and others).

The scientists who have dealt with the issues of theory and practice of pedagogical innovation agree in the conclusions that the reformation of the contemporary education system has to rely on innovation processes, it cannot take place without the consideration of the results of a creative search of educators-innovators, the analysis of their activity. According to scientific conclusions, innovations do not occur spontaneously, they are the result of a system search, the generalization of pedagogical experience, the development of a testing system and an introduction scheme, they have the deep Ukrainian historical grounds and the European roots, acquire a special significance in current education-reformation transformations connected with the creation of a new Ukrainian school, the innovation development of pedagogical education in Ukraine which makes it possible to consider and interpret it as a system movement in education.

The purpose of the research is to identify and reveal some leading development tendencies of the innovative movement in the history of Ukraine's education of the 20th century and to implement the experience of educational innovation in modern school practice based on the theoretical generalization of the results of the historical-pedagogical analysis.

2. Theoretical-methodological principles of the research

Pedagogical innovation, its phenomenon, essence, specific expressions are constantly in the sphere of educators' scientific interest, both scientists and educators-practitioners. Their scientific achievement is presented with a number of scientific studios: articles, monographs, dissertations. The analysis of the scientific literature in the studied problem helped make the following classification: concept, essence, features, classification of innovation (novelties) in education (S. Honcharenko, I. Zhernosek, I. Kryvonos, L. Momot, N. Nychkalo, O. Savchenko, M. Yarmachenko and others); historical aspects of educational innovation (L. Berezivska, N. Dichek, N. Demianenko, L. Lytvyn, V. Prymakova, O. Popova, O. Sukhomlynska, O. Pavliuk and others); innovative educational technologies (A. Boiko, I. Dychkivska, V. Palamarchuk and others); personalized educational innovative activity (L. Berezivska, O. Bida, V. Aulina, M. Antonets, L. Danylenko, N. Dichek, O. Sukhomlynska and others); author's school in education (O. Honcharuk, N. Huzyk, A. Hudovsek, O. Kozak, M. Prots, O. Sukhomlynska and others); generalization and introduction of the advanced pedagogical experience (educational innovation) into practice of educational institutions (A. Boiko, I. Zhernosek, I. Zhorova, O. Marynovska, V. Palamarchuk and others). Some specific aspects of the interpretation of the advanced pedagogical experience, the understanding of innovation in professional reference literature – dictionaries and encyclopedias – were analyzed.

Researchers associate innovation mostly with the advanced pedagogical experience, they consider it to be a stimulus to progress in the educational sphere, the top of a personal pedagogical experience.

The essence and contents of innovation as a pedagogical category was revealed. It has been found out that pedagogical innovation covers a wide range of the innovative activity as the phenomenon which unites the search of an innovative pedagogical concept directed towards finding the ways to

educate a personality with good education and high moral values but not a carrier of knowledge.

The studies of the development specifics of the pedagogical innovative movement required the understanding of such phenomena as: “pedagogical novelty”, “educator-innovator”, “advanced pedagogical experience”, “pedagogical innovation”, “innovative pedagogical activity”, “author’s school”, “introduction of the advanced pedagogical experience”. A historic-graphic analysis of the studied issue has proved that various definitions of the phenomenon of the advanced pedagogical experience are united by the understanding that “the innovative pedagogical movement” is a creative by essence, constant by time, incoherent by intensity and scale, not always logically completed process of search, development, application, introduction of the new which can favor the improvement of a human personality in the conditions of education and upbringing. Revealing the essence of pedagogical innovation, we state our complete support of the thought of O. Sukhomlynska [5, p. 224] and other scientists concerning the term synonymy of pedagogical novelty, pedagogical innovation and advanced pedagogical experience.

Under pedagogical innovation we understand the process of development, explanation, testing and introduction of innovative author’s and collective educational technologies, projects aimed at the formation of positive qualities of a human personality in the conditions of education and upbringing, humanization and democratization of an education sphere at the educational institutions.

It has been established that modernization processes in education and the change of the approaches for the competent ones force to foreground the interpretation of the concepts which categorize the phenomena of the innovative pedagogical activity. Education-modernization processes of the beginning of the 21st century foregrounded another similar concept: “pedagogical novelty”, with help of which a phenomenon of pedagogical innovation in modern pedagogical theory is interpreted. In modern pedagogical theory the essence of the innovative pedagogical activity is associated with the use of innovative pedagogical technologies.

Besides the determination of the innovation essence in scientific literature, the attempts were made to present the classification of the advanced pedagogical experience and pedagogical innovations. A detailed

classification of the advanced pedagogical experience by various features was presented in a collective monograph [7]. N. Dichek [3] generalized the essence of the classification of pedagogical innovations made by different scientists. According to one of them, three types of innovations are singled out: political-administrative (changes in the system of education are exercised by the political authority through the implementation of some administrative measures), normative-reductive (novations are worked out by experts and teachers prepared to apply them in the education sphere), empiric-rational (renovation implies some step-by-step processes, namely: the creation of innovation, its experimental studying, further – its expert evaluation, then – revision in compliance with the conclusions of a professional expertise, finally – the introduction of innovation into school practice).

By the criterion of the effect magnitude N. Dichek [3, p. 8] suggests her own classification of innovation phenomena underlining its three main vectors:

- 1) new as to the organizational-pedagogical principles of school education;
- 2) new in the contents of school education;
- 3) new in a procedural-methodological support of the educational process in school.

The scientist considers the first vector to be the widest, the one, which, as a rule, concerns all branches of the educational system (or at least its structural separated, independent parts), innovation at the level of announcement (introduction) of changes of a pedagogical paradigm and goals of the educational process, and also the initiation of dramatic changes in the organization and functioning of a school “organism”. In this case it is about a public reformation which is realized on the initiative “from the top”, collective numerous initiatives “from the bottom” can be incentive motives for this though.

Another vector is innovations in the contents of school education. They are less prominent, have a smaller social resonance, however they are very important for the characteristics of progressive processes in a pedagogical sphere itself. In this sense, pedagogical innovation is the development and introduction of new subjects, absolutely new teaching books into school practice, the structure and contents of which meet the requirements of the reality.

The third vector of innovation, i.e., the introduction of the new into a procedural-methodological support of the educational process in school, is the development and implementation of new teaching methods of a certain subject or the integration of educative courses, new teaching methods for

individual and group or collective studying, education and socialization of pupils, new forms of the organization and management of the mentioned processes. It is connected with the names of authors-developers or educators-innovators. I. Zhorova suggests to differentiate the advanced pedagogical experience by the scope and the level of its authors' creative independence.

We analyzed the specificity of the classification presented in the works of foreign researchers, in particular, Polish scientist V. Okon [6, p. 330–336], who classifies innovations by the contents:

1) innovations connected with the changes or modifications of teaching programs;

2) methodological innovations: the improvement of teaching methods, they are connected directly with a teacher's proficiency;

3) organizational innovations which concern the organization of the educational process, the organization of school life, the cooperation with governing bodies in the sphere of education;

4) structural innovations which concern the structure of the education system, the interaction of its sections;

5) system innovations which concern the education system as a whole.

K. Anhelovski [7, p. 31] defines the following changes as common innovations in the education system for many peoples:

1) in social state of education;

2) in the structure of the education and upbringing system;

3) in the contents of education, i.e., teaching plans, programs in all or some subjects;

4) in the organization of schools and teaching;

5) in the relationship teacher – pupil;

6) in educational technologies and teaching equipment and teaching methods;

7) in building the premises for studying and school life.

He also points out innovations in the organization of schools which include group teaching, various forms of individual work, teachers' lectures, different forms of team teaching, grouping pupils by their success in some subjects, study teaching, boarding schools in the Soviet Union, schools without classes in the USA and block-hours [7, p. 31].

Classifying innovations, Ye. Morzhyshek-Banashchyk and A. Ivitska-Okonska [4] consider the scope of changes (extent of news radicality) and

single out: innovations at a practical level very often without theoretical grounding; modernization which concerns school as a didactic-educational system and a theory based on practice; novelty which is defined as the most complicated part of innovation and consists in a wide change of the sphere of education that includes theory and practice; the creation of a new system of upbringing, teaching, tutoring, education.

The establishment of innovative educational institutions, known mostly as author's schools, is a kind of the innovative pedagogical activity. Alternative school is a term used to denote innovative educational institutions.

3. Formation of the innovative movement phenomenon

The issue of the advanced pedagogical experience has always been in the center of the attention of governing public educational bodies which demonstrate the initiating specificity of the innovative movement "from the top". The Soviet leadership declared the organization principles of education which encouraged innovation. Various aspects of the advanced pedagogical experience in the context of other schooling problems were discussed directly or indirectly in governmental documents which encouraged pedagogical workers to search for innovations that would improve their educational level. In addition to resolutions and instructions, party and education leaders expressed their views in the central pedagogical press and outlined the tasks as to the importance of the advanced pedagogical experience, which in turn gave a stimulus to the development of the pedagogical innovative movement.

In the Resolution of CC AUCP (b) "On elementary and secondary school" (1931) there was a requirement for each people's commissariat of all the union republics to establish a network of exemplary schools with favorable material conditions, the best teachers in each district and in all cities. The use of new teaching and educative methods, checked in practice, the development of initiative in the educational activity were stated in the Resolution. Accordingly, the requirement was set to improve methodological work and to concentrate the work of the research institutes on studying and generalizing the pedagogical experience. The new idea was to add a new structural sub-division to the system of public educational bodies, an institute of instructors chosen from the experienced teachers, to revise the editing staff of pedagogical publications and to attract teachers to it.

The approaches to a teaching process in school were drastically changed by the resolution of CC AUCP (b) “On teaching programs and regime in elementary and secondary school” dated August 25, 1932. When teaching school subjects it was meant to use various work methods (work with a textbook, independent work, excursions, demonstrations etc.) and also collective and individual forms of work. The suggestion was to work out the programs in teaching methods of some subjects. The attention was focused on a teacher whose main duty was to master teaching methods, to constantly improve pedagogical skills and to definitely apply the achievements of the advanced schools and teachers.

The search for new teaching methods was encouraged by the instructions to teach history in “an active and interesting form” (“On teaching civil history in schools of the USSR”, 1934), a disapproving estimate of dry and abstract geography teaching, the requirement to follow the principles of teaching the material, which should be interesting, understanding, apparent (“On teaching geography in elementary and secondary school of the USSR”, 1934).

The transition to a new teaching plan as a tool to improve the quality of educative and educational work was envisaged by the order of a people’s commissar in education of the UkrSSR of October 4, 1935 “On teaching plans for elementary, incomplete secondary and secondary school of the UkrSSR”, in which the focus was placed on the significance of the preparation for a lesson and the search and use of efficient teaching methods.

The importance of methodological work as the main factor capable to significantly improve the level of the educational work of school was underlined in the order of the people’s commissar in education of the UkrSSR F. Redko “On the improvement of the management and control over the work of schools and teachers” (1939). A special attention was paid to the significance of regular work aimed at studying the experience of the best schools. Directors of the departments of public education and school principals were obliged to arrange subject methodological associations under the leadership of the best teachers, and school principals were asked to widely share their experience. The stimulus to innovative search was the arrangement of socialist competitions among advanced schools and teachers where they could demonstrate their pedagogical proficiency.

In the 30s-40s of the 20th century a number of educative standard documents which directly or indirectly concerned the increase of teachers’

pedagogical qualification were suggested: “Provision on district and city pedagogical centers of educators’ certification training” (1931), the resolution of the Board of people’s commissariat in education “On republic socialist competition of schools of the UkrSSR” (1940), the provision “On school inspector of the UkrSSR” (1945) and others. In particular, in the resolution of CC AUCP (b) “On measures as to the further improvement of the work of schools of the UkrSSR” (1946), the performance of the scientific-research institute of pedagogics and psychology, the work of the newspaper “Radianska osvita” and the journal “Radianksa shkola” concerning the studying and popularization of the experience of the best teachers and schools were criticized. In view of this, CC AUCP (b) obliged the Ministry of Education of the UkrSSR and regional departments of public education to arrange courses, seminars, experience sharing of the best teachers, to publish instructive letters and manuals. All these documents confirm a regular attention of governmental bodies to the advanced pedagogical experience and demonstrate a specific initiation of the innovative movement “from the top”.

The most important issues of education including the advanced experience were discussed in pedagogical journals which were usually too declamatory. Declarative statements of the party and the government as to their care about education and school were typical for the soviet period, in turn they expected “continuous improvement of work”, “more new achievements” in teaching and upbringing of children and yourth. Speeches of government leaders, various government and party documents contained appeals to improve the work of school in general and to introduce the advanced experience in particular.

An important event in the history of the Ukrainian school was the transition from general mandatory seven-year studying to general mandatory eight-year studying (resolution of the Verkhovna Rada of the Ukrainian SSR “On the implementation of the Law on the connection between school and life and on further development of public education in the Ukrainian SSR”, 1962). It was envisaged that in the process of reconstruction the number of teachers-innovators, masters of pedagogical work would increase immensely. The resolution also obliged to regularly study and to widely introduce the achievements of the advanced pedagogical experience into practice with the aim of decisive enhancement of the knowledge in the principles of science,

skills and practical abilities of pupils and students, the role and authority of teachers, educators. With this in view, the Council of Ministers of the UkrSSR suggested to revise the issue of school logistics, the creation of studies and workshops, to extent the manufacture of teaching tools and equipment.

The resolution “On further improvement of teaching and upbringing of general school pupils and their preparation for work” (1977) was an important step in the process of advanced experience sharing, the development of novelty in the sphere of education which implied that each lesson would facilitate the development of cognitive interests of pupils and they would get the skills to acquire knowledge independently and would be educated in the sphere of material production.

The necessity to introduce the advanced pedagogical experience into practice, to continuously improve teachers’ expert proficiency was discussed at the conference “A person of a teacher and a lesson” (Central institute of teachers’ follow-up studying, 1986), the board of the Ministry of Education of Ukrainian SSR (“On the improvement of the system of studying and sharing of the advanced pedagogical experience”, 1978) etc.

The issue of the periodization of the history of pedagogical idea, school and education was revealed in the works of N. Dichek, A. Kuzmynskiy, S. Loboda, O. Petrenko, O. Sukhomlynska and others. Based on the works of the scientists concerning the development of education in the context of socio-political peculiarities of the studied period, 5 stages were singled out in the development of the innovative movement in Ukraine of the 20th century.

The first stage (1920–1930) – innovative experimenting in education – the connection with educational reformation movement abroad, breaking the principles of old school, experiment and novelty, open dialog with pedagogs and pedagogical innovators of foreign countries; application of project technique, the Dalton plan, laboratory-team practice; functioning of innovative educational institutions (some of them started their activity before 1920).

The second stage (1931–1955) – decline of innovative search which was due to the unification of the soviet education system and also to the unfavorable socio-political conditions: Stalin repression, holodomor, war, a difficult post-war period. Scientists agree that until the end of the 50s of the 20th century educators did have a possibility to experiment and to show their individual creative abilities; a political situation in the country and its reflection on pedagogics did not favor an active innovative development.

The third stage (1956–1969) – the resumption of the educational innovative movement. Political “thaw” at the end of the 50s of the 20th century facilitated the resumption of the humanistic tendency of the Ukrainian pedagogics. At that time various innovative novelties become popular, namely: innovative ideas directed towards the improvement of a lesson structure which are known as Kirovohrad and Lypetsk experience, the beginning of a regular coverage of the advanced pedagogical experience in special columns in periodical pedagogical press (“Radianska osvita”, “Radianska shkola”, “Pochatkova shkola”, “Ukrainian language in school”, regional periodics). V. Sukhomlynskyi was the outstanding teacher-innovator of that time who opposed authoritarian-dogmatic contents of upbringing and scholastic, detached from life contents of education.

The fourth stage (1970–1990) – the activation of the innovative movement on the background of a directive reformation of school education, the increase of the attention to studying, generalization and introduction of the advanced pedagogical experience of teachers-innovators. The 80s were very special years during this stage, academician O. Sukhomlynska called them a powerful wave, a real breakthrough in innovative processes, performed by teachers-innovators who technologized their teaching methods, introduced novations, advanced pedagogical experience, developed creatively several pedagogical ideas and principles. It is these decades that many researchers consider to be a key starting point in the development of the innovative movement.

The fifth stage (1991–2000) – foregrounding of innovation, pedagogical novelty as a component feature of the innovative reformation of the educational sphere in the context of its internationalization and world education integration of Ukraine. The creation of the Ukrainian independent state resulted in quality changes in the system of education and a strong intensification of the innovative pedagogical movement aimed at the restoration of the Ukrainian national school, the development of educational institutions of a new type.

4. Development of the pedagogical innovative movement in Ukraine in the first half of the 20th century

It was found out that the establishment of a new school in Ukraine and the development of the pedagogical innovative movement in the first half of the 20th century took place on the background of the innovative search

in foreign pedagogics. It is natural that the changes which took place abroad became the orientation for the changes in the Ukrainian education practice.

It was established that O. Sukhomlynska, O. Barylo devoted their scientific search to the issue of the effect of foreign pedagogical ideas in the 20s of the XX century (the idea of free upbringing in reformist pedagogics at the end of the 19th – the first half of the 20th century); H. Kemin (the development of a “new upbringing” idea in the west-European pedagogics at the end of the 19th – the mid of the 20th century); V. Kovalenko (pedagogical ideas of G. Dewey and their impact on pedagogical theory and school practice in Ukraine); N. Osmuk (the ideas of reformist pedagogics in the research of the Ukrainian educational figures of the 20s – the beginning of the 30s of the 20th century); S. Pirozhak (the impact of foreign reformist pedagogics on the Ukrainian pedagogical idea in the 20s of the 20th century); T. Petrova (humanization of an educational process in reformist pedagogics at the end of the 19th – the beginning of the 20th century); A. Rastryhina (the development of free upbringing theory in the Ukrainian and foreign pedagogics at the end of the 19th – the first half of the 20th century); Yu. Chopyk, I. Strazhnikova (historiography of the development of reformist pedagogics in the researches of Ukrainian scientists of the second half of the 20th century – the beginning of the 21st century) and others.

The Ukrainian educators could get broad information about different aspects of foreign schooling, which is a system of education as a whole, the organization of various types of schools, the application of literacy and counting teaching methods, school subject learning. The studying of these materials made it possible to compare, to experiment in a local education sphere, to perform pedagogical search. The innovation of the Ukrainian educators consisted in the work on the improvement of foreign techniques, in the search of their possible successful implementation in the Ukrainian conditions.

The most attractive foreign experience for the Ukrainian educators was the Dalton plan, the system of education, which was based on it, became widely spread: a class-lesson form of teaching was replaced with a team-laboratory practice. Teachers' numerous publications in pedagogical press of that time prove the active implementation and appraisal of a new method; there were the materials of the Dalton plan discussions, articles in which teachers-practitioners shared their experience of introduction, they

presented their own vision of the strategy of its use, explained positive and negative estimates of the innovation. In particular, journal “Shliakh osvity” published these articles: A. Mostovyi “The Dalton plan in the light of our ambition” (1924); V. Yakovlev “Complex system and the Dalton plan” (1924); O. Paradyskyi “The Dalton plan and complexes” (1925); I. Slutszyn “On the way to the Dalton plan” (1925) and others.

A historiographic analysis proves that a detailed reasoning of this method was given by a scientist-educator, a historian of education and a public figure S. Siropolko in the book “The Dalton plan in school upbringing and teaching” (Lviv, 1928) where he combined his own conclusions with references to the book of a founder of the method O. Parkherst. The educator classifies the Dalton plan method as an innovative practice, the one which concerns not only a school program which, in his opinion, was typical for teachers-innovators, but as the method that changes the conditions of school life. The author opposes an innovative method to traditional school which he calls passive. A non-traditional way of the arrangement of school teaching, associated with canceling a class-lesson system, and accordingly other practices, became the subject of broad discussion among innovators, those, who implemented innovations in their activity, who identified its positive and negative sides in practice. During the discussions and experience sharing, teachers defined advantages and disadvantages of different innovations, and, publishing their own conclusions, created the foundation for further generalizations which became the basis for the formation of the theory of innovation introduction. Later the Dalton plan method was recognized to be inappropriate and in soviet pedagogics it was criticized and disapproved as a bourgeois pedagogical theory. The intentions to modify Dalton-plan, to overcome an extreme individuality of pedagogical action, combining it with a project technique, and to connect it with collective work did not bring expected results. The attempts of contemporary educators to restore positive historic-pedagogical experience in practice of modern school prove the relevance of innovative searches at the beginning of the 20th century.

A complex system of teaching in the 20s of the 20th century required certain forms of work organization, a chain system was one of them. Theoreticians and practitioners considered it to be a progressive method of the arrangement of an educational process, the implementation of the need in new pedagogics which would focus rather on a children’s collective as

an objective reality in a pedagogical process than on an individual child. The experience of the system work was presented in pedagogical press (“On the technique of learning school material in teams”, “Group work conferences about work accounting in teams” (“Public teacher”, 1926); proceedings of works “Practice of team work in labor school” (1927) which contained the material about teachers’ work in a labor school in Kharkiv under the leadership of professor P. Volobuiev and the editorship of professor O. Zaluzhnyi (“On team organization in seven-year school”, “Teams and self-government”, “On team arrangement in schools of socialist upbringing”).

The findings of the advanced teachers in the 20s of the 20th century, who invited to share the experience of the introduction of a new teaching system, had the effect on the development of pedagogical theory and practice. However, insufficient scientific understanding and some failures in the introduction into mass practice nullified all valuable efforts of the innovators. Thus, the period of “methodical dogmatism” in theory and practice of school innovation began from the 30s of the 20th century.

To solve concrete didactic tasks, teachers’ innovative search was directed towards teaching literacy, writing and reading. A leading literacy teaching method in the 20s of the 20th century was a global method which was also called an American method. In 1926-1927, an editorial office of newspaper “Culture and everyday life” initiated the discussion of innovative literacy teaching method which was covered in several publications: “An American method: American or sound”, “About an Americanized method”, “About an American method of literacy teaching”, “More about a global method”, “A global method”, “An American method”, “From the discussion about an American method”.

Many teachers-practitioners accepted a new method and supported the expedience of its use. At the same time, periodical materials testify to the fact that new teaching methodology was implemented involuntarily, without proper studying, appraisal and testing of the efficiency results, without a convincing proof of its progressive nature as compared with a traditional practice, which is why it caused a wave of critical remarks. A negative perception of the innovative foreign (American) literacy teaching methodology was explained by the fact that its introduction envisaged a complete refusal from a traditional practice which was used in the Ukrainian schools.

According to the analysis of the sources, teachers' innovative search, first and foremost, was directed towards the issue of literacy mastering, reading teaching methods, in particular in a post-ABC book period ("Quiet reading proved itself", "Silent reading", "It is a teacher-practitioner's call", "Teaching reading" and other publications).

Authors of reader-books, educators devoted their search to the formation of interest to reading, concern about a book, tried to fill them with interesting educational material. In particular, an innovative type of a lesson was suggested: a lecture of quiet reading.

Internal anti-innovation barriers which consist in a psychological resistance of an educator to perform the innovative activity are among the problems of the innovation introduction into school practice in the 20-30s of the 20th century, singled out in the research. Educators, scientists of the 20s of the 20th century stated the problem of a teacher's psychological unreadiness to accept innovations. S. Siropolko [8, p. 30], taken a teaching system by the Dalton plan method as an example, stated that a psychological factor ("causes of internal character") was the most influential reason which prevented a successful introduction of a new teaching system. First of all, it was skepticism from the side of educators and parents concerning the advantages of the Dalton plan over a class teaching system and a real feasibility to perform this transition. The scientist suggested the ways to overcome these obstacles: to do explanatory work, to study the experience of those schools where this method gave good results, to attract pupils who liked a new system ("avid propagators of a new method") etc.

A fast and too frequent change of innovations was among the reasons for a failure which caused teachers' distrust to the advantages of innovations (emotional worries, doubts, despair and loss of hope). The strength of this problem in the studied period was confirmed by teachers' contemplation about the experience of the new method introduction, innovative techniques and systems in numerous publications. Educators-practitioners were concerned that because of a frequent change of innovations pupils would not receive enough proper knowledge, it was forbidden to work by traditional tested methods and a new technique did not give expected results. The lack of proper methodological support was an obstacle on the way to a successful introduction of innovative methods. The success of the introduction depended on the creation of appropriate condition for

work. In particular, a team-laboratory practice and the Dalton plan method required the availability of specially equipped premises and laboratories. As the sources testify, non-compliance of appropriate conditions of the introduction made innovations inefficient.

5. Development of pedagogical innovation trends in Ukraine of the second half of the 20th century

The organization of the educational work in accordance with the principles of humanization envisaged the humanization of pedagogical work and the relationship in a pedagogical collective and the life style of school, the arrangement of a teaching process taking into account psychophysical abilities of children, their health.

The concept of education humanization was reflected in the establishment of a national idea as an important factor of an educational process. National upbringing became one of the powerful trends in the development of the innovative pedagogical movement. The history of the Ukrainian education is characterized by several periods in which an attempt was made to build a system of education which would be based on national values. The first was a period of a short-term state independence (1917-1920), when a new national system of education, based on democratic principles, was initiated. In soviet times the search for the foundation of the national originality of education could not be implemented to a full extent. The most significant achievements in this process belong to V. Sukhomlynskyi, however such novelty as a national component of an educational system appeared too early and was not appreciated in the educator's life-time.

The principles of national upbringing, founded in previous periods of the development of the pedagogical innovative movement, developed in new historic conditions of the independent Ukrainian state (1991). The creation of the national Ukrainian school and the formation of a nationally conscious personality became one of the leading trends in the development of the innovative pedagogical movement in Ukraine, and they were reflected both in personalized activity and in the performance of a pedagogical collective in the arrangement of the educational process of school in general. At the end of the 80s of the 20th century, before the appearance of the independent Ukrainian state, a national idea, as the basis of the educational process, was centered in the work of Hnidyn eight-year school of Boryspil district, Kyiv region,

headed by V. Strilko. The educational work of the school was grounded on the principles of national upbringing, ethno-studies, family pedagogics. The principal and teachers' staff of the school prepared the first concept of national education of Ukraine which was published in newspaper "Radianska osvita" and in journal "Ukrainska mova and literatura v shkoli" in 1989.

The upbringing of a citizen of Ukraine is one of the directions in the work of H. Vovchanivska [2], a teacher of Derenkivka secondary school of Korsun-Shevchenkivsk district, Cherkasy region. The implementation of a national idea became a creative continuation of the author's methodology of O. Zakharenko. The educator substantiated an upbringing system "Arrow-wood branch" and accordingly, in 1992, she, together with teachers, parents, village residents, founded a primary center of All-Ukrainian partnership "Moloda prosvita" named after T. Shevchenko. The main purpose of the activity of school community is to create a conscious citizen of Ukraine on the basis of history, cultural heritage, traditions, customs, rituals of the Ukrainian people which are realized by the members of such sections as: "Chornobryvtsi", "Kalynonka", "Lelechata", "Kobzar", "Rushnychok", "Krynychenka", "Kozachata", "Liubystok", "Barvinok", "Vyshyvanka", "Verbychenka".

Teacher-innovator V. Kaiukov, who headed incomplete secondary school No. 21 in Kirovohrad in 1990, implemented the task to bring up conscious citizens of the Ukrainian independent state. The educational institution got the names Museum, Ukrainian House, Guardian of the Ukrainian spirituality, School of teaching national dignity. The school housed museums of T. Shevchenko and M. Smolenchuk, literary rooms/svitlytsias of I. Karpenko-Karyi and V. Vynnychenko, museum of school history, museum of the history of the Ukrainian garments named after O. Voropai, museum rooms of the history of the Ukrainian diaspora, the history of the Ukrainian army and Zaporizhzhia kozaks. The experience of "Kozak school" was generalized and recommended at the Ministry of Education and Science of Ukraine.

The innovative search of the implementation of a national idea as a basis of upbringing at the educational complex No. 28 in Dnipropetrovsk resulted in the creation of a school center of renaissance "Svichado" which was created on the principles of family upbringing, public pedagogics, scientific pedagogics. Seven sections functioned in the structure of the center: "Z nebuttia v bezsmertia", "Spolohy kozatskoi zvytiatyh", "Vziav by ya

banduru”, ”Nezmovkaiucha dzvinytsia”, ”Chepuruha”, ”Prosvita”, ”Davni Ukrainski remesla”. The teachers of language and literature, history, ethno-studies, music used the research materials in out-of-class and out-of-school educational work.

The tool to form national self-consciousness at Velykosorochyntsi boarding school (Myrhorod district, Poltava region) was the creation of voluntary children’s association ”Democratic Kozak republic”; its purpose was to develop a feeling of a patriot of Ukraine, a brave citizen of his/her country on the national traditions of the Ukrainian people.

In the history of the development of the pedagogical movement in Ukraine aesthetic education deserves special attention as the main tool of a personality formation, and it becomes one of the leading trends of the innovative search in the last quarter of the 20th century. A peculiar aspect of an innovative approach to aesthetic education was its practical implementation which went beyond out-of-class activity. Aesthetic education is perceived as an ingredient of an educational process which is applied in a class-lesson form of teaching (and not only art-related subjects).

The historical-pedagogical experience of the innovators of the second half of the 20th century – a great pleiad of teachers-pratitioners – was studied thouroughly in this context. A. Bondarenko, a teacher of the Ukrainian language and literature of Shteriv secondary school (former Voroshylovhrad region) was among others. The concept of his experience consisted in the idea that aesthetic feelings had to penetrate the whole activity of man. The teacher organized optional course ”Principles of aesthetic culture” (it functioned almost 20 years) and a study-room of literature and aesthetics as a place for aesthetic self-education of pupils and teachers which had pupils’ art works (wood carvings, applications, etc.).

An integral system of an aesthetic impact on a personality was suggested and applied in school practice by B. Koziarskyi, a teacher-supervisor, a teacher of the Ukrainian language and literature of the secondary school No. 11 in Chervonohrad city (Lviv region). His pedagogical novelty was built on an efficient use of lesson time, a strong inter-subject connection and a skilful implementation of the potential of out-of-class and out-of school work. Guided by the teacher, pupils learned some types of artistic-ornamental technique.

Naturally, the innovative search in aesthetic education was based on the use of aesthetic potential of art-related subjects: M. Borysova (SPC

“Kirovohrad collegium”) – the formation of aesthetic ideals based on the personal-valuable attitude to a real world and art works, the ability to perceive, understand and create artistic images, the formation of needs and talents for creative self-realization, the mastering of artistic techniques; V. Hranovska (a teacher of fine arts at schools No. 1, 3 in Zolochiv, Lviv region) – fine art activity as the place for the identification of the development of pupils’ individual creative talents, children’s fantasy, imagination, associative thinking, upbringing of an active, creative personality; I. Petrova (a teacher of music art of Mykolayiv municipal college) – a developer of a concept of a complex program of artistic-aesthetic education of the pupils of educational and out-of-school institutions of Ukraine, a system of the Ukrainian folk traditions and customs, a lesson of music art in the conditions of improvisation and other educators-innovators.

The development of the innovative movement resulted in the appearance of innovative schools in which aesthetic education was an inseparable part of the educational process: school No. 2 in Uzhhorod which worked as an experimental school with in-depth music learning according to the author’s program of principal Z. Zhofchak from 1991. The formation of an individuality by means of art lies in the basis of the innovative concept of Mala Bilozerka aesthetic gymnasium “Dyvosvit” of Zaporizhia regional council in Mala Bilozerka village, director is the honored worker of education of Ukraine Ya. Ovsienko. Aesthetic education as the realization of education humanization in a combination with the mental, moral, labor and physical development of a child’s personality was introduced at school No. 28, Dnipropetrovsk, principal is N. Hontarovska. In 1999, the status of an experimental institution in the research of the development of pupils’ aesthetic culture in the functioning system of Junior academy of folk arts and crafts was given to the school by the order of the Ministry of Education and Science “On the creation of a scientific-research laboratory of innovative educational technologies”.

Another direction of the innovative search of the Ukrainian educators was the use of the potential of labor education and labor lessons for an all-round development of a personality and the instrument for its approaching a practical life. The analyzed materials prove that village schools are considered to be the centers of the innovative search of labor education: after finishing school young people have to know the structure of a collective

farm, to know arable farming, vegetable gardening, horticulture and livestock breeding, forms of accounting (Radianska osvita 1940, November 15, 1940). In the 40s of the 20th century the innovative achievements of H. Kovura, a teacher of Sursko-Lytovska school, Dnipropetrovsk district, Dnipropetrovsk region, were advocated; he organized a planned society-research work aimed at increasing yield capacity of agricultural crops. Pupils studied farm practices. During the research period this idea was implemented by teachers-innovators: H. Kovura in Sursko-Lytovska secondary school of Dnipropetrovsk district, Dnipropetrovsk region; F. Batsura in Vilhivetska secondary school of Novoushytsia district, Khmelnytsk region; V. Bilavych in Serednioberezivska secondary school of Ivano-Frankivsk region; I. Tkachenko in Bohdanivska secondary school of Znamianka district, Kirovohrad region.

One of the most powerful outcome of the development of the pedagogical innovative movement in the second half of the 20th century was the foundation of innovative educational institutions. The sources of this phenomenon go back to the 20s of the 20th century, later, the unification of the education system during the whole soviet period did not give any possibility for the innovative development in this direction. At the end of the 80s of the 20th century there was the reactivation of the innovative pedagogical movement directed towards the establishment of educational institutions of a new type which strived to switch from decade established standards to the renewal of gymnasiums, colleges, lyceums. The performance of innovative institutions was studied at the following examples: Kremenchutska experimental secondary school-complex "Choice" No. 17 named after M. Nelynia, principal V. Lohvyn, the author of a concept "The creation of optimal starting conditions for pupils' successful self-determination", its aim is to facilitate a child's personal and psycho-physical development; gymnasium No. 48 in Kyiv, principal M. Bosenko; Saksahanska natural science-scientific lyceum in Kryvyi Rih city where the author's concept of A. Soloub, the principal, about teaching and upbringing of capable and talented children was implemented; the Ukrainian college named after V. Sukhomlynskyi, Kyiv, principal V. Hairulina, there was implemented the experiment "Creation of the conditions for self-realization of pupils and teachers".

A component of the development of the innovative pedagogical movement was the establishment of innovative schools founded on

the school-family idea where innovative processes were combined with the Ukrainian experience of national education (Chkalivska secondary school of Nikopol district, Dnipropetrovsk region, principal O. Amelina, Velykosorochynska sanatorium boarding school, author's hutsul school of P. Losiuk – “School of abilities” – Yavoriv general educational school of categories I-III of Kosiv district council of Ivano-Frankivsk region.

The performance of an alternative, by its essence, educational institution – waldorf school, founded in Dnipropetrovsk city in 1995 – was studied. A secondary general education school of a child's free development was one of the first public schools in Ukraine, oriented on an integral introduction of valdorf pedagogics with its main innovations. The school teachers shared the same conclusions that teaching by a valdorf pedagogical system gave the following results: a positive attitude to school and teachers was formed, pupils developed a sphere of feelings, preconditions were created for the development of such qualities as tolerance, ability to reflection, positive attitude to the world. Most of the pupils have a high self-esteem which favors self-realization of a personality. The preparation of teachers is carried out in team with the International association of waldorf schools and teachers' participation in the international seminars in preparing subject teachers for valdorf schools.

One of the important trends of the development of the innovative pedagogical movement in Ukrainian education of the second half of the 20th century was the search of the improvement of a lesson form, structure, efficiency. A serious attention to the quality of a lesson was recorded from the second half of the 20th century. In the 50s of the 20th century central press is characterized with the articles “For a high quality of each lesson”, “The main thing is a high quality lesson”, “Lesson is the main form of the organization of an educational work”, they all call to improve a lesson. Lypetsk experience, started in schools of Lypetsk city and widely applied in Ukraine, took an important place in the history of the development of the innovative movement in Ukraine, which was directed towards the improvement of a lesson structure, evaluation methodology of pupils' knowledge, proper time management at a lesson. At the same time in Ukraine, an educational-pedagogical experiment with its introduction into practice of the innovative lecture-practical system of O. Khmura was carried out in the schools of Kirovohrad (now Kropyvnytskyi) and Kirovohrad

region. Bohdanivka secondary school No.1, headed by I. Tkachenko, was among school-participants of the experiment. O. Khmura's experience was approved by the Ministry of Education of the UkrSSR and recommended for the introduction in schools of Ukraine. At the end of the 70s, teacher-innovator S. Bilousov implemented a three-element structure of a lesson at a boarding school in Piatyhory village, Kyiv region. In the 80s of the 20th century, teachers continued to support the ideas of a lecture-practical system of teaching at the lessons. M. Huzyk, a school principal in Yuzhnyi, Odesa region, worked out a holistic lecture-seminar system which included five main types of a lesson: a lesson of informing new knowledge, a lesson of independent revision of educative material, a lesson-seminar, a lesson-practicum, a lesson-control. L. Kolobikhina, a teacher of mathematics in Mykolayiv, worked out a lecture-practical system of maths lessons, in which along with lessons-lectures, seminars, credit lessons there were lessons-consultations, interviews, lessons-conferences. From the mid-70s, the innovative search of the organization of a non-standard lesson, meant to arouse and maintain pupils' interest to learning, was activated. Advocating the advanced teachers' experience, supervisors, principals, researchers approve the practice of conducting non-standard lessons, which in turn encourages their active application. The following educators-innovators used their innovative activity to improve a lesson: R. Kudina, a teacher at Bila Tserkva specialized school No. 12; Yu. Pavlenko, a teacher of the Ukrainian language and literature at secondary school No. 1 in Komunarsk, Voroshylohrad region (now Luhansk); Yu. Pasikhov, a teacher at Vinnytsia physics-maths gymnasium No. 17; M. Pokydanets, a teacher of geography at Kalush school No. 5 in Ivano-Frankivsk region; L. Slusar, a teacher of biology and chemistry at Kovalivka general education school of categories I-III in Ternopil region; V. Tymbaliuk – a teacher of Ukrainian language and literature at Skvyra lyceum, Kyiv region; A. Shekhovtsova, a teacher of the Russian language and literature in Hruzke village, Kirovohrad region, O. Yany, a teacher of the Ukrainian language at Svaliava school No. 3 in Zakarpattia region, etc.

The innovation studying in the history of education testifies to the fact that this phenomenon is contradictory, to some extent, the introduction of innovations envisages positive changes but a real situation does not always meet expectations. The factors (anti-innovation barriers), which hindered

a successful implementation of the advanced pedagogical experience in school practice of a definite chronological period, were recorded, namely: a teachers' internal psychological resistance, his/her stereotype thinking, a fear of the new; a frequent and fast change of innovations, their hyper idealization; poor previous experience of the introduction; the lack of methodological support, insufficient information in the sphere of pedagogical innovations; the lack of proper teaching logistics; mechanical copying of the experience; the practice of innovation imposing; transience of innovations and fashion for them; a mandatory status of innovations; dependence of innovative search on an ideological factor. These problems are still urgent, and their continuity during the research period of the innovative movement proves poor efficiency of the measures aimed at their overcoming. A number of obstacles to positively perceive innovations and to achieve good results from the implementation into school practice were found among negative tendencies of the development of the pedagogical innovative movement in the second half of the 20th century. In particular, those were mechanical copying of the advanced pedagogical experience, mentioned by V. Sukhomlynskyi in article "Go forward" (1963), intrusion of the innovative experience; transience of innovations and fashion for them. During a short period of time many innovations acquired the status of mandatory, but the enthusiasm about them disappeared quickly. Quite frequently all this was associated with a high polarization of innovation evaluation before and after its introduction which resulted in teachers-practitioners' doubts in the efficiency and expediency of another innovation.

Negative tendencies in the development of the innovative movement were caused by the intention to increase the indicators of school reporting to the governmental bodies in education, regional institutions of teachers' follow-up education. To increase the indicators, subordinate institutions supplemented the advanced pedagogical experience with the activity which did not have any novelty.

However, the major negative tendency of the development of pedagogical innovation in the soviet period was the ideological direction of this activity aimed at the establishment of communist educational paradigms and the propagation of the experience which did not often implement pedagogical tasks.

6. History of the popularization and introduction of the advanced pedagogical experience in Ukraine

It was found out that during the 20th century various organizational forms of propaganda and popularization of the advanced pedagogical experience were practiced that could be seen in the performance of the educational institutions and public associations which dealt with the studying, introduction and dissemination of the experience.

During the research period the experience studies were conducted by district pedagogical centers, methodological centers which were founded at district and city departments of education. According to “Provision on district and city pedagogical centers of teachers’ follow-up education” (1931), the assignment was set to arrange teachers’ activity in enhancing and improving their qualification, to hold a socialist competition – individual, among groups and districts, the use laboratories, studies, libraries, etc. for teachers’ teaching.

The institutes of teachers’ follow-up education, the establishment of which started at the end of the 30s and the beginning of the 40s of the 20th century, carried out the most serious and important studying, generalization and dissemination of the advanced pedagogical experience. This one of the leading trends in the activity of the institutes of teachers’ follow-up education was presented in annual reports which prove the innovative search of the Ukrainian educators. The Central institute of teachers’ follow-up education coordinated the work of regional institutes and district methodological centers and directed it towards the studying of teachers-innovators’ experience. The creation (1979) of the Central card-file of the advanced experience of Ukraine which contained the material about the studied and generalized pedagogical experience, its implementation in the practical and scientific activity was a keystone of a successful propaganda and the use of the advanced experience. In 1989, the experience of the work of the Central institute of teachers’ follow-up education with the problems of scientific-methodological management in studying, generalization and dissemination of the advanced and innovative pedagogical experience was approved by the Ministry of Education of the USSR and recommended for the implementation all over the country.

Educational institutions and sub-divisions as well as pedagogical associations, set up on public principles, were involved in studying,

generalization and dissemination of the advanced experience. The second half of the 20th century witnessed the appearance of the schools of the advanced pedagogical experience which had the aim to get educators acquainted with the best pedagogical experience, to evoke their creative initiative. In the schools of the advanced experience, the attention was paid to the efficiency of the educational work, the teaching methods of the most difficult sections of the program, the preparation of didactic materials; pedagogical workers discussed various ways how to increase a lesson efficiency, arranged meetings with the advanced teachers, held pedagogical exhibitions where methodological teaching materials, articles and alike were demonstrated. Nowadays along with the schools of the advanced pedagogical experience, All-Ukrainian school of innovation of executive, pedagogical and scientific-pedagogical workers, at the University of education management of Ukraine's national academy of pedagogical sciences, functions as well.

Pedagogical press played a very important role in the processes of popularization and dissemination of the innovative pedagogical ideas and achievements. From the second half of XX century all-union newspapers and various republican pedagogical newspapers and journals, which published materials about innovative pedagogical search in the following columns, functioned actively in Ukraine: "Attention: advanced experience", "People of creative work", "From advanced pedagogical experience", "Teachers' creative laboratory", "Stories about masters", "Grains of pedagogical experience", "From experience". At the end of the eighties of XX century central Ukrainian newspaper "Radianska osvita" played an important role in the popularization of the advanced pedagogical experience. The director of the Central institute of teachers' follow-up education set up a column "Book of the pedagogical experience" on its pages, it contained the materials about creative findings of teachers-practitioners.

Besides central periodicals, regional editions disseminated the advanced pedagogical experience actively. The role of regional press was defined based on the analysis of archive sources which confirmed the popularization of the advanced teachers' experience. Regional pedagogical editions of Ivano-Frankivsk and Dnipropetrovsk regions were analyzed in the research: newspapers "Radianskyi pedagog", "Pedagog Prykarpattia", "Dzherelo", "Nyva znan". Regional periodicals are the source of concrete information about the innovative search all over Ukraine.

There were special columns in local periodical editions: “Address of pedagogical experience”, “We propagate experience”, “Search, problems, perspectives”, “New school – new approaches”, “Laboratory of pedagogical experience”, “Schools of a new type” and others. Analyzing the materials of local editions, in general we can restore the majority of the directions of the innovative search in Ukraine. The materials of the regional pedagogical newspapers told about the performance of innovative and author’s schools, disseminated the experience of humanization of school education, teaching differentiation and also contained creative achievements of teachers and pupils, pedagogical thinking, relevant interviews, coverages, lesson planning, interesting scenarios, etc. founded.

7. Conclusions

The researchers, who studied the issues of the history of innovation, came to the same conclusions that the improvement of the system of modern education cannot be implemented without taking into consideration the results of a creative search of advanced teachers-innovators and the analysis of their work. However, a historiographic analysis of the works proves the insufficient research of the scientific problem of the development of the innovation movement in the education history of Ukraine in the 20th century which foregrounds the necessity to study the experience of the latest innovation.

The methodology and conceptual-categorical instrument of the research were grounded. According to a structural analysis of the key terms (“the advanced pedagogical experience”, “the pedagogical innovation”, “the innovative pedagogical movement”, “the development of the innovative pedagogical movement”, “an educator-innovator”), the definition of a concept “the innovative pedagogical movement” was suggested: a creative by essence, constant by time, incoherent by intensity and scale, not always a logically completed process of search, development, application, introduction of the new into school practice. By pedagogical innovation we understand the process of development, explanation, testing and introduction of innovative author’s and collective educational technologies, projects aimed at the formation of positive qualities of a human personality in the conditions of education and upbringing, humanization and democratization of an education sphere at the educational institutions. The development of

the innovative pedagogical movement is a historic-evolutionary spreading of the innovative movement in compliance with the changing legislative educational sphere, socio-political circumstances, specific aspects of education in the country.

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