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EVALUATION OF THE EFFECTIVENESS OF THE IMPLEMENTATION OF THE NUS CONCEPTUAL FRAMEWORK INTO EDUCATIONAL PRACTICE, BASED ON THE RESULTS OF A SURVEY OF PUPILS' PARENTS OF THE 1 GRADE IN 2018/2019 SCHOOL YEAR

Abstract. *The article presents an analysis of the survey results of the students' parents of studying on the conceptual basis of the New Ukrainian School. The survey of respondents was conducted as part of a Nationwide study of the implementation of the NUS Concept in general secondary education institutions through questionnaires, the results were processed and visualized using graphs and charts. The survey of parents of students focused mainly on the pedagogy of partnership, on what the student feels during lessons, whether he likes to go to school, what are the relationships with classmates and the teacher, and so on. The results of the research also showed what skills and abilities the student acquired after the end of the 1st grade and how the communication between parents and teachers took place during the school year. This study was conducted for the first time, so the collected statistical information will serve as a starting point for further monitoring studies on the introduction of the conceptual foundations of the New Ukrainian School in educational practice. Similar studies are planned to be conducted in the future, in particular to identify trends in educational reform. Among the main results of the survey should be noted the generally positive attitude of parents to the reform of NUS and its support. This is supported by the fact that most parents of students note the positive educational results of their children, the creation of a positive psychological microclimate within the educational teams, which contributes to student satisfaction with learning. Based on the analysis, it was found that there is no significant difference in the number of parents satisfied with the results of their children's education, in terms of "village/city". The conducted correlation analysis showed that the level of parents' satisfaction with the results of students' education does not depend on the degree of their awareness in the NUS reform. Also, according to the results of the research, no connection was found between the awareness of parents of students in the NUS reform and trust in the school/teacher; interaction of parents with the teacher on the child's success and parents' satisfaction with learning outcomes; parental responsibility for the child's development and student learning outcomes.*

Keywords: *communication, skills, New Ukrainian School, educational reform, educational process, partnership pedagogy.*

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The "New Ukrainian School" (hereinafter – NUS) Concept is a large-scale multifaceted reform of general secondary education which is designed, among other things, to address the needs of the pupil in the educational process [1, p. 7]. Conceptual bases of NUS reform – a joint product of scientists, educational experts, practitioners, managers, employers, which are legally enshrined in the Law of Ukraine "On Education" [2, p. 8], the recently adopted Law of Ukraine "On General Secondary Education" [3, p. 16] and other legislative acts. The last 2018–2019 school year was marked by the beginning of reform in all institutions of the general secondary education. What this year was like, especially for those directly involved in the educational process: students, did they like to study, what challenges did they have to overcome? These questions can be answered indirectly through pupils' parents who, in accordance with Article 52 of the Framework Law of Ukraine "On Education" as well as education seekers (pupils) are participants of the educational process [2, p. 6].

The implementation of the NUS education reform have made it advisable to conduct a nationwide study of the introduction of the NUS Concept in general secondary education institutions in order to understand how parents are familiar with the Concept of Reform, how much they support it and how they assess its effectiveness. The research was carried out by the State Scientific Institution "Institute of Educational Analytics" with the participation of the State Scientific Institution "Institute for Modernization of Educational Content" and with the support of the Ministry of Education

and Science of Ukraine. This study also aimed to record the first year of the NUS reform implementation and to identify relationship between a number of the NUS components and pupils' expected learning outcomes.

The purpose of the article is to analyze the results of the survey of pupils' parents as an integral part of the study and an effective tool for monitoring the implementation of the NUS conceptual foundations.

Nationwide research of the process of implementing the NUS Concept of the in general secondary education institutions was conducted in compliance with the Order of the Ministry of Education and Science of July 09, 2019 under No. 943 from 15 to 25 July 2019 [4]. Its participants (respondents) were primary school teachers, who taught in the 1st grade in the 2018–2019 school year, as well as parents of first-graders. The study was conducted using the online survey tool Google Forms.

Among the objectives of the survey, in the area of parents' interviews, was to find out the presence or absence of a difference in the number of parents satisfied with the educational results (hard skills, soft skills) of their children in urban and rural areas; identifying the relationship between parents' trust in school/teachers, as well as parents' satisfaction with the results of pupil's education from parental awareness in the ideas of reform; establishing the impact of parent-teacher interaction on their pupil's learning outcomes on parents' satisfaction with learning outcomes.

To fulfill the research tasks, a questionnaire for parents was developed by the working group, which consisted

of six blocks. The questionnaire used closed questions, closed questions with answer options and closed with rating scale. It should be noted that the working group included experts and developers of the State Standard of Primary General Education and typical educational programs for grades 1-2 of the NUS. Thematic and substantive distribution of the questionnaire is presented in the table.

The study involved about 10 thousand (9996) parents of pupils, more than 60 % of them indicated that children attended secondary schools located in urban areas, in particular 32,9 % – in large cities (with a population of over 250 thousand) and 27,6 % – in small towns (with a population of less than 250 thousand). Slightly more parents took their child to school for the first time – 56 % of respondents, compared to 44 % of parents whose children were already in first grade. Only 14,3 % of first-graders did not attend preschool. Among the knowledge and skills that children had before going to school, the parents' answers were distributed in the following way. Most parents (over 90 % and 80,9 %, respectively) noted that the child knew that she/he lived in Ukraine and could operate independently with

a tablet/smartphone (for example, turning on cartoons, playing games, setting an alarm clock, etc.). Also, according to parents, two-thirds of children knew the letters and read individual words, 44,3 % – wrote some words, and 27,1 % – read sentences and short texts. As for mathematical skills, 65,8 % of children were able to count up to 10 before school, and 40,8 % – up to 100. Only one in ten children independently determined the air temperature by thermometer and time by the clock. The detailed distribution of parents' answers to questions what the child knew and could do before going to school is presented in Fig. 1.

Answering the question, did their children like going to school, two-thirds of parents said "yes, they liked" and almost 24 % said that they "rather liked." Less than 1 % of respondents noted that the child did not like going to school and less than 4 % – "rather did not liked". Among the reasons why first-graders liked school, almost 70 % of parents indicated that the child liked the teacher; 64 % indicated that the child had friends in the class. Almost half of the parent respondents said that their child enjoyed exploring, observing and learning. Also, 46,4 % of first-graders liked classmates, and 43,9 % of children

Table

Content of the questionnaire for parents

Name of the survey block	List of questions
1. General information about the respondent (socio-demographic block)	1, 2
2. General information about a child who graduated from the first grade in 2019	3-6
3. Child at the school	7-10
4. Parents' interaction with school	11-12
5. Educational achievements of the child	13
6. Awareness of NUS reform / support for reform	14-16

Compiled by the authors in accordance with the thematic blocks of the nationwide study of the NUS Concept implementation in general secondary education institutions.

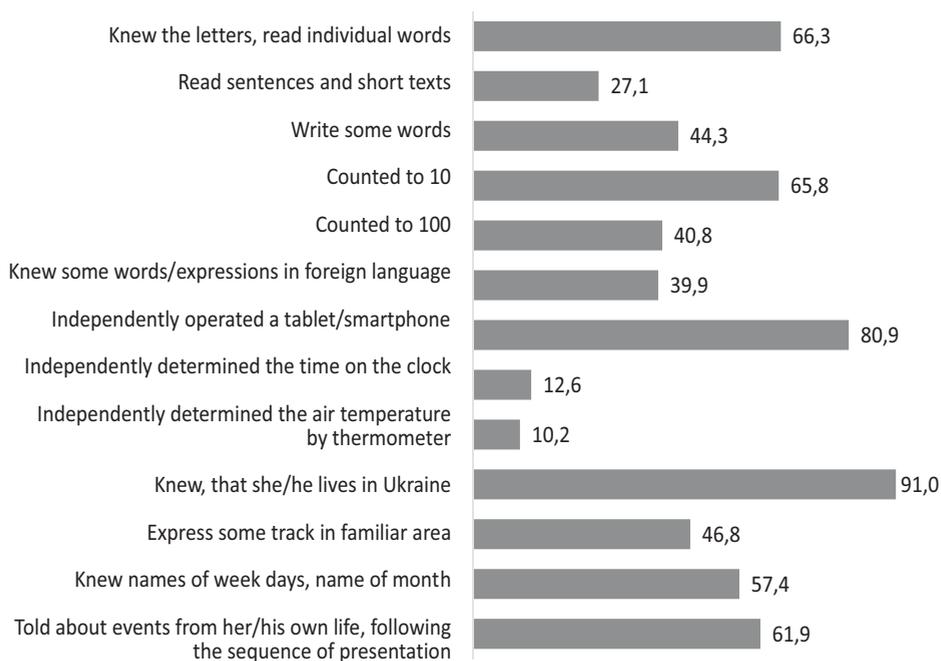


Fig. 1. Distribution of parents' answers to questions what the child knew and could do before going to school, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

liked the school because there were lots of different games, 40,8 % – could play and learn with LEGO at school (Fig. 2).

Based on the child's emotional and psychological state during the first grade, the researchers took the children's stories at home, asking parents how often a first-grader told about certain aspects of school life, both enthusiastically and with inspiration, and vice versa – about what the child complained at home.

According to the parents, every day their child spoke enthusiastically and with inspiration about classmates (almost 70 % of respondents); about teachers (56,1 % of respondents); about the good attitude of the teacher (almost 44 % of respondents); about mathematics lessons (almost 50 % of

respondents); about literacy lessons (almost 45 % of respondents); about the lessons "I explore the world" (43,5 % of respondents). At least once a week, first-graders enthusiastically and with inspiration talked about art lessons (over 50 % of parents); about physical education lessons (49,4 % of parents). Also, at least once a week, according to 40 % of respondents, children shared their impressions of the school premises, the classroom, toys, books, equipment in the classroom. 36,4 % and 31,0 % of parents, respectively, reported on the morning cycle and their child's participation with enthusiasm and inspiration every day or at least once a week. The detailed distribution of the parents' responses to the enthusiastic first-grade stories is presented in Fig. 3.

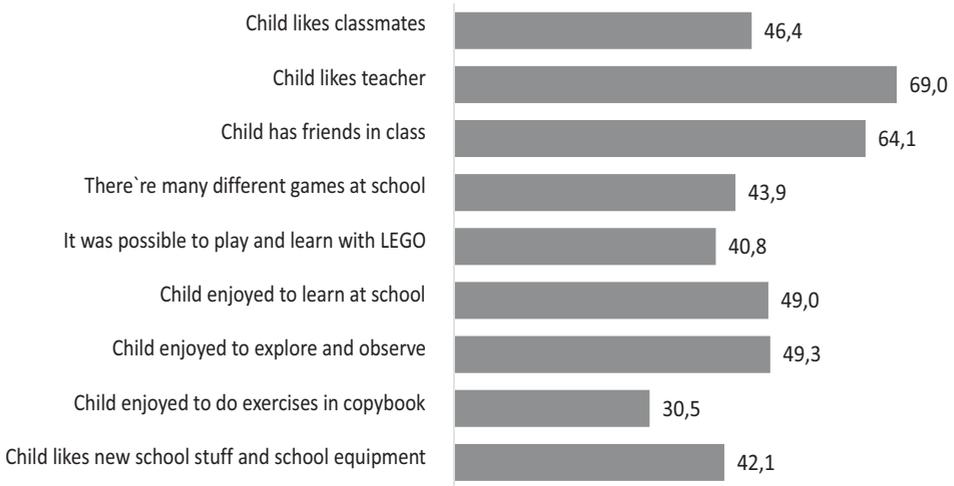


Fig. 2. Distribution of parents' answers to the question, what, in their opinion, was the reason why the child liked to go to school, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

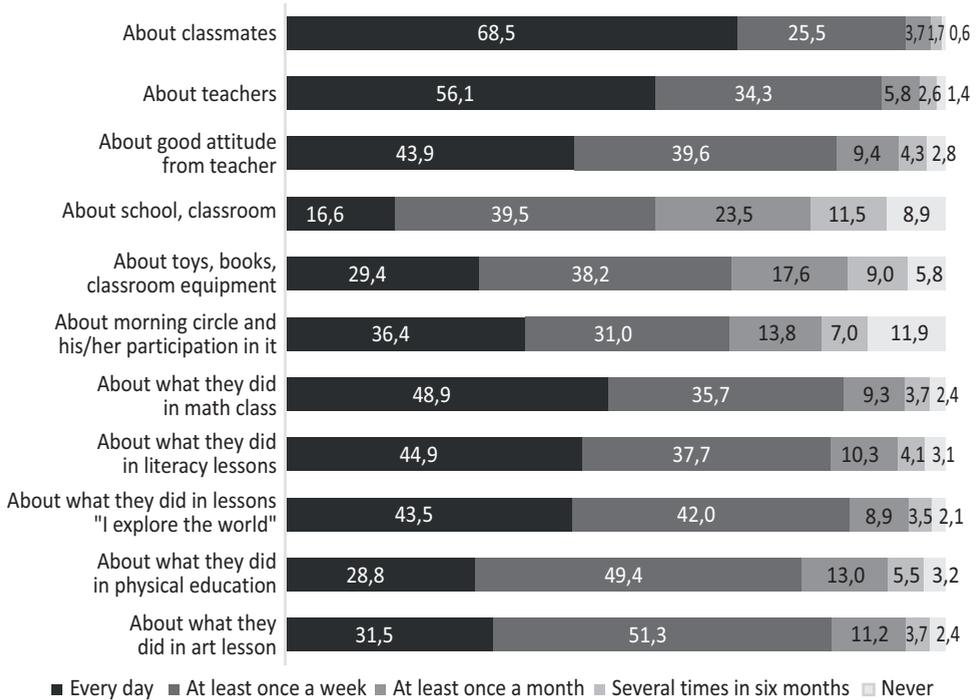


Fig. 3. Distribution of parents' answers to the question that the child often talked about at home with enthusiasm and inspiration, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

Regarding children's complaints, according to the parents' answers, only every tenth first-grader complained almost every day that the teacher did not ask him/her today. However, children never or almost never complained during the first grade that their proposal/question was not reacted to by teachers or classmates (62,5 %), that school is boring and they did not want to go there (59,1 %), that other children did not want to work with him/her in the group (58,7 %) (Fig. 4).

The pedagogy of partnership as one of the conceptual foundations of the NUS is called to "help to reveal and develop the abilities, talents and possibilities of each child based on the partnership between the teacher, pupil and parents" [1, p. 14]. Almost half of the parents had direct contact with the teacher who taught the child several times a week, and 29,5 % of

the parents – once a week. One in ten respondents reported attending school several times a week, while almost half of the parents never attended school. About 60 % of parents attended parents' meetings a couple of times a quarter. Several times a week, 29,6 % of parents communicated by phone with a teacher on study questions, and 37,0 % – in the Viber groups, social networks on issues related to the class. About half of the parent respondents indicated that they almost never communicated directly with the management of the school where the child studied (Fig. 5).

Most often, the parents of first-graders spoke to the teacher about the child's success (82,2 % of respondents) or to warn about the child's absence from school (51,9 % of respondents). About 40 % of parents had to contact with teacher about their child's behavior. Almost every fourth respondent stated

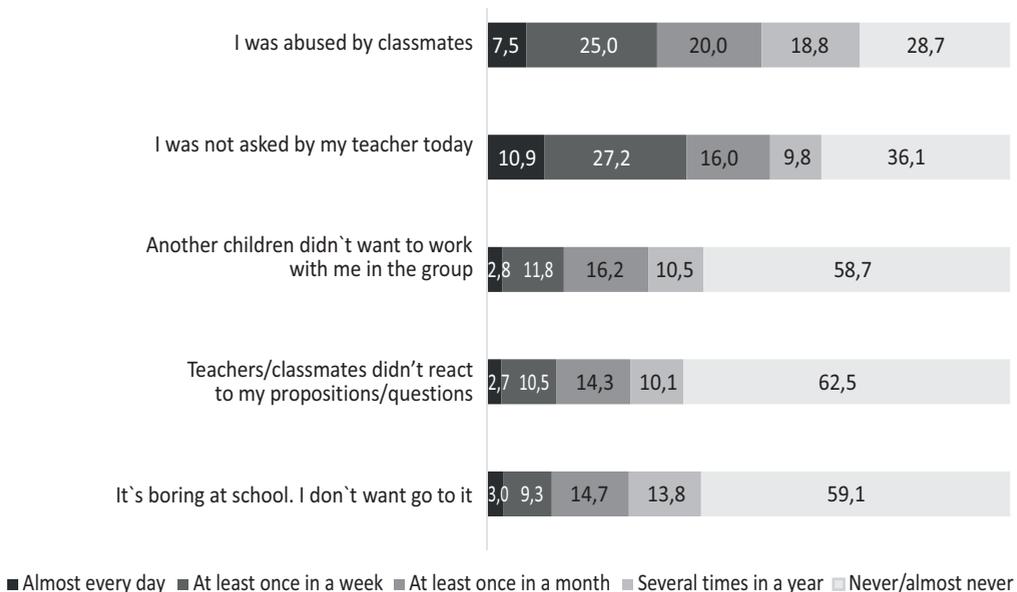


Fig. 4. Distribution of parents' answers to the question of what the child complained about at home, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

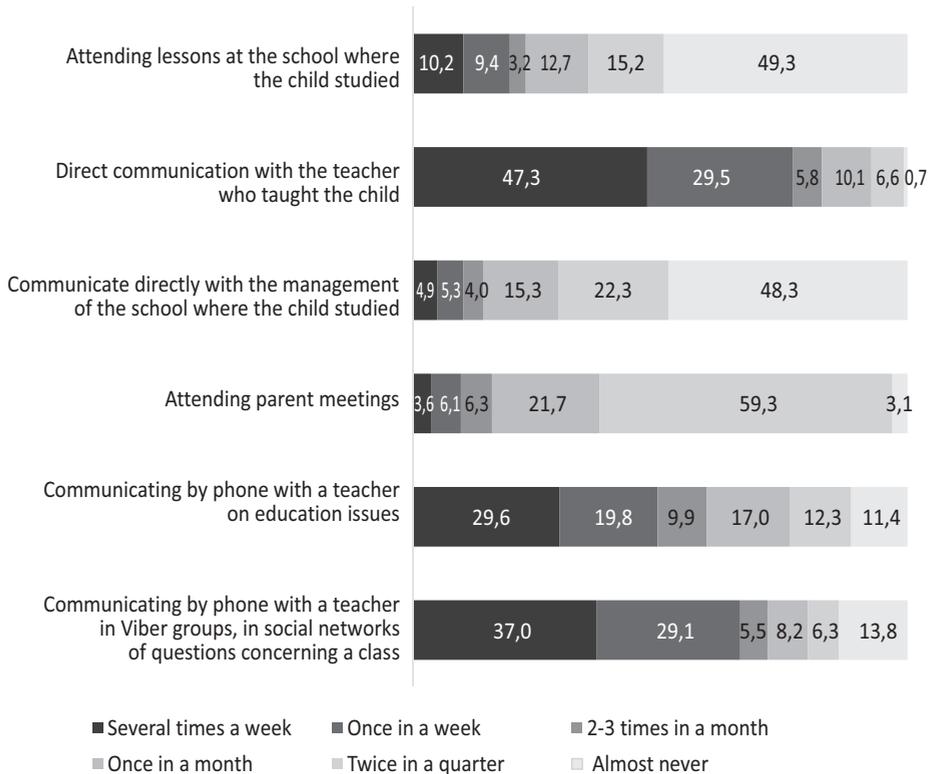


Fig. 5. Distribution of parents' answers to the question of how often during the school year they interacted with the school where their child studied in an appropriate way, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

that the purpose of communicating with the teacher was to clarify the school assignment or get advice on additional learning materials useful to the child, and every fifth respondent offered help in organizing children's leisure (or other assistance). In order to consult on the development of one of the child's cross-cutting skills, 14,1 % of parents most often consulted in order to obtain clarifications about the organization of the educational process in NUS – 12,5 % of parents, and to discuss the conflict situation – 12,1 %. Only 7,9 % of respondents said that they most often had a conversation with a teacher to obtain an explanation on the material support of NUS, and 2,9 % – in order to

attend a class. Correlation analysis was used to examine whether the level of parent-teacher interaction on a child's performance depends on the level of parental satisfaction with the results of the education. No such relationship was found.

Parents, as participants in the educational process, are also responsible for the development of their child on an equal basis with the teacher. During the child's education in the first grade, the largest proportion of parents (67,6 %) noted that they spent a lot of time with their children relaxing and walking in nature. Almost the same number of parents (less than 60 %) indicated that when spending time

together with first-graders, they had fun (amusement park, playland, games at home, watching movies, cartoons – 58,4 %); do some housework (cooking, crafts, cleaning, planting, digging, etc. – 58,3 %), and also did school work (58,1 %). Visits to cultural institutions were relevant for one-third of parents (33,4 %). More details about spending time together during the child's education in the first grade can be found in Fig. 6.

The correlation analysis carried out did not show a relationship between the responsibility of parents for the development of the child (according to the indicators of spending time with a school child) and the results of pupils' education (based on the indicator of pupils' educational achievements).

To evaluate the educational achievements of their children, parents were offered a scale ranging from "very well" to "unfortunately not good". Most

parents rated their child's educational achievements in different competences at the end of the first grade as "very good" and "quite good", namely:

- add / subtract numbers within 10 – 95,8 % of respondents;
- distinguish the main geometric figures – 95,1 % of respondents;
- tell about the weather or natural phenomena, with the results of their observations – 89,2 % of respondents;
- count and compare numbers in the range of 100 – 87,3 % of respondents;
- orient in time (in days of the week, the sequence of months, seasons, precedence-following phenomena – 82,4 % of respondents;
- read short text according to the intonation of the sentence – 80,4 % of respondents;
- with respect for others to defend their position – 78,4 % of respondents;
- navigate and operate in monetary units – 77,5 % of respondents;

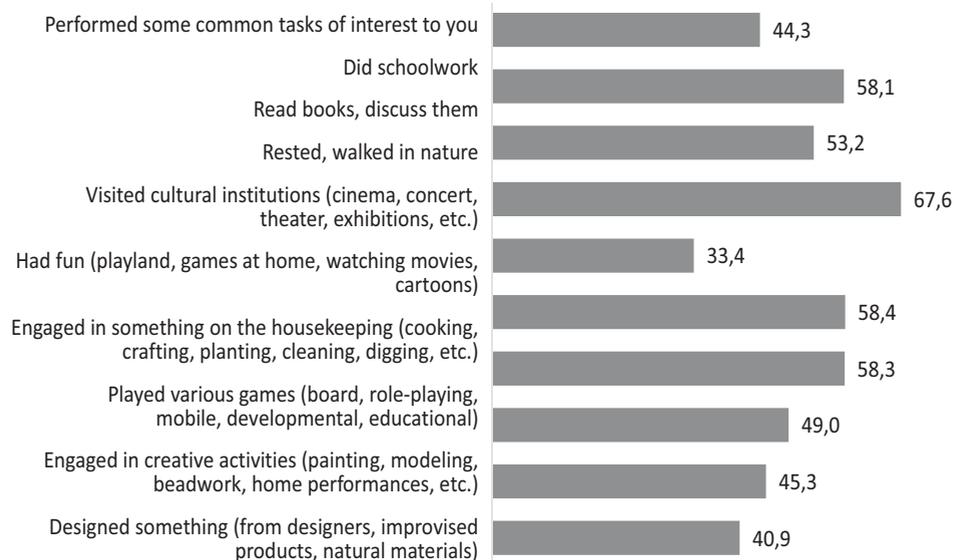


Fig. 6. Distribution of parents' answers to questions about classes during the joint time during the child's first grade, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

- discuss what they have read and expressed their views – 76,4 % of respondents;
- collaborate in a team – 75,9 % of respondents;
- organize their activities – 75,9 % of respondents;
- present their own creative products to others – 75,3 % of respondents;
- write down under dictation words, sentences, explaining the choice of a letter – 74,1 % of respondents;
- create a coherent text of several sentences that explains what this text is about – 69,4 % of respondents;

- initiate class or intra-group activities (hiking, competitions, games, environmental improvement, etc.) – 65,3 % of respondents.

However, among the expected educational outcomes after the first grade, the highest proportion of children is not quite good (27,5 %) and, unfortunately, not good (7,2 %) able to initiate class or intra-group activities (hiking, competitions, games, improving the environment, etc.) (Fig. 7).

It is worth noting that the analysis of the results of parents' answers suggests that there is no significant difference

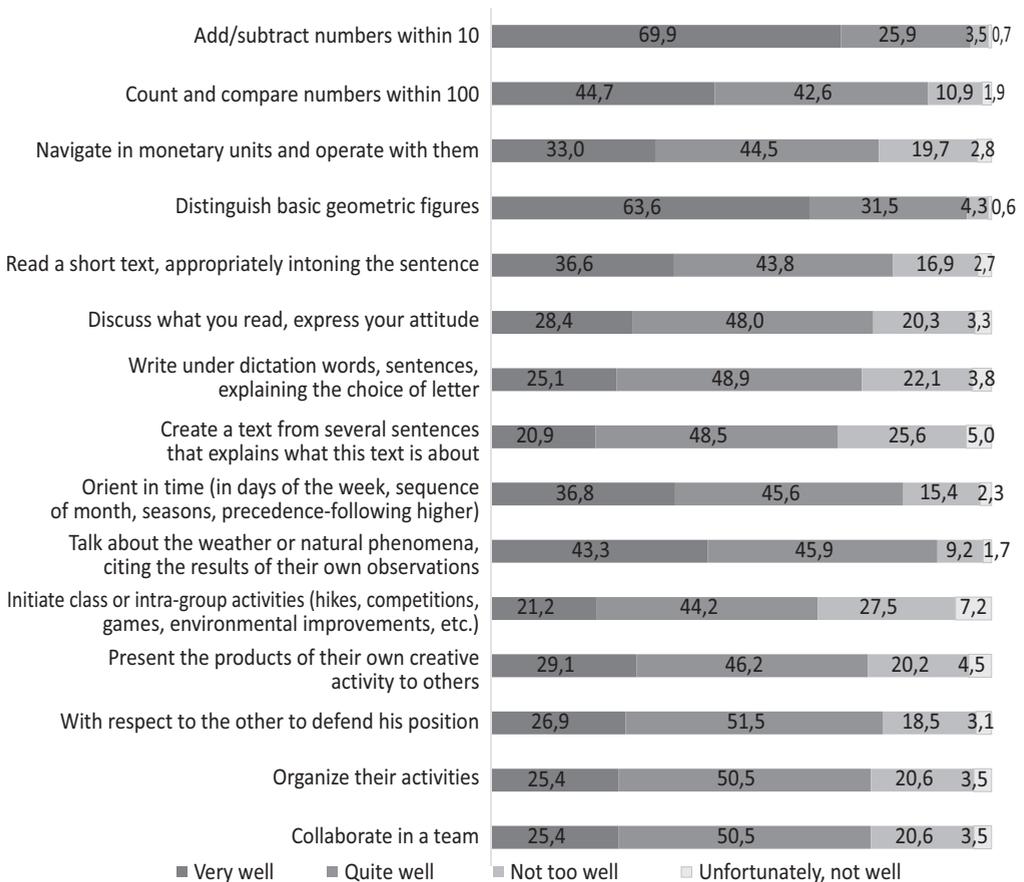


Fig. 7. Distribution of parents' answers to questions about their children's educational achievements at the end of the first grade, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

in the number of parents who rated educational achievement as "very good" / "quite good" and "not very good" / "unfortunately not good", according to the indicator "village/city".

Regarding parents' awareness of the NUS reform, almost the same number of parents are both fully and partially familiar with the main ideas of the NUS reform (42,5 % and 43,8 %, respectively). However, about 10 % of respondents found it difficult to answer this question, choosing the option "difficult to say". Only 4,3 % of respondents said they were unfamiliar. A correlation analysis was also carried out, as a result of which no correlation was found between the degree of awareness of parents in the NUS reform and the level of their satisfaction with the results of their children's education.

In order to identify the most problematic issues related to their children's learning, such as the decline in the achievement of languages and mathematics, the loss of interest in learning, the difficulty of communicating with the teacher

or classmates – the researchers asked parents to rate on a scale from 1 to 5 (where "1" – there is no risk, and "5" – very high risk), how high the risk is that in the second grade their child may have these problems. The answers to this question is a definite indicator of parents' confidence in the school/teacher. In general, most parents trust the school/teacher because they are confident that their children will not have the above problems in the next school year. At the same time, almost a third of parents estimated the probability of a decrease in language performance by two points, as well as a loss of interest in learning – 30,9 % of respondents, and 28,8 % of parents – a decrease in math performance (Fig. 8).

Also based on the correlation analysis, it can be stated that there is no relationship between the trust of parents in the school/teacher (according to parents' answers to questions about possible risks of problems in learning and communication in the second grade) and the level of awareness in the ideas of the NUS reform.

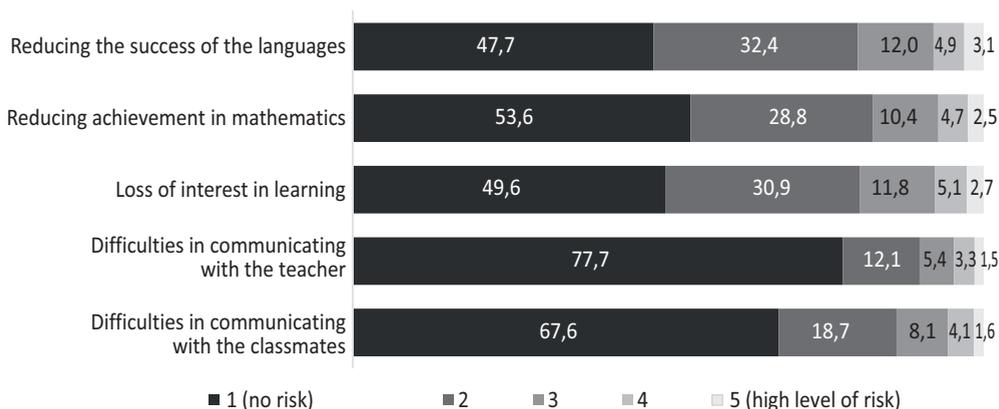


Fig. 8. Distribution of parents' answers to the question of how high the risk is that in the second grade their child may have such problems, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

Parents were also asked to rate on a scale of 1 to 5 (where "1" is the least acute problem, "5" is a very acute problem), how acute in the school where their child is studying, certain problems arise. Only 12,2 % of parents consider the provision of textbooks to be an acute problem, and 9,4 % of parents consider the provision of educational game kits to be a problem. The least acute problem among respondents is the consideration of the position of parents in solving school issues (Fig. 9).

Thus, parents' survey, as part of a nationwide study, made it possible to identify the main trends in the process of implementing the New Ukrainian School Concept in general secondary education institutions.

Following the objectives of the survey in the part of parents' interview, it was found that there is no significant difference in the number of parents satisfied with the results of their children's education, on the indicator "village/city"; and the level of parental satisfaction with the results of pupils' education does not depend on the

level of awareness of the NUS reform. Also, the results of the study showed no relationship between the awareness of pupils' parents in the NUS reform and the trust in the school/teacher; interaction of parents with the teacher on the child's performance and parents' satisfaction with learning outcomes; parental responsibility for the development of the child and the results of the pupils' education.

However, the results of the study revealed that the children liked and rather liked going to school. Among the main reasons why the child enjoyed attending school is the teacher he/she liked, as well as the new friends who appeared in the class. The attitude of parents to the new school is an indicator of a successful start of the NUS reform. Most parents evaluated the educational achievements of their child on different competences at the end of the first grade as "very good" and "quite good".

Interviewing the parents of pupils in the NUS context is an important part of evaluating the effectiveness of the reform itself, as it provides feedback to

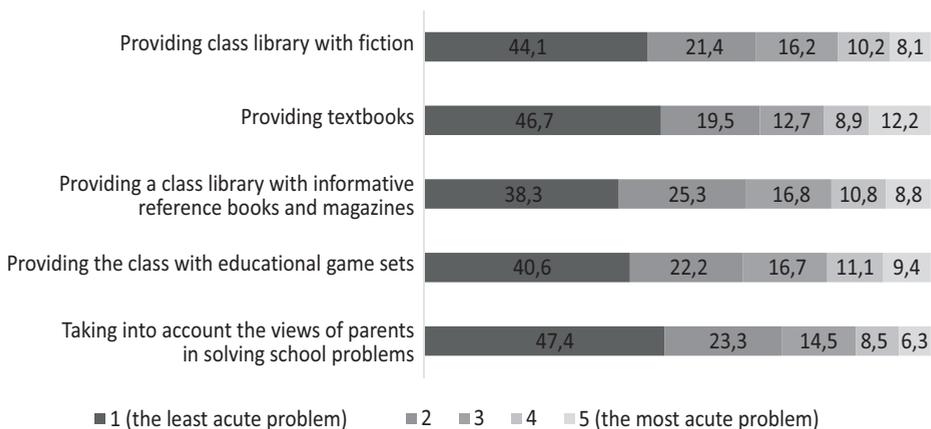


Fig. 9. Distribution of parents' answers to the question of how acute the following problems are at school, %

Compiled by the authors based on the results of a survey of pupils' parents of the nationwide study of the NUS Concept implementation in general secondary education institutions.

prevent and timely correct errors in the reform process. It is planned to continue the analysis of the obtained data, in particular, to investigate the presence and strength of correlation between

different evaluation parameters. The survey of parents of pupils studying under the NUS reform should be made regularly in order to make it an effective instrument of reform.

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**ОЦІНЮВАННЯ ЕФЕКТИВНОСТІ ВПРОВАДЖЕННЯ
В ПРАКТИКУ ОСВІТИ КОНЦЕПТУАЛЬНИХ ЗАСАД НУШ
ЗА РЕЗУЛЬТАТАМИ ОПИТУВАННЯ БАТЬКІВ УЧНІВ 1 КЛАСІВ
2018/2019 н. р.**

***Анотація.** У статті представлено детальний аналіз результатів опитування батьків учнів, які навчаються за концептуальними засадами Нової української школи. Опитування респондентів проводилося в межах загальнодержавного дослідження запровадження Концепції НУШ у закладах загальної середньої освіти шляхом анкетування, результати було опрацьовано та візуалізовано за допомогою графіків і діаграм. Таке дослідження проводилося вперше, тому отримана статистична інформація слугуватиме точкою відліку для подальших моніторингових досліджень щодо запровадження концептуальних засад Нової української школи в освітню практику. Серед основних результатів опитування варто відмітити загалом позитивне ставлення батьків до реформи НУШ та її підтримку. На користь цього свідчить той факт, що більшість батьків учнів відзначає позитивні освітні результати своїх дітей, створення позитивного психологічного мікроклімату всередині навчальних колективів, що сприяє задоволеності учнів навчанням. На основі проведеного аналізу було з'ясовано, що відсутня значна різниця в кількості батьків, задоволених результатами навчання їхніх дітей, за показником «село/місто». Подібні дослідження заплановано проводити й надалі, зокрема для виявлення тенденцій розвитку освітньої реформи Нової української школи.*

Ключові слова: *Нова українська школа, освітня реформа, освітній процес, педагогіка партнерства.*

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