

# ANALYSIS OF ATTITUDES TO EDUCATIONAL REFORMS IN UKRAINE OF PHYSICAL EDUCATION TEACHERS AND PRIMARY EDUCATION TEACHERS

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**Abstract.** *Questions, connected with conduction educational reforms on the modern stage in Ukraine, are discovered in this article. Those changes are connected with desire of Ukrainian society to join European society and to sigh Association with European Union. The educational reform is implemented in primary school. The goal is to find out and analyze physical education teachers' and primary school teachers' opinion about implementation educational changes on the present stage in Ukraine.*

*In due to realize such goal we applied literature sources analysis and questionnaire. The questions were answered by 100 physical education teachers and 104 primary school teachers from Lviv region. We have discovered opinion of physical education teachers and primary school teachers is common. The highest level of support got: opportunity to choose and create educational program in terms of educational standards (82% of physical education teachers, 78,9% of primary education teachers), providing different forms of elementary education (76% and 73,1% respectively), applying game methods in studying in elementary school (72% and 69,23% respectively). We have noticed difference in teachers' attitude towards verbal evaluation of pupils during physical education lessons, progressive forms of retraining and teachers' independent attestation. Teachers do not support 12-years studying period and implementing the inclusion.*

**Keywords:** *educational reform, "New Ukrainian School", physical education teachers, primary education teachers, Ukraine.*

## **Introduction**

New political course in Ukraine develop the basis of permanent changes. Among those changes are educational in tight accordance to social context, which is dynamically transforming. Education, which is developing intensively should be appropriate with Ukrainian society, which is changing intensively and tries to catch up temps of development of west countries (Semenets-Orlova, 2015). That is why, desire to European integration require dramatic transformations in education system.

In accordance to this, the need to reform educational branch appeared in Ukrainian society. As a result, Ministry of education of Ukraine elaborated and established educational reform, called “New Ukrainian School”. The basis of the reform are the best tendencies of European and world education. In the reform is mentioned step-by-step educational transformation during 2018-2029 years. There was proclaimed new educational goal and elaborated conceptual principles of reform.

The example of modern reform of unification of national system to European is transforming to 12-years system of education from 2018. What is more, the change of school structure to 3-level is declared, implemented such changes as integrated studying, inclusive education, new system of evaluation, providing different forms of education as formal, distance and individual forms of studying (New Ukrainian School, 2016).

The numerous amount of works with such theme is published abroad. Systematic research of problems that are connected with educational changes are discovered in scientific researches of classics of foreign theories: Raven & Stephenson, 2001; Westera, 2001; Burrows, 2005; Briška et al., 2019; Escalie, Recoules, Chalies, & Legrain, 2019 and others.

Foreign scientists payed attention on the meaning of competence studying with educational reforms (Augskalne & Garjane, 2019); effective school management in conditions of educational changes (Barnett, 1994); forming of competence studying in educational programs from different countries (Raven & Stephenson, 2001; Westera, 2001 and other).

Educational reforms are discussed actively and systematically in Ukrainian science and they are clarified in scientific articles of Savchenko, 2010; Sorokolit, Shyyan, Lukjanchenko, & Turchyk, 2017; Hrynevych, 2018; Liashenko, 2018; Moskalenko, 2019 and others.

Scientific research of O. Savchenko opened the experience of reforming Ukrainian education, determine lessons and further progress of reforms. The research of L. Hrynevych determines elaborating of new standard of education based on European examples. O. Liashenko emphasizes on priority of development of Ukrainian school in condition of education reforming.

N. Moskalenko outlines the ways to implementing key competences in physical education pupils according to “New Ukrainian School” reform.

However, we did not find scientific research that would represent pedagogues’ opinion about effectiveness of such educational changes in Ukraine. This caused the relevance of our research.

The goal is to find out and analyze physical education teachers’ and primary school teachers’ opinion about implementation educational changes on the present stage in Ukraine.

## Methodology

We have provided the analysis and generalization of domestic and foreign source base about questions of reforming the education and physical education in the scientific article. This helped us to state about relevance of educational reforms as in Ukraine, so abroad. What is more, we have applied to sociological method – survey through questionnaire. The questions were answered by 100 physical education teachers and 104 primary school teachers. Based in the answers we calculate the interest value of respondents’ answers (processed answers mathematically).

We have discovered and analyzed physical education teacher’s from Lviv region attitude towards educational reform on the modern stage of Ukrainian society development in previous researches (Sorokolit, 2019). In this publication we provide the comparative analysis of physical education teacher’s and primary education teacher’s attitude towards reforms as well as educational reforms from “New Ukrainian school” are implemented in 1-2 classes of general secondary school nowadays. Answers from survey were compared between physical education teachers (n=100) and primary education teachers (n=104). All respondents had given their agreement in participation in the research. (Table 1).

*Table 1 The quantity of teachers with different levels of qualification*

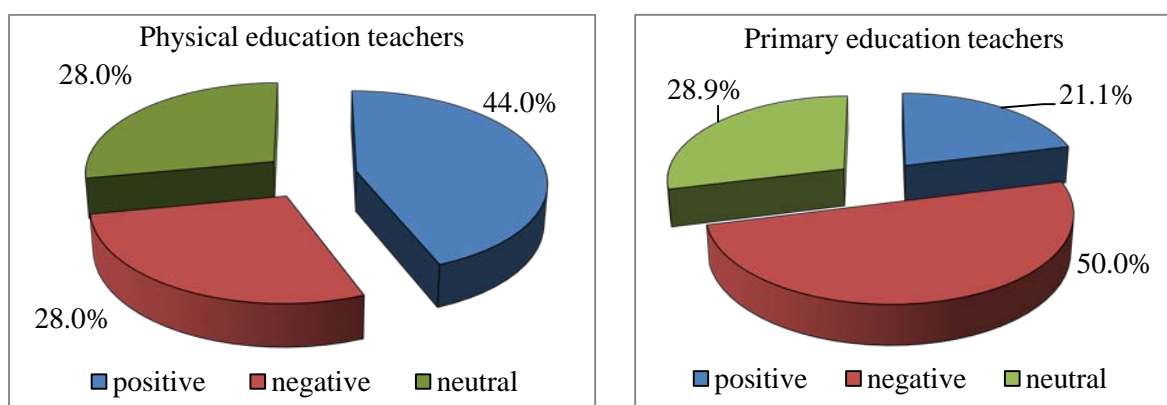
<b>Levels of teachers’ qualification</b>	<b>Physical education teachers</b>	<b>Primary education teachers</b>
Higher category	44,0%	55,8%
First category	24,0%	26,9%
Second category	14,0%	3,9%
Without any category	18,0%	13,5%

## Results and Discussion

The analysis and generalization of teachers’ survey’s results gives opportunity to affirm that physical education teacher’s and primary education

teacher's opinion about innovations in system of general secondary school is ambiguous. That is how the change of school structure into three levels of education (primary, gymnasium and lyceum) support 54% of physical education teachers and 48,1% of primary education teachers. Also 36% of physical education teachers and 23,1% of primary education teachers are neutral about the change of the structure. The huge difference is among negative answers of interviewed teachers about the innovation. Only 10% of physical education teachers do not support implementation in general secondary school. From the contrary, 28,9% of teachers reacted negatively about educational innovation.

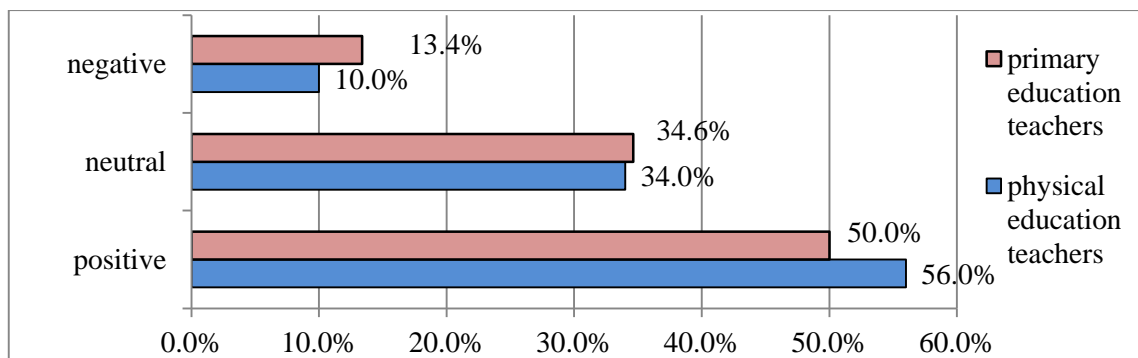
The same situation found out in the teachers' opinion about 12-years studying period implementation. This innovation is supported by 44% of physical education teachers and 21,1% of primary education teachers. From the other side, the half of primary education teachers and 28% of physical education teachers do not support 12-years studying period. 28% of physical education teachers and 28,9% of primary education teachers are neutral (Fig. 1).



*Figure 1 Attitude of Ukrainian teachers to 12-years studying period in general secondary schools*

One of innovations from the reform “New Ukrainian School” is implementation of integrated studying and split of studying materials according to themes of studying weeks. All of the respondents have almost the same opinion about such innovation. The integration is supported by 56% of physical education teachers and 50% of primary education teachers. No essential differences exist among respondents' thought in neutral and negative aspects. 34% of physical education teachers and 34,6% of primary education teachers are neutral about the innovation. 13,4% of primary education teachers and 10% of physical education teachers do not support integration in studying. We found out that physical education teachers and primary education teachers have different definition of integrated lessons in physical education. Integrated lessons of physical education in the meaning of primary education teachers is implementation of sport minutes

and sport pauses during lessons of mathematics, writing or reading. The physical education teachers treat the integration as implementation of theoretical topics from different subjects while achieving educational tasks from physical education. Moreover, physical education teachers are convinced that physical education lesson can be successfully held with other lesson of state component of studying plan (Fig.2).

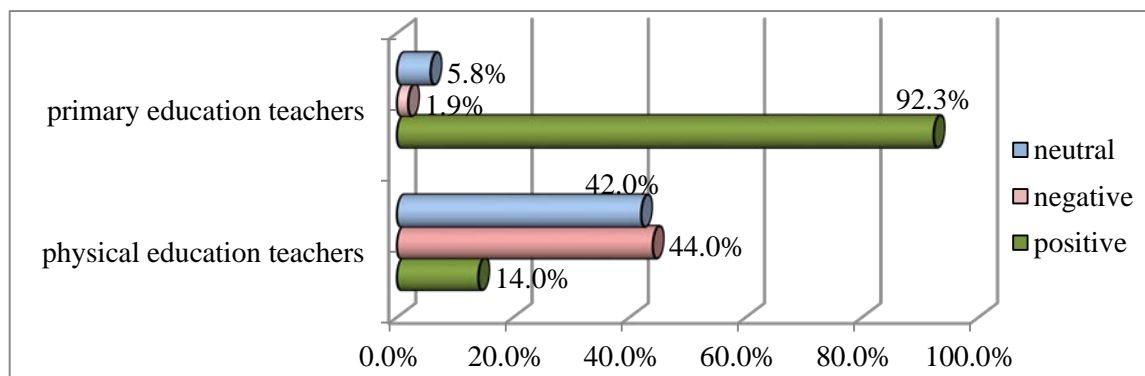


*Figure 2 Respondents' attitude to cross-subject integration into physical education*

The studying material is better for pupils' perception in younger school age through game methods of studying. That is why, we were interested in physical education teacher's and primary education teacher's opinion about studying through game methods in school and outside the school. While analyzing the survey we can state that such innovation is well supported by physical education teachers (72%) and primary education teachers (69,2%). The great difference is between negative and neutral respondents' attitude. 24% of physical education teachers and 13,4% of primary education teachers are neutral. Negative attitude has displayed 4% of physical education teachers and 13,4% of primary education teachers.

The big differentiation is among respondents' opinion according to evaluation of studying results during physical education lessons. Physical education teachers state that evaluation by points motivates pupils to be more active. Their attitude is positive. From the contrary, primary education teachers support verbal and formative assessment of studying achievements in primary school. They are convinced in the need of pupils' verbal assessment application during physical education lessons. Primary education teachers are sure that point evaluation during physical education lessons is the coercion tool to exercise during physical education lessons. The question "Do you support verbal assessment of pupils' studying results on the physical education lessons?" the positive answer was made by 92,3% of primary education teachers and by 14% of physical education teachers. Negative attitude to such type of evaluation have 42% of physical education teachers. Teachers think that point evaluation absence

during physical education lessons may lower children’s discipline and exercises performing would lose motivation. This would lead to decreasing of pupils’ motor activity. Among primary education teachers such opinion is supported by 5,8%. 44% of physical education teachers and 1,9% of primary education teachers are neutral about any type of evaluation (Fig.3).



*Figure 3 Respondents’ attitude to verbal assessment of primary school pupils’ studying results during physical education lessons*

Among educational innovations exist implementation of inclusive studying into general secondary schools. The problem of inclusive studying is widely described by Ukrainian scientists (Bodnar & Prystupa, 2014; Solovey & Rymar, 2018). This innovation is supported by both categories of respondents. 34% of physical education teachers and 32,7% of primary education teachers approve inclusive studying implementation. 40% of physical education teachers and 23,1% of primary education teachers are neutral.

In the research no big difference exists about negative attitude of categories of respondents. Thus, 24% of physical education teachers and 28,9% of primary education teachers decline the necessity in applying inclusive studying into physical education lessons. In the end, 2% of physical education teachers and 15,4% of primary education teachers remain uncertain.

According to Law of Ukraine “About education” it is forecasted to provide different forms of getting education. The forms are formal, distance and individual. The teachers’ interviews give intention to tell about generally positive attitude to this innovation. The results are: 76% of physical education teachers and 73,1% of primary education teachers support different forms of studying. 16% of physical education teachers and 11,5% of primary education teachers are neutral. 8% of physical education teachers and 5,8% of primary education teachers do not perceive the innovations. 9,6% of primary education teachers have not decided yet.

The question “What is your attitude to freedom to choose or create the studying program in terms of education standards?” was positively answered by

82% of physical education teachers and 78,9% of primary education teachers. Neutral answers were made by 8% of physical education teachers and 13,5% of primary education teachers. 10% of physical education teachers and 7,7% of primary education teachers do not support the innovation. Although, there is a high level of support among respondents, both physical education teachers and primary education teachers prefer painted materials: methodic providing the subject that is elaborated by specialist from the sphere instead of independent development of authors' training programs, calendar and thematic planning and lessons noting. That is, 62% of physical education teachers and 71,2% of primary education teachers believe in appropriate applying of methodical developments of other teachers into their own work experience. 38% of physical education teachers and 19,2% of primary education teachers make work documentation individually (Fig.4).

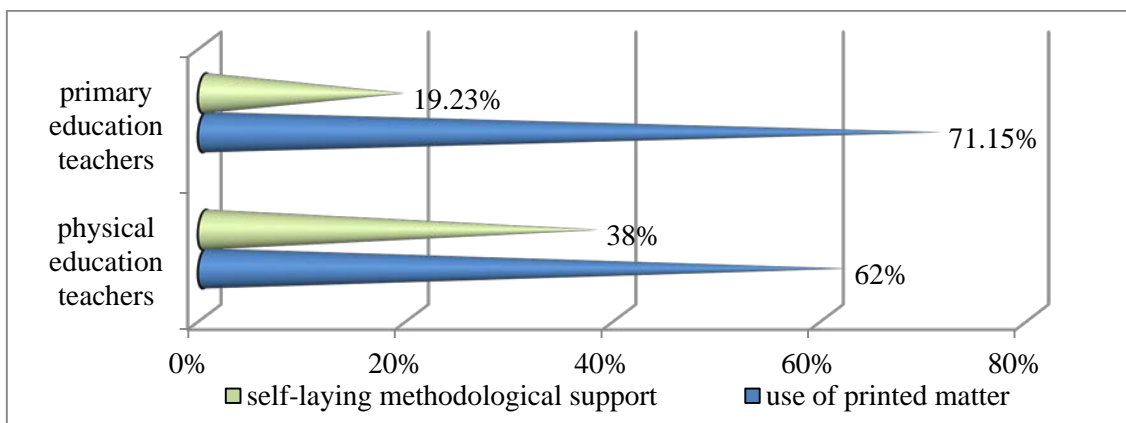


Figure 4 Respondents' attitude to ability to choose methodical providing

The higher level of support has got the innovation of teaching the subject according to the only studying program that is approved by profile ministry. It is also important to note, that 44% of physical education teachers would like to adapt the physical education studying program to conditions of school. This position is also supported by 25% of primary education teachers. The huge difference in answers is according to teachers' desire to work according to author training programs of physical education. Thus, 10% of physical education teachers and 1,9% of primary education teachers have shown the desire to work according to author training programs. Teachers' ability to have choice to held physical education lessons according to author and adapted to school conditions programs or according to unified educational program, was supported by 16% of physical education teachers and 38,5% of primary education teachers (Fig.5).



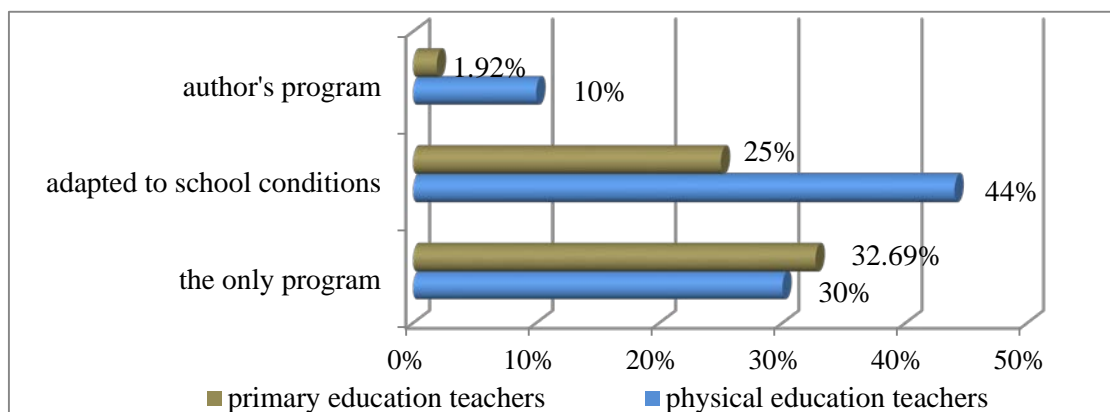


Figure 5 Respondents' attitude to ability to choose studying program

The innovational approaches to teachers' self-education and implementation of independent teachers' certification are forecasted by educational reform. The teachers' attitude to this differentiates. The high level of support was provided by physical education teachers. The system of distance qualification increase and different forms of course retraining was supported by 50% of physical education teachers and 28,9 of primary education teachers. 32% of physical education teachers and 34,7% of primary education teachers have neutral opinion. 18% of physical education teachers and 17,3% of primary education teachers decline the importance and necessity of this innovation. It was difficult to give certain answer for 11,5% of primary education teachers.

During the independent certification of teachers, we found out the big difference between respondents' categories in their positive and negative attitudes. 70% of physical education teachers said that such implementation is important and it gives opportunity to find objective and unbiased evaluation of pedagogical activity. But among primary education teachers this result is much lower – 28,9%. 4% of physical education teachers and 32,7% of primary education teachers do not support implementation of certification. Such negative attitude of primary education teachers can be connected with the situation, that all educational reforms are going to be implemented in primary classes at first. 22% of physical education teachers and 25% of primary education teachers have neutral attitude to certification implementation.

The question “Are you aware with “New Ukrainian school” standards of primary education?” was answered in such way: 40% of physical education teachers and 55,8% of primary education teachers think they understand educational standard very well. The difference exists between respondents' answers in partly awareness of educational standards. 54% of physical education teachers and 40,4% of primary education teachers think they do not know the determination fully. The total absence of knowledge about specifics of



educational standards according to “New Ukrainian School” have displayed 6% of physical education teachers and 3,9% of primary education teachers.

The qualification increasing courses are the main source to get information about educational standards according to respondents’ thoughts. This point is supported by 64% of physical education teachers and 67,3% of primary education teachers. Our research represented that they pay attention on the question of educational changes implementation in the general secondary school. The standards of educational reform “New Ukrainian School” was the subject of discussion during meetings of the schools’ pedagogical councils. This is confirmed by 44% of physical education teachers and 46,2% of primary education teachers. Media is the next level according bearing information about educational standards specifics. 36% of physical education teachers and 38,5% of primary education teachers got to know about educational standards implementation on the competence basis through media. What is more, 32% of physical education teachers and 25% of primary education teachers got to know about specifics of educational standards though Internet. It is important to notice that 8% of physical education teachers learned about the news from their colleagues and friends. With this, 13,5% of primary education teachers usually discuss the process of implementation of educational standards from “New Ukrainian School” with their colleagues. We think that such situation is natural because “New Ukrainian School” educational standards have to be applied to all subjects from primary school classes. It requires simultaneous realization during while teaching pupils. Within it, those physical education teachers that teach the subject “Physical education” for primary school pupils, are interested in specifics of new educational standards and discuss it regularly.

## **Conclusions**

1. Teachers have positive attitude to reforms in educational system of the country. They understand its necessity to be implemented and have similar ideas about ways to implement in practical activity.

Hopefully, physical education teachers and primary education teachers equally support implementing of different forms of studying pupils in new Ukrainian school (formal, distance and individual) (76% and 73,1%) and teachers’ freedom to create studying programs (82% and 78,9%). Within physical education teachers (10%) express their desire to teach according to author programs, primary education teachers (38,5%) would like to choose according to which program to teach physical education. More than half of teachers support wide implementing of game methods in physical education process in primary classes (72% and 69,2%). Some distinguishes were revealed in the quantity of neutral and negative attitude to this among two groups of respondents. The half

of teachers support cross-curricular integration in studying (56% and 50%). Though, physical education teachers and primary education teachers have different understanding of the meaning of integrated lessons in physical education.

2. Primary education teachers are more progressive in the attitude according to verbal form of evaluation pupils during physical education lessons. Physical education teachers are more progressive according different form of retraining and independent attestation of teachers. The analysis of answers states about positive attitude of majority of primary education teachers according verbal form of evaluation pupils during physical education lessons (92,3%). Though just 14% of physical education teachers support such reform. From the contrary, physical education teachers are more positive thought according new forms of retraining (50% and 28,9%) and independent attestation of teachers (70% and 28,9%).

3. The minority of physical education teachers and primary education teachers support inclusive studying implementing into “New Ukrainian School” (34% and 32,7%) and 12-years studying period (44% and 21,1%). That is why it is essential to improve physical education teacher’s understanding of all functions of evaluation during physical education lessons and for primary education teachers – the relevance and effectiveness of new forms of retrain courses. It is important for Administration to listen to teachers’ thoughts and discuss publically alternative suggestions according other form of inclusive children studying and the period of studying.

4. For effective implementing educational reform “New Ukrainian School” into the general secondary schools’ practice they have to popularize educational reforms among teachers during the courses of qualification improvement, educational seminars, methodic units of teachers and to provide public listening with the problem of implementing reforms. What is more, there exist the need in elaborating the plan of realization educational reforms on the school, town, city or region levels in the educational communities.

### **Gratitude**

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