

Historical reconstruction of education in author schools of Ukraine

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Abstract. The purpose of the study is to reproduce the historical reconstruction of the educational process in the author schools of Ukraine during the eighteenth — early twenty-first centuries to determine their role in the development of the national education system. The article considers the author secondary educational establishments that play a special part at the present stage of development of a new Ukrainian school, as their creators and pedagogical teams seek and indicate the ways of innovative educational development, define new goals, develop the content of education, substantiate and implement alternative educational technologies. The author school is presented as an experimental educational institution, which activity is based on a pedagogical concept developed by a single teacher or author team. It is noted that the author school as a unique educational system has gone a long way in its historical development. The first author school was named “school without walls” headed by H. Skovoroda, whose main goal was to teach people the science of happy life. The peculiarities of the educational process in the most famous author schools in Ukraine of the twentieth century have been analyzed. The experience of the author schools of the period of independent Ukraine was studied and summarized.

Keywords: author school, school principal as the leader of author school, educational technologies of author school, the pedagogical concept of author school, educational space of author school.

1 Introduction

The school as an institution of education for the younger generation is an entire historical phenomenon. The emergence and development of different types of schools, their functions, forms, and content are closely related to social and political, cultural and historical periods of development of society. Author schools are one of the types of schools in Ukraine. These are experimental educational institutions, whose activities are based on

a pedagogical concept developed by one teacher or a team of authors. Although the concept of “author’s school” was introduced in the twentieth century, the author school as a unique educational system has gone a long way in its historical development. At the present stage of reforming the education system in Ukraine, author schools play a special role; their founders and pedagogical teams define new goals of education, update the content of education, and introduce innovative educational technologies.

2 Literature review

The history of the formation and development of author schools in Ukraine is investigated by L. Berezivska [1], E. Panasenko [2], M. Prots [3], O. Sukhomlynska [4], Y. Yurchonok [5], and others. The experience of functioning the author schools is reflected in the works of their founders (M. Guzyk [6], O. Zakharenko [7], S. Kurhanov [8], L. Porokh [9], A. Solohub [10], V. Khayrulina [11], M. Chumarna [12] and others).

3 Methodology

The methodology of the historical and pedagogical research connects the interaction of methodological approaches and methods to solve the problem of historical reconstruction of author schools in Ukraine during the XVIII — early XXI centuries. A systematic approach to the study of the pedagogical phenomenon allowed us to investigate author schools as social and educational systems. The chronological approach allowed them to be arranged. We used the historical and logical approach to study the development of scientific and pedagogical theory and practice of functioning the author schools. The cultural approach made it possible to determine the system of values, ideals, norms of morality, the level of development of the culture of society, which were the basis for the creation of the author schools in a certain historical period. The hermeneutical approach allowed for the careful and objective elaboration of the source base of the study. We also used a set of general scientific and specific scientific research methods. In particular, scientific, historical, problematic, logical and historical analysis of historical, pedagogical and methodological literature, scientific works of domestic scientists made it possible to reveal the social and historical conditionality of the origin of the author schools. The comparative and historical, historical and chronological methods made it possible to investigate the dynamics of changes that have taken place in functioning the author schools in Ukraine.

The purpose of the study is to reproduce the historical reconstruction of the educational process in the author schools of Ukraine during the eighteenth – early twenty-first centuries to determine their role in the development of the national education system.

4 Results

In modern reference sources, the phenomenon of the author school is interpreted as the original, general, pedagogical, didactic, methodical or educational system, created taking into account the achievements of psychology, pedagogy, age physiology and other sciences, domestic and foreign pedagogical experience, realized under the leadership or the participation of its author (authors) at least in one educational institution [13]. The author school has its name either after its founder (V. Sukhomlynskyi School, M. Guzyk School, etc.) or according to the philosophical, sociological or pedagogical idea, which is the basis of the educational system of the school (“School of developmental learning”, “School of dialogue of cultures”, etc.).

Innovative teacher, the founder of author school is the creator of a new pedagogical system, initiator and implementer of educational and other innovations. Ideological and philosophical, pedagogical views of the author of the school are realized in defining the purpose of the school, the content of education, the formulation of educational principles, the development of procedural and organizational approaches to the educational process.

Having studied the experience of the author schools, we can distinguish their following basic characteristics:

- the presence of the author, who is the leader of the school staff, a wise, talented teacher with extraordinary organizational skills;
- the presence of a team of like-minded teachers fostering innovations;
- developing and implementing innovative pedagogical ideas;
- setting an extraordinary goal with a clear focus on the result;
- a clearly developed and consistently implemented original concept that shapes a particular philosophy and mission of the school;
- the specific culture of the school represented by the system of values, the atmosphere of cooperation, creative types of life;
- a higher level of effectiveness compared to mainstream school practice;
- flexible response to social needs and innovative ideas;
- availability of material base needed for innovations;

- stable and sustainable positive results;
- synthesis of innovative pedagogical concept with highly efficient technological support;
- introduction of new forms of financial and economic activity of the school;
- providing working conditions for teachers and students at the level of scientific and technological progress and the achievements of modern psychological and pedagogical science, ergonomics.

A retrospective analysis of the phenomenon of the author school in the history of national pedagogical thought shows that it has accumulated a great deal of experience that reveals theoretical foundations and different approaches to the organization and modelling this types of schools. In their historical and pedagogical development, the national author schools underwent dramatic evolutionary changes both at the level of their content and technological components. Carrying out the historical reconstruction of the development of author schools in Ukraine, we consider the first such school to be the folk school headed by Hryhoriy Skovoroda (1722–1794), the prominent Ukrainian thinker, wandering philosopher, the founder of the “school without walls”. Although this school did not have premises for the educational process, it left a unique philosophical and pedagogical experience of teaching Ukrainians the “science of a happy life”. In his works, the eminent philosopher revealed the problem of self-knowledge of a man through the doctrine of two natures: the eternal — the spiritual and the corporeal — the material one. Thus, the purpose of the author school headed by H. Skovoroda was to teach people to know themselves. The process of self-discovery is directly connected to the idea of human happiness realized through related work, that is, “work by vocation” [14].

The school for girls, founded by the nun M. Darowska in Yazlivtsi (Ternopil region) in 1863, can also be considered as the author one. The content of the educational process was based on the following basic foundations: a) truth and trust as a family spirit; b) individualization and “perspective of thinking”; c) selflessness and purity of thought; d) education during the learning process. These basic foundations of the school in the nineteenth century were innovative because the purpose of education was to proclaim the comprehensive mental development of girls. The students of the school headed by M. Darowska studied not only the Christian religion but also paid considerable attention to various scientific fields and the study of the Ukrainian language [15].

The first Ukrainian gymnasium named after T. Shevchenko founded by Volodymyr Durdukivskyi as a private educational institution became an outstanding author educational institution in Kyiv in 1917. The professionalization of the domestic system of education contributed to transforming the gymnasium into a seven-year labour school in 1921. The ideas of the school-club of comprehensive development, harmonious, free organization, national education, the concentration of pedagogical activity on the personality of Taras Shevchenko (the development of the theme-complex “Shevchenko” at the school level) made it famous all over Ukraine. In the school headed by V. Durdukivskyi, there was a children’s science club, a children’s cooperative, a museum of children creativity, an active development of self-government; a school newspaper was published; the pupils published and illustrated literary magazines; during the holidays the pupils showed their creative abilities: they sang in the choir, recited texts, and performed the plays etc. [16].

The author school headed by Vasyl Sukhomlynskyi, a prominent humanist teacher, an experimenter teacher, the principal of the secondary school in Pavlysh (Kirovograd region) became a significant achievement of Ukrainian and world pedagogy. V. Sukhomlynskyi founded the author “School of joy” in the middle of the XXth century, developed the concept of humanistic education, the personality of the child being the centre of its development, the formation of the inner world. The original holistic pedagogical concept of V. Sukhomlynskyi was directed to the development of creative forces of each child in the conditions of collective community based on moral and aesthetic values, interests, needs, which involved the students in creative work. Vasyl Olexandrovysh paid special attention to the ideas of self-worth and uniqueness of each personality, free development of the child, the inclusion of the social environment in the sphere of pedagogical influences, and natural education in his school in Pavlysh.

The experience of an outstanding teacher of “thinking lessons in nature”, organizing “a school under the blue sky” and “a school of joy” is unique [17].

The teacher-innovator said the formation of outlook was the core of children’s mental development, education being the most important tool. V. Sukhomlynskyi emphasized that the following factors: the richness of the spiritual life of the school; the spiritual wealth of the teacher, the breadth of view, erudition and culture of the teacher; the content of educational programs; the nature of teaching methods; organizing students’ mental work in the classroom and at home determined the success of students’ mental development. Productive work, research, experiment when studying natural subjects; independent study of life phenomena, literary sources, literary

and creative research when studying humanities are the most important elements according to V. Sukhomlynskyi.

O. Zakharenko, the famous Ukrainian teacher, researcher, the principal of the secondary school in Sakhnivka (Cherkasy region) is rightly called the spiritual successor of Vasyl Sukhomlynskyi.

The main goal of the school in Sakhnivka was to educate a well-developed personality with strong worldviews. The basic principle of the school is “To the heart of the child through the passion for work and study”. O. Zakharenko created an innovative pedagogical system, based on the following conceptual ideas:

1. The idea of educational centres. Five educational centres were operating in the pedagogical system of the school in Sakhnivka: the junior students’ centre (classrooms, bedrooms, a computer class, a choreography room, a fairy tales’ room, a music salon, etc.); the training centre (classrooms, a wisdom and beauty room, a pedagogical lounge, a library, a television and radio studio, a dining room, etc.); the health, sports and recreation centre (a gym, a shooting range, a pool, a fitobar, a stadium, a volleyball and basketball courts, an arboretum etc.); the centre of labour training and education (includes seven workshops: a turning, locksmith, woodworking, sewing, cooking, electric shop and a machine shop; a farm field, study sites, a greenhouse, a machine-tractor park etc.); the cultural and educational centre.

2. The idea of an “environmental approach” in which educational goals are determined according to the particularities and the needs of the school environment. The system of work of the school Sakhnivka was based on taking into account the psychological, physiological and cultural features of the child’s development in the educational process.

3. The idea of system-forming activities, creative, socially significant, common work, in which the idea, the process itself, and its results are affecting not only the current generation of students but also the following ones [7].

Thus, O. Zakharenko Author School is an unique educational institution in which the outstanding teacher succeeded in realizing the ideas of creative interaction between the teacher and the student, learning without coercion, the idea of achieving the goal, individual and collective approaches to the students’ activity, creative self-management, and personal approach to the activity, teacher collaboration with parents and the public.

The Author Experimental School-Complex №3 headed by the innovator educator M. Guzyk in Yuzhny (Odessa region) is the evidence of the

implementation of an effective model of the school complex, which has achieved quite significant results in students' education and development. The didactic-technological system of the Author School Complex headed by M. Guzyk was based on the Combined system of organization of the educational process. According to the Combined system of organization of the educational process, the content of the subject was divided into information blocks. These blocks were formed around the leading theories, they were the bases of the training course and covered the information of three types: 1) theoretical core of information (laws, rules, principles, formulas, etc.); 2) facts that illustrate, confirm the accuracy of the theoretical content of the core of information (facts that are subject to generalization to identify certain regularities); 3) facts, by which it is possible to demonstrate the application of the statements of the theoretical core of information in educational practice (educational information demonstrating a certain pattern of application of laws, principles, rules).

At the experimental school headed by M. Guzyk the process of transmitting scientific information following the Combined system took place at the lessons of the following basic types: analysis of new material; frontal processing of material; individual processing of the material; individual subject generalization and systematization; cross-curricular generalization and systematization of the material; control and correction of the acquired formal knowledge, abilities and skills; control and correction of creative skills of children in the application of the studied material.

The purpose of the teaching, formulated by M. Guzyk at the beginning of the XXI st century, was pupil's reaching three final results: the cognition of God and the awareness of one's spiritual essence; the awareness of the child's natural talent, mastering methods and techniques of talent implementation in real life; education a Christian character, focused on constant spiritual growth, service to specific people, community and society [6].

The author school-complex headed by M. Guzyk was recognized as one of the best in Europe in 1994, and the best in Ukraine in 2006. The scientific achievements of an outstanding teacher-scientist and the practical achievements of his author school are the basis for reformation of the national comprehensive school.

Saksahan Natural Science Lyceum, the author school headed by A. Solohub, which was an experimental educational institution of the National Academy of Pedagogical Sciences of Ukraine is paid special attention to. This author school was founded in 1990 by Anatoliy Solohub, a prominent Ukrainian teacher-scientist, the corresponding member of the

National Academy of Pedagogical Sciences of Ukraine, the Candidate of Pedagogical Sciences, the director of Lyceum in Kryvyi Rih.

The innovative pedagogical system of the Saksagan Natural Science Lyceum is an organic complex of content, methods, forms, techniques and means when implementing of which the pupil is the subject and the main person of creative activity. A. Solohub called the author pedagogical system a creative one because it was at the lyceum where the children with pronounced creative and intellectual abilities, a life orientation for higher education and professional activity in various fields of science were mainly studying.

Attitude to learning as a creative interaction of teacher and student; training without coercion; the idea of achieving the goal (the student is given the most difficult goal and confidence of achieving it); the idea of large blocks (combining multiple topics of educational material); the use of support (structural and logical schemes); introspection (individual and collective summing up of student activities); free choice (the use of teaching time for better material mastering at the teacher's discretion) intellectual development of students (defining meaningful life goals and students' acquiring deeper knowledge than the curriculum); collective creative educational activity (creation of the Lyceum fraternity); creative students' self-government; personal approach to education; teacher cooperation with parents are the main statements of the concept of creative education of personality, which became the basis of the author school headed by A. Solohub [10].

Research and partially search methods were the leading ones in the system of teaching methods at the author school of creativity headed by A. Solohub. The Lyceum pedagogical team practised various forms of creative teaching and educating: creative lessons, theoretical studies, experimental studies, lectures, free dialogues (Aristotelian conversations), guided dialogues (Socratic conversations), heuristic conversations, scientific discussions, disputes, scientific and educational seminars, electives, conferences, modelling own developments, defence of research works, scientific reports (speeches, reports, articles, abstracts, etc.), competitions, exhibitions, clubs of interests, excursions, evening of questions and answers, meetings with interesting people and so on.

The concept of creative education developed by A. Solohub, introduced at the Saksahan Natural Sciences Lyceum, contributed to the formation of pupils' sustainable creative motivation to achieve positive results, the development of a holistic self-sufficient personality with creative thinking, creative skills and at the same time, with strong, fundamental knowledge of different sciences.

The educational institution whose pedagogical system is based on the author concept of V. Sukhomlynskyi and creatively perfected by Vasylyna Khayrulina, the charismatic and creative personality, infinitely dedicated to teaching, the principle, the Candidate of Pedagogical Sciences, the corresponding member of the National Academy of Ukraine is occupied a special place among the author schools of Ukraine. This is V. Sukhomlynskyi Ukrainian College opened in 1991 and based on the secondary school № 272 in Kyiv.

The college has developed and put into practice a structural and meaningful model of a comprehensive educational institution the School of Spiritual Growth, because spirituality, according to V. Khayrulina, helps each child to find the meaning of own life, determine value orientations, realize spiritual and intellectual aspirations.

The structure of the School of Spiritual Growth of V. Sukhomlynskyi Ukrainian College included:

1. Elementary school (1–4 grades) is the School of joy, kindness, family comfort, charity, constant communication and cooperation between family, teachers and children. Primary school is the school of child development. Its main purpose was to develop the natural abilities of the individual through a system of creative lessons (an ethics lesson, a fairy tale lesson, a game lesson, a dream lesson, an integrated lesson, a quiz lesson, a study lesson); formation of spirituality as a personal quality through the system of educational activities; educating charity and sensuality through various activities.

2. Primary school (5–9 grades) is the School of child growth based on the principle of nature. At the primary school the necessary prerequisites for the child to receive a full-fledged education following the state requirements and the needs of the individual were created to provide the socially necessary amount of knowledge and skills. In addition to the state component, students had the opportunity to study elective subjects, attend elective courses, individual and group classes.

3. High school (10–11 grades) is a School of life where a spiritually rich, intelligent, creative, competent, sincere, intellectually developed personality of the humanist citizen according to the ideas of V. Sukhomlynskyi through the pedagogy of benevolence, family and partnership education is formed. Pupil's personality was formed by stimulation, self-knowledge, interactive learning, "heartfelt" pedagogy, democratization of moral development, humanization of relationships, education of national consciousness, satisfaction of educational needs, development of speech culture at the

lessons of editing, mnemonics, fantasy, linguistic analysis, translation, requiem, debate, poetry, etiquette, training, competition, business game, ceremony, discussion, erudition, theatre, chronicle, biography [11].

At V. Sukhomlynskyi Ukrainian College teachers-innovators conducted unconventional lessons: a problem lesson, a TV lesson, a fairy-tale lesson, a court lesson, a travel lesson, a lesson with the elements of business and role-playing games, open-air lessons, eco-lessons in the winter garden, lessons in nature, etc.

The Author Ukrainian School "Trivita" headed by M. Chumarna is the unique educational institution of Ukraine, founded in Lviv in 1991. Mariia Chumarna is a well-known Lviv poet, the author of children's books, poetry collections and scientific research, the member of the National Writers' Union of Ukraine, the founder and the principle of the Author Ukrainian School.

The purpose of Author Ukrainian School headed by M. Chumarna was to maximize the disclosing and unfolding the spiritual light hidden within the child in the space of human communication. The school task was to help the child to realize as a person, as a member of the tribal community, as a part of the people, as microparticle of humanity. The Ukrainian School functioned as a scientific and methodological laboratory based on folk ethnic pedagogy. The students study the history of their native land on the fairytale, mythological, folklore material, Ukrainian culture and mother tongue. In M. Chumarna Author School the Ukrainian language is taught not as a grammatical material, but as a spiritual treasury of the people.

The processes of self-discovery and self-improvement were given a leading role in the educational process of this author school. M. Chumarna distinguished three successive stages: first, the child learns to distinguish between good and evil, truth and falsehood (the system of moral values of the individual is formed); during the second stage one's actions and views are analyzed and evaluated, personal values are formed, the world is evaluated, the child finds one's place in it; the life of one's choice, the desire of the individual to live in harmony with oneself and the world is the third stage. Author Ukrainian School headed by M. Chumarna conducts such unconventional lessons as a lesson of inner vision, where the pupils learn to feel and listen to themselves, their inner world. They are offered a variety of tasks: to draw something with closed eyes, to read intuitively the voices from the subconscious and colours of the inner world. Then, opening their eyes, the children paint a picture, give it a name. It should be noted that there are no special drawing lessons in Author School headed by M. Chumarna, as children draw during almost all the lessons [12].

Thus, the human factor is fundamental in determining the priorities of the educational process in the author pedagogical concept of the school headed by M. Chumarna. They paid special attention to the spiritual filling the content of education and the creation of the necessary conditions that encourage the pupils to discover their spiritual potentials in “Trivita”.

The author school, “Hearth” gymnasium, opened in Kharkiv in 1992 implemented the original concept, based on the philosophical idea of “dialogue of cultures”. Vadym Levin the children’s poet and psychologist and Yevhen Medrash the principal of the gymnasium since its foundation were the co-authors of the idea and the founders of the gymnasium.

The efforts of the teachers and the principal at the “Hearth” gymnasium created a particularly friendly atmosphere, a particular style of communication between students and teachers, in which everyone feels worthy of respect for the participants in the educational process. The main idea, the purpose of the school is to care for the holistic personal development of the child, refusing the schemes of perfect rationing in favour of working with the real unique personality of each child. The structure of “Hearth” gymnasium includes: 1) the preparatory department, where they work individually with children of 4–6 years; 2) specialized secondary gymnasium (1–11 grades); 3) psychological and counselling service for students and their parents; 4) department of individual training; 5) creative laboratories that develop and practically implement effective modern trends in the content and methods of education.

They study English, as well as the subjects of the humanitarian cycle: History of World Culture, History of Art, History of World Literature at the gymnasium. Optional classes in Economics and Law are organized for high school students. The “Hearth” gymnasium educational program and the supplementary education program are aimed at comprehensive development of the pupil’s personality, the achievement of stable and guaranteed educational results, which enable the pupils to continue their education in higher educational establishments of Ukraine.

Thus, the “Hearth” gymnasium is the author school of “dialogue of cultures”, successfully and professionally working in the field of education and development of its pupils, remaining a reliable partner for their parents.

The Author Experimental School “Millennium” founded in 1999, and headed by Ludmila Porokh developed and implemented the original theoretical and methodological system. The author school was created as a creative laboratory of the Kyiv National University of Culture and Arts. For ten years it has been experimenting “Author experimental school for forming the national elite”. The main goal of the author experimental school was proclaimed as:

- formation of a national elite;
- education of gifted youth;
- formation of conscious citizens of Ukraine with state thinking;
- development of individuals which harmoniously combine high intellectual and spiritual development;
- education of Ukrainian who can realize the ideals of freedom and democracy, to be in harmony with himself and the environment [8].

They used personality-oriented educational technologies, technologies of creative personality development at the Author Experimental School “Millennium”. Students learned English from the first grade, German, French from the fifth grade; Italian, Spanish and French Clubs were opened in this school.

The content of the educational process included: 1) humanitarian training (further deepening and professionalization of knowledge in the following areas: country, economic, physical and health, cultural, ethical and aesthetic, linguistic, historical); 2) professional training (acquisition of theoretical knowledge by students of the basics of sciences and specialization, development of practical skills in these sciences and practical training); 3) practical training (developing a future specialist) [9].

There were Clubs (Basics of Modern Rhetoric, Logic, Ethics, Musicology with the use of computer technologies; Classical, Ballroom and Modern Choreography; Drama (school theatre); Fine Arts (art workshop, Petrikov painting, batik, painting, origami); contemporary song ensemble, choir; Press Club; “Intellect” Club; Tourist Club); sports sections (swimming, water aerobics, basketball, gymnastics and gymnastics, fencing) that contribute to the development of pupils’ natural abilities at the Author Experimental School “Millennium”.

International cooperation, namely: organizing and holding international conferences; meetings with the delegations of Italy, Germany, Russia, Belgium, the USA, Israel, Turkey, the Netherlands, Denmark; meetings with cadets of the Westpoint Military Academy (USA) was one of the new directions of work of the Author Experimental School “Millennium”. The teaching staff of the author school participated in the joint Ukrainian-Dutch project of the Ukraine Association of School Managers (UDEM), Young Master Program (YMP) — International Youth Project on Environmental Education; two high school students participated in the international educational program “UNO Model in Kyiv”, organized by the Kyiv Business Lyceum.

Thus, the activity of the Author Experimental School “Millennium” is aimed at solving innovative problems of the national education system, namely: development of the content of in-depth study of subjects, methods of their teaching, implementation of innovative forms of control over the quality of knowledge, skills of pupils, systems of work with gifted children, new pedagogical and information technologies.

5 Conclusions

Summing up, the development of the author school is an integral part of the world and Ukrainian national historical and pedagogical process. The emergence of author schools in Ukraine is related to the urgent need to improve educational practice, with the social need for certain ideas about the education and development of children. The author school is a humanistic educational institution, the idea of which belongs to the teacher-innovator, who has developed and laid the basis of his conception of school development, which is based on a triad of a child — teacher — parents, which ensures effective functioning and stable positive results.

The high level of scientific and theoretical development and practical realization of innovative ideas was represented by: 1) the author schools of formation of a harmoniously developed personality (V. Sukhomlynskyi school in the village of Pavlysh, O. Zakharenko school in the village of Sakhnivka); 2) the author schools, which synthesized the ideas of humanization, democratization, ethnic pedagogy of the educational process (V. Sukhomlynskyi Ukrainian College headed by V. Khayrulina, “Trivita” School headed by M. Chumarna); 3) the author schools, which operated on the basis of educational laboratories of secondary school and institutions of higher education (“Ochag” High School headed by V. Levin and Y. Medrash, Lyceum headed by A. Solohub in Kryvyi Rih); 4) author schools of enhanced stimulating teaching methods (experimental school complex №3 headed by M. Guzik in Yuzhny); 5) author schools of creative development and personality-oriented training (Experimental School “Millennium” headed by L. Porokh) and others.

The historical experience of the author schools in Ukraine is relevant and important for the development of modern learning and educating. The preservation of the traditions of the author schools, on the basis of which general educational institutions function, and changed their status, as well as various forms of studying pedagogical concepts and honouring the memory of their leaders (scientific conferences, publishing books, monographs, scientific projects, etc.) testifies to it.

The author's school should be considered as an original, unique social and pedagogical system that reflects the philosophical, sociological, psychological and pedagogical ideas of its author. The school of this type creates new traditions of educating the young generation, which cannot be repeated completely in another educational establishment. The development of the new type of educational institutions in Ukraine, in particular, the author schools, aimed at introducing innovative educational technologies, principles of humanism, democracy, integration and globalization in the educational process, demonstrates the progressive experience of forming the national elite of the XXI st century. Author schools are experimental sites for the development of important theoretical and methodological problems, the implementation of innovative ideas, concepts and projects.

Teaching teams of the author schools are an example of true creative activity. The content of education is updated, new pedagogical technologies are introduced, forms and methods of the educational process are improved, methods of controlling knowledge and skills of students are transformed, content, forms and methods of school management are modernized thanks to the charismatic personalities of their leaders. The author school is always alternative to the traditional one, has a pronounced humanistic orientation, that is, it creates all the necessary conditions for self-determination and self-realization of the personality of each student, and an original conceptual approach to the organization of the educational process.

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