



**PEDAGOGICAL FREEDOM OF TEACHER IN THE CONTEXT OF  
THE NEW UKRAINIAN SCHOOL**  
**PEDAGOGICKÁ SLOBODA UČITEĽOV V SÚVISLOSTI S NOVOU  
UKRAJINSKOU ŠKOLOU**

*Natalia LALAK – Lubov FENCHAK*

**Abstract**

The article has been devoted to the problem of professional formation of the modern teacher of the Ukrainian school. Educational normative documents have emphasized the new role of the teacher: he is not just a mentor and source of knowledge, but a facilitator and moderator in the individual educational path of the child. The authors of the article have analyzed a new professional standard for primary school teachers. It has been found that teachers in Ukraine can prepare their own author's curriculums, choose alternative textbooks, methods, strategies, methods and means of teaching, make adjustments to the process of evaluating the educational achievements of junior pupils and actively express their own professional opinion. The authors of the article have revealed the functions of a modern teacher, have substantiated the basic principles, factors influencing the formation of his pedagogical freedom.

**Key words:** new ukrainian school, teacher, professional activity, pedagogical freedom, pedagogical mobility.

**Abstrakt**

Príspevok je venovaný problematike profesionálneho formovania moderného učiteľa ukrajinskej školy. Vzdelávacie normatívne dokumenty zdôrazňujú novú úlohu učiteľa, ktorý nie je len mentorom a zdrojom informácií, ale aj facilitátorom počas individuálnej vzdelávacej cesty žiaka. Autorky príspevku analyzujú nový profesijný štandard pre učiteľov základných škôl. Ukrajinskí učitelia si môžu pripraviť vlastné autorské učebné osnovy, zvoliť alternatívne učebnice, metódy, stratégie a prostriedky výučby, upraviť proces hodnotenia vzdelávacích výsledkov žiakov a aktívne vyjadriť svoj vlastný odborný názor. Autorky príspevku uvádzajú funkcie moderného učiteľa, zdôvodňujú základné princípy, faktory ovplyvňujúce formovanie jeho pedagogickej slobody.

**Kľúčové slová:** nová ukrajinská škola, učiteľ, odborná činnosť, pedagogická sloboda, pedagogická mobilita.

**Formulation of the problem**

Among the tendencies inherent in Ukrainian society, reforms that focus on providing a qualitatively new system of education have been becoming especially important. In the

implementation of these educational reforms, the teacher takes the central place. The effectiveness of the activity of a modern teacher is directly dependent on his professionalism, motivation for productive activity, the ability to learn in an informal and informational environment. In the conditions of the New Ukrainian school, institutions of general secondary education need a competent specialist. First and foremost, this is a professional teacher, who is a creative personality capable of self-learning throughout life, self-development and self-education; is a teacher-researcher who constantly looks for, analyzes, examines rational ways, conditions, methods, means, forms of creating educational space; is a master-teacher who has moral and moral qualities. Thus, a teacher of a new generation is a person who has received high-quality vocational education, is able to make responsible decisions on their own, taking into account their predictive consequences, ready for cooperation, social partnership, constructive, innovative, creative. In the context of these changes, the creative and responsible teacher who constantly works for himself, in the new Ukrainian school is provided with pedagogical freedom.

### **Analysis of recent research and publications**

The problem of training specialists for professional activity is the subject of the study of foreign and national philosophers, psychologists, teachers (R. Bernatova, J. Burgerova, L. Kandybovich, S. Kurland, S. Maksimenko, V. Molyako, O. Moroz, V. Starosta, G. Tovkanets and others). Innovative activity of the teacher has found a place in the scientific researches of I. Dichkivska, V. Zelyuk, O. Pometun and others. Researches of scientists have give an opportunity to determine the theoretical and practical principles of the future teacher's training.

The issue of readiness for the personal development of a teacher is disclosed in the works of O. Antonova, A. Voichenko, O. Dubaseniuk, M. Yevtuha, I. Zazyun, L. Kondrasheva, N. Kuzmina, L. Lukyanova, A. Pekhoti, V. Slastonina, M. Chaiki, L. Khomich, O. Yankovich and others. However, in modern conditions, the above-mentioned problem has become increasingly urgent and required in-depth study, in particular the theoretical and practical aspects of providing teacher with pedagogical freedom.

**The purpose of the article:** to reveal the functions of the modern teacher of the New Ukrainian school and to substantiate the basic principles and factors influencing the formation of his pedagogical freedom.

### **Research results**

Lets analyze the problem under study through the prism of changes taking place in the modern educational space of Ukraine. The reform holds, first of all, on the teachers, without them any changes will be impossible. Therefore, one of the main principles of a New Ukrainian school is a motivated teacher. This means that the government should promote professional and personal growth, as well as increase its social status. At the state-legislative level, a number of normative documents were adopted, the provisions of which declared the pedagogical freedom of subjects of the educational space.

First of all, we have to clarify the sence of the definition of "pedagogical freedom" of the teacher. In the philosophy of education, the category "freedom" details the self-determination of the human spirit, the freedom of its will, the ability to act concertedly, to be in harmony with oneself, neglecting the influence of external factors. We share the opinion of V. Andrushchenko and L. Gubersky, who, interpreting general philosophical theories, note that by its nature freedom allows the individual to be himself, and thus develop himself by producing his own sence from internal potential, and not from external sources energy [1]. In the context of the study, we consider pedagogical freedom as the independence and independence of teachers in conducting pedagogical, scientific and innovative activities carried out on the principles of freedom of speech, thought and creativity, the dissemination of knowledge and information, the free disclosure and use of scientific research findings, taking into account the limitations established by law.

Educators, scientific and pedagogical workers according to the new Law of Ukraine "On Education" are not so performers as creative individuals who have the right to:

- academic freedom, including freedom of teaching, freedom from interference in pedagogical, scientific and pedagogical and scientific activities, free choice of forms, methods and means of teaching that are relevant to the educational program;
- pedagogical initiative;
- development and implementation of author's educational programs, projects, educational methodics and technologies, methods and means, especially methods of competence training;
- free choice of educational programs, forms of education, educational establishments, institutions and organizations, other subjects of educational activity, which carry out advanced training and retraining of pedagogical workers;
- access to informational resources and communications used in the educational process and research [3].

That is, legislative and subordinate acts in the field of education provide specialists with the right to increase the number of hours when studying individual topics; the teachers of the new Ukrainian school, for example, can carry out calendar and circular planning in an arbitrary form; format, volume, structure, content and design of calendar plans and annotated plans-notes are an individual task of the teacher. Therefore, they are not allowed to deviate from scheduling or textbook materials. It is also important to note that the choice of forms and methods of teaching is exclusively the prerogative of the teacher and can not be regulated either by the administration of the educational establishment, or by the authorities of education. Teachers are given the opportunity to independently choose in which form and where to improve their qualification.

Consequently, the provision of pedagogical freedom depends, first of all, on the understanding of the sense and the mechanisms of realization of the identified phenomenon, personal responsibility for professional actions or inaction, professional self-improvement on the basis of self-education. We agree with the opinion of V. Zelyuk, who substantiated the professional skills of a modern teacher. In particular, these are:

1. Ability to apply pedagogy of partnership based on communication, interaction and cooperation between teacher, student and parents.
2. Ability to work on the basis of a personally oriented model of education and competency approach.
3. Ability to use academic freedom, to continue their own vocational education, to prepare author's curricula, to develop methods, strategies, methods and means of teaching; actively articulate their own professional opinion.
4. Ability to collaborate with other teachers and students through the creation of digital resources, presentations and projects.
5. Teach students to be global: to communicate with the world with the help of modern digital means.
6. Have developed skills of the innovator [4].

Analyzing the views of a scientist, we have come to the conclusion that a modern teacher firstly must understand the philosophy of a new education: learning should be based on the priorities of student subjectivity, recognition of his right to self-realization; this requires a change of purpose and value orientations in the educational process, the methodology of the teacher. According to the new conception, the teacher must have the competencies that enable him to develop and become successful in the implementation of training for his students: communication with the state (and native in case of difference) languages; communication in foreign languages; mathematical literacy; competence in natural sciences and technologies; information and digital competence; ability to study throughout life; social and civic

competences; entrepreneurship; general cultural literacy; environmental literacy and healthy life [5].

In the legal documents that govern educational activities in Ukraine, it has been specified professional competence, knowledge and skills that teachers should possess and defined their functions: planning and implementation of the educational process; providing and supporting the education, education and development of students in the educational environment and family; creating an educational environment; reflection and professional self-development; conducting pedagogical researches; provide consultations to colleagues on training, development, education and socialization of children; generalization of own teaching experience and pedagogical presentation of his community [3; 5; 6].

The realities of the scientific and educational space show that freedom of pedagogical activity is realized in two forms. Absolute freedom ensures the teachers' right to freedom of thought and speech, deepening and disseminating information, and relative – on the choice of forms, technologies, methods, methodics, techniques, teaching and methodological provision of educational process, education and development of students, assessment of their activities and educational achievements, and is governed by the provisions of the relevant laws in the field of education and science, the statutes of educational establishments, the rules of internal regulations, etc. As practice shows, the teacher has the right to adjust the sequence and scope of studying the content of school education, to choose the most effective forms, technologies, methods, methodics and techniques of education, education and development of junior pupils. These actions of the teacher specify the sense of pedagogical freedom, which should be aimed at becoming a student as an active, creative person with a clear civic position.

In the context of the research, we have conducted a research of primary school teachers in the Mukachevo city regarding the identification of external and internal factors that influence at the realization of freedom of teaching activity. Respondents have identified the obstacles faced by them in the educational environment while implementing the principles of pedagogical freedom. In particular, these are: insufficient level of material and technical and teaching and methodological support (31,7%), excessive workload in the performance of professional functions, business documentation management (19,6%), insufficient provision of pedagogical freedom from the administration, parents (28, 3%), imperfect approaches to the payment of wages (8.7%), low level of professional training (5.9%), non-recognition of the social status of the teacher (5.8%). Often, teachers who are not well informed about the sense of pedagogical freedom and their implementation at the legislative level complain about the need for excessive documentation, different reporting, and increased requirements of the administration of educational establishments regarding calendar and quarterly planning, which in many cases is not provided by normative and legal acts.

It is interesting to note the experience of European countries in forming pedagogical freedom of teachers, which is based on the general principles of professional activity. The first principle is to recognize that all teachers are university graduates or equivalent higher education establishments. A teacher in Europe should have the opportunity to continue his research at the highest level in order to develop his skills and increase the opportunity to obtain an education in the profession. Pedagogical education should be multisectoral, which will guarantee a solid knowledge of the subject, pedagogical knowledge, as well as the skills and competences necessary to support students, to understand the social and cultural aspects of education. The second principle is related to the perception of the teaching profession in the context of learning throughout life. The professional development of teachers should continue throughout all professional activities and should be supported by a system of good practice at the local, regional and national levels. The third principle of the teaching profession in Europe is the principle of mobility. Pedagogical education should be based on the mobility of teachers, travel to other European countries for professional development. The host country must recognize the status of the teacher of the country from which he came, as well as ensure his participation in

the development process. The fourth principle is related to the provision that the profession should be based on a partnership. Educational establishments should work together with schools and other institutions. In addition, in Europe there is a constant emphasis on motivating teachers to participate in research, thus providing a novelty of knowledge. Thus, it has been possible to identify three key positions regarding the profession of a teacher – 1) the knowledge of another person and society. A European teacher must be able to work with new technologies and information, education should allow teachers to acquire new knowledge, analyze them, test, apply with the use of new technologies; 2) work with other people – the profession of a teacher requires tolerance and ability, which ensures the development of each student's potential; teachers must confidently communicate with other people; 3) work in society and for the community – teachers should help to prepare students for the role of citizens of the European Union and help them to understand the importance of learning throughout their lives, they must also promote mobility and cooperation in Europe as well as mutual respect and understanding of other cultures [7].

It should also be noted that a teacher who has been given the freedom to teach must also have the freedom to study. And this freedom is also foreseen by educational reform. The teacher has to determine what knowledge (methodological, methodical, technological, objective) he needs, in what system he will get them, at what time and with what intensity. In the process of professional training the key and subject competences of the teacher are formed, the foundations of his pedagogical freedom are laid.

The present demands from the applicants of higher pedagogical education a detailed study and analysis of the legislative framework (the Law of Ukraine "On Education", the Conception of the New Ukrainian School, the State Standard of Elementary Education, Typical Educational Programs, etc.), the acquisition of innovative teaching methods. In the process of professional preparation, an important task is to familiarize future teachers with new educational innovations and test them in the process of passing a pedagogical practice, in future professional activities.

Since the Conception of the New Ukrainian School requires the diversity of types and structure of lessons, the Mukachevo State University emphasizes the methodology of non-standard lessons, in particular integrated ones, when preparing students of the "Primary Education" specialization "Bachelor". In the conditions of modernization of the educational branch of future teachers, it is necessary to orientate towards integrated training. Integration is a necessary condition for the modern educational process, its possible implementation within the limits of any educational institution would make the transition of this institution to a new level of development. Integration processes in vocational education have become more and more important in recent years, since they are aimed at implementing new ideals - the formation of a coherent system of knowledge and skills of the individual, the development of their creative abilities and potential opportunities.

We have noted that integration in the educational process is not new or unexplored conception. Scientists point out that this is a necessary didactic tool that can help students to create a coherent picture of the world. Integration in education is considered as: the process and the result of the interaction of structural elements of the content of education, which is accompanied by an increase in the systematic knowledge of students; purposeful association, synthesis of relevant educational disciplines into an independent system of special purpose aimed at ensuring the integrity of knowledge and skills [7].

Valuable for our study is the experience of the University of Preshov. Particular attention in the educational establishment focuses on: participation of students and teachers in European mobility programs, inter-university cooperation in joint research projects, adaptation of curricula to the needs of practice, labor market in a regional context; intensive use of e-learning; internationalization of education [8].

In nowadays conditions, special attention is paid to academic mobility, that is, "the relocation of a person related to education, for a certain period, to another educational or scientific institution (in

his or her country or abroad), both individually and within the framework of a joint educational and (or) research activities of universities and research centers for teaching, learning, research or advanced training. " However, with the utmost importance of academic mobility, it is only a means of achieving the main goal of professional mobility, which in turn is closely linked to the conception of lifelong learning and the promotion of the employment of professionals within the European community. As a result, mobility is a key aim of European society as a whole [2; 5].

The conception of "professional mobility" is considered by scientists as a structural set of personal qualities, among which distinguish: independence; purposefulness; goal-setting; critical thinking; social mobility; activity (readiness for development of new forms and types of activity, adaptability (ability to adapt to changing conditions of activity), openness (readiness for adoption of new), creativity (creative attitude to life and professional environment, readiness for their transformation), communicative ability (ability to establish new contacts and contacts); competence (the ability to navigate the profession, readiness for self-education, self-development) [2; 4].

We have considered professional mobility as the process of internal self-improvement of the individual, based on established values and personal need for self-development. The basis for professional mobility is the educational and professional competence. As a result, a person who is internally motivated to self-improvement can react more quickly to changes in society. Professional mobility, in our opinion, is an integral part of the pedagogical freedom of a specialist.

Thus, the pedagogical freedom of the teacher is realized on the principles of freedom of speech, thought, creativity, free disclosure and the use of the results of scientific research in professional activities, carried out in the light of restrictions established by law. As practice shows, a modern teacher of a New Ukrainian school has the opportunity to combine the fundamental of professional basic knowledge with the innovation of thinking and a practical, focused, research approach to adjusting pedagogical activity. We have found out that specialists can prepare their own author's curricula, choose alternative textbooks, methods, strategies, methodics and means of teaching, make adjustments to the process of assessing students achievements, and express their own professional opinion. Analyzing the innovations in the educational system, it becomes clear that in the process of preparing the future teacher should pay more attention to the selection of innovative forms and methods of training that are aimed at forming a creative teacher capable of pedagogical freedom. Also, in the educational trajectory of each successful specialist, mobility should be included that helps to acquire new competencies, makes an important contribution to the competitiveness of the labor market and contributes significantly to the intercultural dialogue.

## **Bibliografia**

- [1] АНДРУЩЕНКО В. Особистість учителя як предмет філософсько-педагогічної рефлексії / В. Андрущенко // Вища освіта України. – 2017. – № 2. – С.5–12. ISSN 2078-1016.
- [2] ГОГЛЕНКОВ А. М. Профессиональная мобильность в контексте концепции непрерывного образования: опыт стран Скандинавии // А. М. Гогленков [Электронный ресурс]. – Режим доступа: <http://www.gur.ru/events>
- [3] Державний стандарт початкової освіти / Учителю початкової школи. – 2018. – №4 (вкладка). – С.1-16.
- [4] Закон України «Про освіту». Прийнято Верховною Радою України 05.09.2017: <http://zakon5.rada.gov.ua/laws/show/2145-19> (дата опублікування: 28.09.2017).
- [5] ЗЕЛЮК В. В. Нова школа: новий учитель / В. В. Зелюк // Постмедотика –2016. – №2. – С.18-20.4. ISSN 1815-31-94.
- [6] Нова українська школа: поради для вчителя / Під заг. ред. Бібік Н. М. К.:– ТОВ «Видавничий дім «Плеяди», 2017. – 206 с. ISBN 978-966-2432-43-5.
- [7] Професійний стандарт вчителя початкових класів [Електронний ресурс]. – Режим доступа: <https://osvita.ua/school/reform/61636/>

- [8] ТОВКАНЕЦЬ Г. Університетська освіта в трансформації суспільства XXI століття//Nauka edukacja wychowanie i praca. Księga jubileuszowa dedykowana Profesorowi doktorowi habilitowanemu . – Warszawa – Siedlce 2018. – С.244-251.
- [9] BERNÁTOVÁ R. Súčasná príprava učiteľ'ov elementaristov na Pedagogickej fakulte Prešovskej univerzity v Prešove / Renáta Bernátová // Príprava učiteľ'ov v procese školských reforiem: zborník príspevkov z vedeckej konferencie s medzin. účasťou, Prešov, 16. –17. september 2009. –Prešov: PU, 2009 – s. 215-219. ISBN 978-80-555-0024-9.

## References

- [1] ANDRUSHCHENKO V., 2017. Osobystist uchytielia yak predmet filosofsko-pedahohichnoi refleksii [Personality of the teacher as a subject of philosophical and pedagogical reflection]: Vyshcha osvita Ukrainy, 2. p. 5–12.
- [2] HOHLENKOV A. M. Professionalnaia mobylnost v kontekste kontseptsyy neprerывnogo obrazovaniya: opyt stran Skandynavyy [Professional mobility in the context of the concept of continuing education: Scandinavian countries]. [Elektronnyi resurs]. – Rezhym dostupu: <http://www.gup.ru/events>
- [3] Derzhavnyj standart pochatkovoyi osvity, 2018 [State standard of primary education] Primary school teacher, 4. p.1 – 16.
- [4] Zakon Ukrainy «Pro osvitu», 2018 [Law of Ukraine "On Education"]. Available at: <http://zakon2.rada.gov.ua/laws/show/214519>.
- [5] ZELYUK, V.V., 2016. Nova shkola: novyj uchytel [New school: new teacher] Postmethods, 2. p. 1 – 20.
- [6] Nova ukrajinska shkola: poradnyk dlya vchytelya, 2017. Bibik, N. M. [New Ukrainian school: a teacher's guide]: Publishing house «Pleyady».
- [7] Profesiyniy standart vchytelya pochatkovykh klasiv [Professional standard for elementary school teachers] [Elektronnyi resurs]. – Rezhym dostupu: <https://osvita.ua/school/reform/61636/>
- [8] ТОВКАНЕЦЬ Г. 2018. Університетська освіта в трансформативній суспільстві XXI століття//Nauka edukacja wychowanie i praca. Księga jubileuszowa dedykowana Profesorowi doktorowi habilitowanemu . [University education in the transformation of the 21st century society], Warszawa, Siedlce. p. 244 – 251.
- [9] BERNÁTOVÁ R., 2009. Potochna pidhotovka pochatkovykh vykladachiv na fakulteti pedahohichnoi spravy Preshovskoho universytetu v Preshovi [Current Preparation of Elementary Teachers at the Faculty of Education of Prešov University in Prešov]: Navchannia vykladachiv u protsesi shkilnykh reform: Materialy naukovoi konferentsii z promizhnymy. uchast, Preshov, - Prešov: PU, p. 215– 219.

## Contact

### **Natalia Lalak, Candidate of Pedagogical Sciences, associate professor**

Mukachevo State University

Department of Theory and Methodology of Primary Education

26, Uzhgorodska Str., Mukachevo, Transcarpathian region, Ukraine

E-mail: [natalialalak@ukr.net](mailto:natalialalak@ukr.net)

### **Lubov Fenchak, Candidate of Pedagogical Sciences, associate professor**

Mukachevo State University

Department of Theory and Methodology of Primary Education

26, Uzhgorodska Str., Mukachevo, Transcarpathian region, Ukraine

E-mail: [lubovfen7@gmail.com](mailto:lubovfen7@gmail.com)



# МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: [www.msu.edu.ua](http://www.msu.edu.ua)

E-mail: [info@msu.edu.ua](mailto:info@msu.edu.ua), [pr@mail.msu.edu.ua](mailto:pr@mail.msu.edu.ua)

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>