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Arhipova Nina Yuriivna

*director of Odesa Secondary School № 33 of the Odesa City Council
of Odesa region*

Tkach Olga Viktorivna

*deputy director of Odesa Secondary School № 33 of the Odesa City
Council of Odesa region*

Shevchenko Nataliya Anatoliivna

*deputy director of Odesa Secondary School № 33 of the Odesa City
Council of Odesa region*

Karhina Nataliya Viktorivna

*teacher of Ukrainian language and literature, foreign literature
Odesa Secondary School № 33 of the Odesa City Council
of Odesa region*

MODERN VIEWS ON THE NEW UKRAINIAN SCHOOL: CHALLENGES AND PROBLEMS

Absrtact. *The article is devoted to the coverage of approaches and the vision of the "New Ukrainian School" reform through the prism of the provisions of the classics of philosophical and pedagogical domestic and foreign pedagogical thought, which had an impact on educational changes in Ukraine. It was concluded that the modern reform of the "New Ukrainian School" in the field of general secondary education is based on deep*

Ukrainian educational traditions and ideas of prominent domestic thinkers and teachers.

Key words: "New Ukrainian School" reform, NUS, educational reform, school education, institutions of general secondary education, Ukrainian pedagogical thought, pedagogy, upbringing, education, educational traditions.

Архінова Н.Ю., Ткач О.В., Шевченко Н.А., Каргіна Н.В. *Сучасні погляди на нову українську школи: виклики та проблеми. Стаття присвячена висвітленню підходів та бачення реформи «Нова українська школа» крізь призму положень класиків філософсько-педагогічної вітчизняної та зарубіжної педагогічної думки, які мали вплив на освітні зміни в Україні. Окреслено ідеї вітчизняної педагогічної думки та їх реалізацію в підходах до реалізації реформи «Нова українська школа». Зроблено висновок, що сучасна реформа «Нової української школи» у сфері загальної середньої освіти ґрунтується на глибоких українських освітніх традиціях та ідеях видатних вітчизняних мислителів і педагогів.*

Ключові слова: реформа «Нова українська школа», НУШ, освітня реформа, шкільна освіта, заклади загальної середньої освіти, українська педагогічна думка, педагогіка, виховання, освіта, освітні традиції.

Formulation of the problem. The development of the general secondary education system is one of the priorities of the development of the Ukrainian state. Diversity and multifaceted approaches and visions of reforming the school education system are a feature inherent in a modern democratic society, which involves taking into account the opinions of various interested groups in the development of modern educational policy: teachers, heads of educational institutions, managers of various departments, parents, the public, and employers. The modern reform of the "New Ukrainian School" (NUS), which is carried out in the field of general secondary education, has absorbed the expectations of the Ukrainian progressive society and is based on deep national educational traditions and a theoretical background related to both Ukrainian and foreign advanced pedagogical and theoretical ideas, which still remain insufficiently disclosed

in the scientific and pedagogical literature regarding the modern reform of the National Academy of Sciences.

Today, the implementation of the NUS reform is gaining momentum in practical implementation, educators and scientists face the task of constant scientific and pedagogical support of this reform. It is necessary to provide a detailed interpretation of the foundations and conceptual foundations of the National Academy of Sciences, to outline the main connections between the ideas of modern educational reform and the views of Ukrainian researchers and teachers for a better understanding of the origins and consequences of the reform for the national education system and to solve the important scientific and practical tasks of implementing the reform of the National Academy of Sciences, its essence and components. Therefore, the task of the research is to single out the conceptual foundations of the National Academy of Sciences, the origins of which lie in the ideas, concepts, approaches and practical activities of outstanding Ukrainian scientists and teachers, drawing parallels with the modern practice of the New Ukrainian School.

Analysis of recent research and publications. The conceptual foundations of education development and educational reforms are based on the positions of the classics of philosophical and pedagogical thought, in particular, such as Plato, Aristotle, Voltaire, J.-Zh. Rousseau, J. Dewey, V. Kilpatrick, E. Collings, E. Parkher, J. Locke, I. Kant, G. Hegel, M. Montessori, Ya. Comensky and national thinkers and educators – H. Skovorody, T. Shevchenko, M. Hrushevskiy, K. Ushinskyi, B. Grinchenko, V. Sukhomlynskyi, S. Rusova and others. The most important achievements of these outstanding figures include the ideas of natural freedom and equality of people, free education, the principle of conformity to nature in education, which promotes the free development of the child and occurs through the independent accumulation of life experience, the denial of authoritarianism, the combination of knowledge and activity in the educational process, by solving the set tasks, the accumulation of personal experience by students, the organization of the child's activities in the social environment, focused on enriching his individual experience, the need to create a national school, etc.

However, it should be noted that today there are different approaches to the interpretation of the reform of the NUS, in particular, such that it is

based exclusively on the ideas and approaches of a foreign pedagogical school. For example, the authors I. Viktorenko, I. Fed, N. Vovk establish correlations between the reform of the National Academy of Sciences and the functioning of the educational systems of other countries. They note that "the implementation of Ukraine's educational policy in the field of general secondary education reform began with the initial link of the educational system, taking into account the experience of Finland, Norway, the USA, Canada and Poland" (Viktorenko, 2022). These statements, in our opinion, are somewhat narrow and focused only on reflecting common trends in the development of educational systems in the world.

Taking into account the need to outline the domestic basis of the "New Ukrainian School" reform, as well as the insufficient research of these aspects and the existence of false statements about copying the components of the reform of the National Academy of Sciences from the experience of foreign countries, we consider it expedient to carry out an analysis of the theoretical and practical ideas of leading domestic thinkers and teachers and draw parallels with conceptual the principles of the National Academy of Sciences, which will make it possible to comprehensively understand the modern reform of general secondary education and fill the gaps in its understanding and interpretation.

The purpose of the research is to analyze the origins of the "New Ukrainian School" reform, to carry out an overview of the main ideas of the national progressive pedagogical thought and their embodiment in its conceptual foundations.

Presenting main material. The conceptual ideas of the "New Ukrainian School" reform were formed in accordance with the requirements of the times and new challenges that appeared before Ukrainian society after the Revolution of Dignity and the beginning of Russian aggression in Ukraine in 2014. On the one hand - the emergence of a clear European integration perspective, the rallying of a significant part of society around European universal values: respect for human dignity, freedom of choice and responsibility for it, democracy and nurturing of one's own national identity. On the other hand – Russian aggression, annexation and occupation of part of the territories, information war and the need to strengthen the defense capacity of the state.

Under these conditions, the task of creating such architecture of school education reform that would respond to these challenges arose. We can single out three main sources of conceptual ideas for the NUS reform:

1. The acquisition of Ukrainian pedagogical thought, which was concerned with the value and freedom of each individual, the establishment of Ukrainian statehood and the formation of the national education system.

2. Rethinking the experience and lessons of reforming general secondary education in Ukraine, in particular the transition to 12-year education.

3. Taking into account world and European trends in modern school education and creative adaptation of successful practices of leading educational systems of foreign countries.

The concept of reforming general secondary education "New Ukrainian School" for the period until 2029 as a state policy was approved by the Government of Ukraine at the end of 2016, while educational reform is defined as a key priority not only in words, but with appropriate investments – targeted educational subsidies for its implementation (Cabinet of Ministers of Ukraine, 2016). This prioritization of the development of national education resonates with the position of Taras Shevchenko, who sought to convey to Ukrainians the need to be educated, raised the role of education in society: "If you studied as you should, then wisdom would be your own" (Shevchenko, 1845). It was this opinion of the brilliant Shevchenko that became an important motive for the reform and was written on the wall of the building of the Ministry of Education and Science, meeting every employee or visitor.

The main approaches to the reform of the NUS, the stages of its implementation, were reflected in the Conceptual principles of the reform of the secondary school "New Ukrainian School", approved by the decision of the Board of the National Academy of Sciences of Ukraine on October 27, 2016. Among them: the updated content of education, based on the formation of competencies and end-to-end skills necessary for successful personal and professional realization; partnership pedagogy, which is based on communication, interaction and cooperation of participants in the educational process – teacher, student and parents; taking into account the needs and abilities of the child, implementing the principle of child-centeredness; active learning methods (problem-oriented, project-based,

research-based); education based on values, nurturing Ukrainian identity; increasing the time for teacher professional development; child-friendly, innovative educational environment.

According to the Law of Ukraine "On Education" (2017), "the purpose of education is the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens, who are capable of making a conscious social choice and directing their activities for the benefit of other people and society, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens in order to ensure the sustainable development of Ukraine and its European choice" (Verkhovna Rada of Ukraine, 2017, p.1). This goal of education does not lose its relevance, but only confirms it against the background of Russian aggression and the existential war of the Ukrainian people caused by it and rethinking the prospects of post-war development of the country. The choice of such approaches to education reform is undoubtedly based on the ideas and practical achievements of prominent domestic educators, teachers, psychologists and philosophers.

H. Skovoroda, a well-known Ukrainian philosopher and educator, is the founder of the "philosophy of the heart", which means the human mind and soul under the concept of heart. H. Skovoroda's pedagogical experience is connected with the Pereyaslav and Kharkiv collegiums, where he instilled in his students respect for the homeland, his people, parents, teachers and benefactors, developed natural inclinations and abilities. H. Skovoroda believed that a person should be brought up in society, in the process of various relationships and in the family environment. Later in the 20th century, these ideas of the "philosophy of the heart" were developed and embodied in the humanistic paradigm of education of V. Sukhomlynskyi (Kovalyov, 2007). At the center of G. Skovoroda's worldview is man, his spiritual world: whoever wants to be happy, he must first of all know himself, his inner essence, his spirituality or his heart. A significant place in the works of H. Skovoroda is occupied by the idea of "related work", which, according to the thinker, is a natural and organic need of every person. A

person who has not known himself cannot choose a field of activity and his vocations in accordance with his nature, therefore, he cannot be happy.

An outstanding Ukrainian humanist, poet, artist and thinker, T. Shevchenko is today a role model in the education of Ukrainian society. In his works, T. Shevchenko expressed valuable thoughts about education and upbringing of children, which should be understood as the origins of folk pedagogy and ethnology. All of the poet's work was aimed at the struggle against the enslavement of his people, and his participation in the activities of the Cyril and Methodius Brotherhood proved his desire to liberate the Ukrainian people from serfdom and the formation of an independent Ukrainian state, for which the poet was enslaved and expelled from his native Motherland. In his written and artistic works, T. Shevchenko discussed socio-ethical topics, reflected on the issues of family and national upbringing of children, insisted on the importance of raising children's love for their homeland, native language, folk traditions and folklore. An important contribution of T. Shevchenko to the development of Ukrainian pedagogical thought is his textbook for Sunday schools - "Bukvar Yuzhnorusskiy" (1860), which was accessible to every simple child, in it T. Shevchenko combined folk sayings and proverbs, cited examples of folk creativity, in particular, two people's opinions "About Oleksiy Popovych" and "Maria Boguslavka". The thinker assigns a special role in the folk school to the teacher - the bearer of the Ukrainian spirituality of the people, who is characterized by such traits as kindness and high morality.

K. Ushinskyi, an outstanding national pedagogue, considered folk pedagogy to be the source of his creativity and became one of the founders of national education. In his writings, K. Ushinsky emphasized that every nation has the right to its own national school and education system. The teacher emphasized the need for repetition in the educational process and substantiated the didactic foundations of teaching, which include the principle of consciousness, visibility, systematicity, and strength of the learning material being learned. He also emphasized that the national, psychological and sex-age characteristics of children should be taken into account when building the educational process. The teacher devoted a significant place to such important aspects as the development of students' cognitive activity, thinking and emotionality, the development of speech activity and ensuring continuity in education, spiritual and moral education.

K. Ushynskiy believed that education of folk and national cultural values develops a child's sense of civic duty, will, and Christian morals and virtues. He also considered the properly organized independent work of students, motivation for creativity, and the development of school local history to be important. Outstanding works of the teacher are a number of textbooks for primary school: "Children's World" (1861), "Native Word" (1864), a number of scientific articles (Sukhomlynska, 2005; Demyanenko, 2013).

The pedagogical legacy of V. Sukhomlynskyi had a significant impact on the development of school education and upbringing on a global scale, and on the concept of the National University of Higher Education in particular. The works of numerous domestic and foreign scientists are devoted to the analysis of his ideas and practical experience; modern education systems of many countries of the world are based on his approaches to the organization of schooling. Among the main ideas of V. Sukhomlynskyi, we will single out: a person-oriented approach (child-centeredness) to the child-personality as the highest value; distinguishing the teacher as a creative personality (creator, role model, luminary), an experimenter who knows how to evoke the joy of knowledge in children, is highly educated and intellectual, capable of self-knowledge and self-improvement. According to the teacher, school is a place where positive emotions prevail (a school of joy), and learning is based on effective pedagogical methods and approaches, kindness, awareness of the world of childhood, humor, and encouraging the child to learn. V. Sukhomlynskyi claimed: "Optimism, faith in a person is an inexhaustible source of creative energy, nervous energy, health of the teacher and pupil... Benevolence, reasonable kindness - this is what should be the atmosphere of the life of the children's team, the main tone of the relationship between the teacher and the children" (Sukhomlynskyi, 1977–1978).

H. Vashchenko, an outstanding Ukrainian scientist, teacher and philosopher, creator of national pedagogy, believed that the Ukrainian educational ideal should be based on traditions. The most educational ideal, according to G. Vashchenko, should be based on national history, the psychology of the people, folk creativity, which is reflected in the works of the best artists and writers, spiritual preachers of their people. H. Vashchenko was a follower of the ideas of H. Skovoroda, P. Mohyla, K. Ushynskiy, T. Shevchenko, etc., as evidenced by his work "Educational

Ideal". As the basis of his views on the ideal of Ukrainian national education, G. Vashchenko places faith in goodness, justice, and the ability to defend it around him. He opposes the Ukrainian educational ideal to the Bolshevik model of education, believes that it leads society to degradation (Vashchenko, 1976).

It is worth noting H. Vashchenko's contribution to the training of teachers, because the textbook "General Teaching Methods" (1929) was studied in almost all Ukrainian pedagogical institutes and technical schools. In exile, under the threat of accusations of nationalism, in the late 1950s, G. Vashchenko published the book "The Project of the Education System in an Independent Ukraine", in which he claimed that Ukraine would be independent and that the state needed a new education that should take into account the socio-political the structure of the state, as well as the psychological characteristics and national traditions of the Ukrainian people (Vashchenko, 1957).

An overview of the worldview ideas and educational concepts of domestic philosophers, public figures and teachers gives reason to assert that they became the basis of the concept of the "New Ukrainian School", the educational and subject environment of which should provide psychological comfort and promote children's creative expressions, by preserving the values of childhood, humanistic orientation education, development of students' abilities.

The ideas of outstanding teachers and thinkers are followed in the conceptual provisions of the National Academy of Sciences, which emphasize the importance of comprehensive development of the child with mandatory consideration of his age and individual development characteristics, the creation of a system of values, key and subject competencies, necessary skills that ensure his readiness for learning and a happy and successful self-realization in a democratic society (Bibik, 2019).

In addition, it is also necessary to dwell on the philosophical and educational theories related to these ideas, which influenced the modern educational reform and educational paradigm both in Ukraine and in the countries of the world. In this vein, the constructivist theory should be singled out, the founder of which was J. Piaget, an outstanding Swiss psychologist and pedagogue. J. Piaget developed ideas related to the cognitive development of a person, according to which a child, gradually

gaining experience, develops his abilities. J. Piaget distinguished four stages of cognitive development according to the age of the child: sensorimotor, preoperational, concrete operational, formal operational. He argued that cognitive development is the center of the human organism, and human utterances depend on the knowledge and understanding acquired as a result of cognitive development. J. Piaget believed that the basis of cognitive development is that a person makes sense of the acquired knowledge through personal experience and the interaction of knowledge and experience with each other. The scientist also considered the influence of other people on a child's individuality to be important. Under the influence of J. Piaget's theory, L. Vygotsky develops his ideas, who singles out the theory of social constructivism, emphasizes the importance of the socio-cultural environment and learning, and creates his vision of the interaction of the student and the immediate environment, which was separated into the theory of the "zone of immediate development" (McLeod). J. Bruner expanded the theory of L. Vygotsky, proposing the concept of "educational scaffolding", which involves supporting the student through the social and educational environment in the form of imaginary scaffolding that is gradually removed when the student has already "passed" through it.

The attitude towards the teacher, his role in building an environment for learning in the new Ukrainian school, his innovation is based on relevant provisions and ideas of outstanding teachers and philosophers of the past (T. Shevchenko, B. Grinchenko, S. Rusova, M. Montessori, J. Piaget, V. Sukhomlynskyi, L. Vygotsy, etc.). The NUS teacher must respect every child, believe in their success, be honest and be able to admit their mistakes, be consistent and fair, value children's efforts, and organize a stimulating educational environment (Bibik, 2019).

It is also worth noting the ideas of modern domestic teachers, which are a significant contribution to the development of the modern reform of NUS, they singled out key concepts and outlined the philosophy of changes in the education system in accordance with universal values and needs of modern society. V. Kremen, an outstanding modern teacher and philosopher, in his writings analyzes the essence of the new strategy of Ukrainian education in the conditions of globalization shifts, which consists in the formation of a "networked" person-personality, which is constantly self-developing and has a clear civic position, a sense of national unity and

patriotism, which is capable of creating changes and perceiving changes. A special place in the works and practical activities of V. Kremen is devoted to the reform of general secondary education as the Minister of Education (1999–2005) and as a scientist. According to the scientist, the key concepts of the modern philosophy of education in the postmodern era, with its changeability and multiplicity of being, are human-centrism and innovative personality. He claims that for the development of all spheres of the social/educational space, the philosophy of human-centeredness is one of the ways to solve the complex problems of today. As an administrator, V. Kremen singles out an important thesis regarding the educational reform in Ukraine, believes that for an effective and qualitative transformation of the national education system, it is necessary to understand the essence of civilizational processes and changes, to take into account the conditions and challenges of today, as well as the prospects for the development of society: "globalization of dangers and of risk in the post-industrial world requires strengthening the pedagogical component of the civilizational process" (Kremen, 2008).

It is also necessary to note the works of modern teachers, whose thoughts and views are a significant contribution to the development of pedagogical ideas of the New Ukrainian School, among them: V. Ognevyuk, O. Savchenko, N. Bibyk, O. Lyashenko, R. Shiyan, Sh. Amonashvili, – the positions of these scientists-pedagogues develop approaches to the organization of education and shape the content of modern NUS. Thus, O. Savchenko, a well-known modern scientist and teacher, actively introduced didactic approaches to the formation of creative thinking of primary school students. She made a significant contribution to the development of the theoretical foundations of primary school didactics, in particular, the identification and justification of conceptual differences between cognitive and competence approaches in the formation of content and teaching methods, the justification of the terminological field of the competence approach for primary school (Savchenko, 2014). V. Ognevyuk analyzed the essence, place and role of education in the value system of sustainable human development, the worldview and methodological foundations of understanding and improving the basic content, structure and functions of the modern Ukrainian education system, the creation and implementation of its value paradigm in the conditions of globalization and

integration into the world educational space. N. Bibik, a scientist and the author of numerous textbooks for primary school, opened a scientific discourse of the search for the theoretical foundations of competence-oriented education as the target orientation of education (Bibik, 2008, pp. 408–409). In her works, the researcher analyzes the issue of evaluating the educational achievements of students from the point of view of their acquisition of key and subject competencies (Bibik, 2015, p.47-58).

O. Lyashenko, a teacher and scientist who has a significant output of didactic works on teaching physics at school, focuses his main attention on evaluating the educational achievements of students through the prism of the competence approach. He is an active developer of NUS standards and continues to work on issues of monitoring the quality of education in the European vision (Lyashenko, 2019, p. 3-5). R. Shiyan raises the issue of education management and singles out the state-public management of education as an important mechanism that allows to change approaches to the organization of the educational process, coordinates work on educational standards within the framework of the NUS in the reform support team at the Ministry of Education and Science of Ukraine.

Conclusions and prospects for further investigations. An overview of the main ideas of domestic classics of philosophical and pedagogical thought regarding the implementation of secondary education and human development, namely, domestic thinkers, teachers and scientists, including H. Skovoroda, T. Shevchenko, K. Ushynskiy, S. Rusova, B. Grinchenko, H. Vashchenko, V. Sukhomlynskyi, etc., gives reason to claim that their pedagogical work is the basis of conceptual approaches to the implementation of the "New Ukrainian School" reform.

The views of scientists and pedagogues-practitioners regarding domestic school education, human development, their worldview and methodological principles regarding Ukrainian education became the origins of the conceptual provisions of the National Academy of Sciences, including: consolidation of universal human values and a humanistic worldview; national school; teaching in the native language; education of love for the Motherland; innovative approaches to learning, new methods and forms of learning; competence approach; child-centeredness; creation of a favorable educational learning environment, psychological comfort for the

child; highlighting the role of the teacher-innovator; roles of the family and family upbringing, etc.

These provisions significantly influenced the change in society's attitude to secondary education and its role for a person; therefore it is important to thoroughly understand the implementation of the reform of the National Academy of Sciences, its results, taking into account the socio-economic and political situation in the state.

We see the prospects of further research on the deployment of the "New Ukrainian School" reform in the need to take into account its course in constantly changing conditions, in particular during the war and in the context of post-war development, taking into account modern educational trends.

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