

UDC 373.55.018:37.04(477)

doi: 10.15330/jpnu.4.1.58-63

AUTHORIAL SCHOOL AS A PHENOMENON OF INNOVATIVE EDUCATIONAL PRACTICE

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Abstract. The article considers the authorial school as a phenomenon of innovative educational practice: it describes the nature of the concept of “authorial school” and ways of modelling the changes in the authorial school, defines the classification features that distinguish it among adaptive, innovative and experimental comprehensive educational institutions.

While summarizing the results of content analysis, we revealed that concept “authorial school”, which is interpreted as a comprehensive educational institution with a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness using means of experimentally tested, original authorial concept of educational system of technological nature that provides stable and positive performance results. The competitiveness of the authorial school is an integrated quality of dynamic nature that characterizes the capability of authorial institution to achieve its own innovation capacity and manifests through the ability of its students to succeed in a competitive environment.

Keywords: authorial school, content analysis, modelling, innovative educational practice.

1. INTRODUCTION

In the conditions of innovative development of education, the problem of modelling the development of authorial schools is particularly important. It is caused by the need to increase the availability of high quality and competitive education in new social and cultural conditions of market economy. It is the authorial school as a phenomenon of innovative educational activities that serves as the highest form of self-development practice.

Clarifying the meaning of the concept “authorial school” will contribute to better understanding of ways to solve the problem of formation and development of authorial schools in Ukraine. Since scientists interpret the concept in different ways, there is a need to apply content analysis as a method of researching the conceptual and categorical apparatus of pedagogy, as it is the conceptualized essence of the studied phenomenon.

The problem lies in uncertainty of the status of the authorial school as a separate type of a comprehensive educational institution [3, p. 36-39], hence the need for the scientific substantiation of the nature of modelling changes, the definition of classification features that distinguish it among adaptive, innovative and experimental comprehensive educational institutions.

2. ANALYSIS AND DISCUSSION

The nature of the concept “authorial school”: content analysis. Let us present the results of the third final phase in the form of analytical conclusion obtained by using the following technological tools: matrix of text creation, classifier and research protocol.

Analytical conclusion involves summarizing the results of content analysis in accordance with the objectives, in particular, clarification of the invariant features of the concept “authorial school” that reveal its nature, in order to formulate scientifically substantiated conclusions based on quantitative and qualitative analysis. While summarizing the results of content analysis, we revealed that:

firstly, the authorial school is considered to be a type of experimental comprehensive educational institution (38.1%), innovative or pioneering one (23.8%); the other researchers (38.1%) remain uncertain about the reasons for singling out the authorial school as a separate type because it is the bearer of an original, creative, specific, unique, subjectively and humanely oriented experience (47.9%);

secondly, the researchers emphasize the expediency of developing: a) the authorial idea and the corresponding concept that establish the methods of operation (63%); b) means of practical implementation of the plan (37%), such as: the system, the technology, the model. Thus, technological logic of formation and development of the authorial school implies modelling the changes (by the criterion of novelty) of: a) transformational nature, which are made with deviation from the traditional paradigm, because the advantage is given to the development of a way of understanding the performance – the authorial idea, the concept; b) modificational nature, which are made within the traditional paradigm, because the preference is given to the development of means of practical implementation of the general plan – the system, the technology, the model; c) mixed nature, which combine transformational and modificational components, focus on the development of the authorial idea, the concept and the means to implement the plan; most scientists tend to develop the system because it has technological nature, a minority chooses to develop a particular technology or a model;

thirdly, the authorial school is effective (20.8%), technological (16.7%), shows stable and positive performance (14.6%), since it is focused on developing a specific product (original, creative, distinctive etc.), which favourably distinguishes it from other secondary schools. It serves as a means, on the one hand, for self-identification of the authorial school, and on the other hand, for self-fulfillment of subjects of activities; it acts as an essential indicator of its development and self-development of its innovative potential.

Comparison of the results with a hypothetical model of the concept “authorial school” looks as follows:

it is a comprehensive educational institution (38.1%: a reason to single out the authorial school as a separate type, that is different from experimental and innovative or pioneering schools);

with a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness;

using means of experimentally tested (38.1%), original (12.5%) authorial concept (48%) of educational system (22%) of technological (16.7%) nature (we note that the system is always technological, as one of its components is procedural, so it is advisable to develop an integrated system, rather than one of its components; the authorial idea as a mental construct of the project of changes is fulfilled in the concept; the latter is the model construct of implementation of the author's plan in practice using means of developing an integrated educational system of technological nature; technological characteristic of the system is introduced to facilitate understanding the need for spreading the best pedagogical practices in terms of modernization of the educational sector);

provides stable and positive performance results (35,5%; results are part of the effectiveness of performance and development of school).

Thus, we singled out one of the reconstruction hypotheses that requires scientific justification, namely that authorial school is characterized by “a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness”, which defines the scientific novelty of research for further clarification of the nature of the concept.

The researcher deals with nature, features and specifics of modelling changes in the authorial school. The study shows it finds common and different features of the process of modelling changes in different types of schools. The author describes the ways to model changes in the authorial, experimental, innovative and adaptive schools; concludes their classification attributes that serve as the basis for revealing the features and specifics of modelling changes in the authorial school, which is interpreted as a comprehensive educational institution with a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness using means of experimentally tested, original authorial concept of educational system of technological nature that provides stable and positive performance results.

The nature of modelling the changes in the authorial school is manifested differently on stages of its formation and development, hence the need for compliance with the relevant technological logic of modelling the changes:

- *formation the authorial school* is carried out during the research and experimental work, providing a *high level of development of its innovative potential*, as development of the authorial idea, concept and relevant model (system, technology, etc.) for its implementation requires research and experimental verification. (Based on these considerations, the authorial school is identified with experimental school and understood as “a type of experimental platform” [1, p. 14]);

- *development of the authorial school* is carried out both during the research and experimental work and after its completion in the permanent process of innovative and research activities because the school is working using experimentally proven original authorial conception of its own educational system that provides a *high level of development / self-development of its innovative capacity*, ensures stable and positive performance results. (Based on these considerations, the authorial school is identified not only as experimental, but innovative or pioneering schools as well, and denied her separate status; “authorial school as an innovative educational institutions engages in innovative teaching activities in various forms” [6, p. 139]).

A *common feature of the efficiency* of the process of modelling the changes in the authorial school is a high level of development of its innovative capacity as the prerequisite and the result of self-development of its competitiveness, which manifests in the following:

1) *personalization* of the process of modelling the changes as a form of authorship;

2) *authorial idea* is implemented in the form of the original authorial conception of educational system, which theoretically substantiates the way to understand the changes;

3) *authorial plan* is implemented by means of modelling which result in a corresponding content and functional model of school;

4) *result of implementing the changes* ensures stable and positive performance.

The competitiveness of the authorial school is an integrated quality of dynamic nature that characterizes the capability of authorial institution to achieve its own innovation capacity and is manifested through the ability of its students to succeed in a competitive environment.

We **classified models of schools** on the *principle of self-development of its innovation capacity* and singled out the following types: authorial, experimental, innovative, adaptive (Tab. 1).

Criteria	Indicators of innovation development of comprehensive educational institutions			
	Adaptive school	Innovative school	Experimental school	Authorial school
Personalization as a form of authorship	Not pronounced	Weakly pronounced	Sufficiently pronounced	Strongly pronounced
Method of modelling the changes	Conservative strategy	Progressive strategy	Proactive strategy	Proactive authorial strategy

Logic of designing the content and functional model of school	Implementing the research results	Implementing the research results	Conducting the scientific pedagogical research	Conducting the scientific pedagogical research
Innovative product	Partial use of innovation	Systemic use of innovation	Development and experimental verification	Development and experimental verification
Scale of changes	Partial changes	Modular / Systemic	Systemic / Modular	Systemic changes
Character of changes	Modificational	Modificational / Combinatorial	Combinatorial / Radical	Radical
Innovative capacity	Formation	Development	Development / Self-development	Development / Self-development

Tab. 1. Classification principles of authorial, experimental, innovative and adaptive models of schools.

The study revealed the following findings.

Firstly, the authorial school serves as the highest form of innovative practice, because it goes beyond the canon. (Peaks of the performance revitalization of authorial schools coincide with the period of paradigm shifts in education, which is accompanied by the need to solve the existing contradictions, as the existing model of solving problems is no longer acceptable, which causes the need for change).

Secondly, it possesses a high level of development of its innovative capacity which serves as the prerequisite and the result of self-development of its competitiveness.

Thirdly, the basic form of the implementation of authorial plan in the form of original authorial concept of educational system of school is the pedagogical experiment (stage of formation), "permanent research work" [4, p. 247], innovative activities (development stage).

Fourthly, not all comprehensive educational institutions that operate and develop efficiently are innovative, as not all innovative institutions are experimental with innovation development. Therefore, not all experimental institutions are authorial and aimed at self-development.

Fifthly, the authorial school is singled out from other comprehensive educational institutions because it possesses "an original pedagogical idea, a concept, pronounced core values" [5]. It is distinguished through degree of transformation of innovative potential from development to self-development that meets the high stage of maturity.

Experience shows that the authorial school successfully implements the main provisions of competence-oriented education, stands at the origins of a new thought and activity-oriented paradigm that will substantiate the logic of variable motivational and content development of authorial schools in Ukraine aimed at empowering and self-development of subjects of the educational process by means of innovation.

3. CONCLUSIONS

The article describes the results of content analysis of the concept "authorial school", substantiates the nature of modelling the changes in the authorial school, defines classification features that distinguish it among adaptive, innovative and experimental comprehensive educational institutions.

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Received: 17.02.2017; **revised:** 28.03.2017.

Мариновська Оксана. Авторська школа як феномен інноваційної освітньої практики. *Журнал Прикарпатського університету імені Василя Стефаника*, 4 (1) (2017), 58–63.

У статті розглянуто авторську школу як феномен інноваційної освітньої практики: сутність поняття "авторська школа" та моделювання змін в авторській школі, визначено класифікаційні ознаки, що вирізняють її з-поміж адаптивних, інноваційних та експериментальних загальноосвітніх навчальних закладів.

У процесі узагальнення результатів контент-аналізу з'ясовано поняття "авторська школа", що глумачиться як загальноосвітній навчальний заклад з високим рівнем розвитку інноваційного потенціалу як необхідної передумови і результату саморозвитку його конкурентоспроможності засобами експериментально перевіреної оригінальної авторської концепції педагогічної системи, технологізованої за суттю, що забезпечує стабільні позитивні результати діяльності. Конкурентоспроможність авторської школи – це інтегрована якість, динамічна за суттю, що характеризує можливості авторського закладу реалізувати власний інноваційний потенціал, виявляється через здатність суб'єктів діяльності досягти успіху у конкурентному середовищі.

Ключові слова: авторська школа, контент-аналіз, моделювання, інноваційна освітня практика.