

SCHOOL EDUCATION REFORM PERSPECTIVE IN CZECH REPUBLIC

Annotation. In the article «School in perspective of educational reform in the Czech Republic» launched the modern school as an open socio-educational and socio-economic system, which is a mini-society with its population and territory, the economy and the objectives, spiritual and material values, finances, communication and hierarchy. School as an educational and cultural phenomenon presented through the prism reflection innovative changes being promoted and sold in a country of traditions, organizational culture, personnel.

Keywords: socio-economic system, education reform in the Czech Republic, democracy, education, the Association for International Affairs of the Czech Republic, the educational program, open schools, educational services, accreditation agencies, monitoring studies.

ШКОЛА У РАКУРСІ ОСВІТНЬОЇ РЕФОРМИ В ЧЕСЬКІЙ РЕСПУБЛІЦІ

Л. Калініна

Анотація. У статті «Школа у ракурсі освітньої реформи в Чеській Республіці» презентовано сучасну школу, як відкриту соціально-педагогічну та соціально-економічну систему, що представляє міні-суспільство зі своїм населенням і територією, економікою і цілями, духовними й матеріальними цінностями, фінансами, комунікацією та ієрархією. Школу як освітньо-культурний феномен презентовано крізь призму віддзеркалення новаційних змін, які проголошені та реалізуються в країні, розвитку традицій, організаційної культури, персоналу.

Ключові слова: соціально-економічна система, освітня реформа в Чеській Республіці, демократія, освітня політика, асоціація з міжнародних питань у Чеській Республіці, рамкові освітні програми, відкритість школи, освітні послуги, акредитаційні агентства, моніторингове дослідження.

ШКОЛА В РАКУРСЕ ОБРАЗОВАТЕЛЬНОЙ РЕФОРМЫ В ЧЕШСКОЙ РЕСПУБЛИКЕ

Л. Калинина

Аннотация. В статье «Школа в ракурсе образовательной реформы в Чешской Республике» рассматривается современная школа как открытая социально-педагогическая и социально-экономическая система, что представляет мини-общество со своим населением и территорией, экономикой и целями, духовными и материальными ценностями, финансами, коммуникацией и структурной иерархией. Школа представлена как образовательно-культурный феномен через призму отражения новационных изменений, которые провозглашены и реализуются в Чешской Республике, и в ракурсе развития традиций, организационной культуры, персонала.

Ключевые слова: социально-экономическая система, образовательная реформа в Чешской Республике, демократия, образовательная политика, ассоциация с международными вопросами в Чешской Республике, рамочные образовательные программы, открытость школы, образовательные услуги, акредитационные агентства, мониторинговые исследования.

Problem. Any school as an open socio-educational or socio-economic system is a mini-society with its population and territory, the economy and goals, spiritual and material values and finance, communication and hierarchy. It has its own history, traditions, culture, technology and staff and is a historical phenomenon as a society, content, form, function and technology are interrelated with cultural and historical periods of social development.

The key element both school and society is a human for whom, if you make a retrospective overview, even in times of Socrates were first established Athenian democratic society and so-called free conversation philosophers of students and followers as the prototype of the modern school.

You can not exactly prove that the establishment of democracy has been associated with the organization of schools in Athens, the origins of practices which were Socrates, Plato, Aristotle, but it is a hypothetical assumption can explain «interrelation among literature, science and democracy» by K. Popper and «the emergence of books` free market about 530 years BC in Athens» and is supported by many convincing evidence.

Modern school in Czech Republic is no exception and therefore reflects those innovative changes being promoted and implemented in the country. Therefore, the objective requires understanding and rational application of best practices in educational changes and developments of Vishegrad group scientists, including Czech Republic, which historically belong to the Roman Christian culture and perhaps that is important to the Austro-Hungarian imperial traditions. In addition, Ukraine's efforts to become an equal partner in the European Community requires knowledge and consideration of the educational community, current and future trends in the modernization of national system of education in the developed European countries paying particular attention to ways of achieving educational quality and attractiveness of education in the development of market conditions.

Analysis of recent study. The problem of reforming education systems is not new to practitioners and schools of management in the European Union. It is actively investigated, usually in connection with the introduction of educational changes, reforms and innovations, which are caused by political and socio-economic factors, and is particularly relevant in the late twentieth and twenty-first centuries, proclaimed «centuries of education» by UNESCO.

Adoption in the developed world new trend «economy intellectualization» that is based on the economy knowledge, trends in education policy and reform in the European Union in the perspective of economic efficiency of education, despite numerous international communication and implementation in Ukraine joint international educational projects, encourages awareness that the search for an effective model of socio-economic development of Ukraine and education should

lead to the recognition of the theory of human capital and its actual implementation in practice of market reforms.

Education policy in the institutions of civil society, the elucidation of its nature, grading policy, the method of distribution of human, material and financial resources, policy manuals distribution, redistribution of local education budgets, large-scale educational reform in Central and Eastern Europe were the center of attention of western researchers and reflected in the writings by S. Karsten and D. Mayor «Education in Central and Eastern Europe: educational changes after the fall of communism» (1994), M. Karna «Globalization and educational reform: what you need to know about people who are involved in planning» (1999) , P. Rado «Transition in Education» (2001), L. Serych «Educational reform in Central and Eastern Europe» (1996), etc.. [2, p.11, 104, 115, 169].

Trends in secondary and higher education in a global and European context, educational changes, reform and innovation in educational management changes, the international development of education policy, globalization and the development of education, quality of education and the tools of monitoring trends in educational policy and reform in Eastern and Western Europe, foundations and analysis of educational policy thoroughly covered in a number of works by Ukrainian scientists and researchers – N.Abashkinoyi, T.Desyatov, I.Ivanyuk, V.Kremen, V.Korsak, N.Lavrychenko, M.Leschenko, O.Lokshyna, O.Matviyenko, V.Ohnyevyuch, O.Savchenko, A.Sbruyeva, T.Sorochan, O.Suhomlynska, L.Paraschenko, O.Pometun, T.Pushkarova, R.Shyyan and others.

The purpose of the article is to disclose the specifics of the school system as a socioeconomic perspective in education reform in the Czech Republic through the prism of the value of this experience for Ukraine, which has set the task of integrating the European Community, the achievement of economic and social parameters of education, the competitiveness of experts to predictive extrapolation achievements and conclusions in the activities of schools in Ukraine.

The main part. Someone of famous writers said that you need to write about what you know very well, or that you do not know at all. This article

presents rather an intermediate option, or that could be learnt from a terse and trustworthy data for a very limited time, obtained during five days in an educational trip of Ukrainian and Belarusian teachers and principals in Czech Republic for theme «Management schools – theory and practice of Czech Republic», held by the Association for International Affairs of Czech Republic (AMO) ([http:// www.amo.cz](http://www.amo.cz) - project coordinator Zdenka Vagnerova).

For five days you can not find the answers to all questions about educational reform in Czech Republic, the theory and practice of schools management in Czech Republic, they were too many. After a stay in Prague they became not less but more. But in order not to be left at the margin of progress, it is desirable to analyze the achievements of the implementation of educational reform in Czech Republic on the basis of postmodern methodology and synergy that made it possible to consider the causes and ways of implementing educational reform from the standpoint of multidimensionality, discreteness and openness of the education system to the outside world, including obtaining the quality of mathematics and science school education as an important component of schools activity

Causes of educational reform in Czech Republic related to the processes of economic, political and cultural globalization, the economy of the state budget, with the change of internal and external values of education, which resulted primarily changes in the labor market, as other necessary competence and expertise to be European labor market demand and practically applied for the benefit of the whole of Europe, the increasing interest in education and new qualifications, the expansion of mobility in the labor market for mutual enrichment of European experience, national legislation in all areas of society, the system guarantees the quality of education.

Processes in society and the economy at the beginning of the XXI century led to changes in the labor market and changes in external educational values that define the economic value of education in human life, the development of socio-professional structure of society, increase economic productivity by improving

labor efficiency improvements, use of financial resources and human capital and contribute to life-long education accessible to all.

Economic are of primarily due to economic globalization, which is a powerful factor in the impact on educational policy and the nature of educational reforms in different countries, worsening economic competition between nations, forming dynamic economy in the world, aimed at sustainable development, the coordinates of the socio-economic development of the European Union changes in the structure of the economy in Czech Republic, the need to improve the quality of educational services to satisfy labor market, especially considering the economic determinants of education.

Technological are characterized by various techniques and their necessary development for success in careers, personal development, competitiveness of enterprises and organizations in a competitive and socially integrated European knowledge society; ICT diffusion and diversification of forms of education through computer and Internet access , to create a global education network and its rational use, digital libraries.

Social are associated with the fundamental changes in nature of work in post-industrial society, a constant output of new information, informational resources, the penetration of the Internet in almost all spheres of human activity, speed and receiving information by means of ICT and retraining, ensuring ethnic harmony and preservation of national identity and competitiveness specialists, providing equal access to education, the introduction of instruments for measuring success of educational reforms, international projects on exchange of experience of transforming the educational system CR.

Global changes in the world economy, social, cultural and technological changes that actually outlined above, resulted new demands on the general competence of a person who must be active, mobile and flexible, innovative and unusual, able to focus on the changes and adequately and proactively respond to them, can take advantage of the information space and can withstand heavy loads, is creative thinking, capable of cooperation and intercultural interaction activities

in the new environment. Actually outlined above caused the reform of education in Czech Republic.

Reasons for reform in education according Jitka Yarnikova, MA Research of the National Institute of Education (jitka.jarnikova @ nuv.cz) are also:

- low students motivation to learn;
- low linear interactions among school staff – teachers in the school were not working at the school as a team, not formed ability to work in a team and take responsibility not only for their own, but also work around the team, did not collaborate in the learning process for students interdisciplinary basis, did not take into account and did not pay enough attention to the individual needs of students, not focused on curriculum, inefficient work of teachers;
- routine work of the teacher and the regulation of work that touches the content and methods of education and training, development of students;
- bureaucracy reporting was typical for school, school life and reality do not coincide in all dimensions, etc.

Legal framework of the implementation of the national educational policy in Czech Republic and meetings with teachers of schools in which we stayed during educational trips show actual process of education reform in Czech Republic and its governance.

At the state level, new legislation is developed, adopted and implemented including the Constitution of Czech Republic, the Law on postgraduate education, Education Act which operates since 2005. Education Act represents a system of education through its structural components, preschool, primary, secondary, higher, vocational and other characteristics and goals of education, types of institutions and educational services; regulates types of education in schools in Czech Republic and forms of education - full part-time, distance, combined, determines the conditions under which there is education and professional training in education, the rights and obligations of businesses and individuals in education, reveals the competence of state administration and self-government in education, basic rights and freedoms, guaranteed by the state. [3]

In recent years, gradually formed about 30 new regulations with a legal framework in the field of education, including: Decree of full secondary education, the Charter of Fundamental Rights and Freedoms within the constitutional structure of CR, Decree of full secondary education with changes (from August 31, 2010 10/2005, 48/2005 Coll), Decree on basic education and requirements for school attendance (55/2005 Coll), Decree on the organization and financing of sports, Order of the Minister of Education, Youth and Sports № 32 372 / 2004-21 "On schools and educational institutions registration procedure in the register of schools and school facilities, order modification and removal from the register of schools and school facilities, Decision on the basis of art education (February 17, № 571/2005 Coll), Decree on providing consulting services in the schools and school counseling centers (72/2005 Coll) and others. From 1 January 2007 adopted a new Labor Code with amendments № 365/2011, which brought another 300 changes also applied to education. [3]

Trends and ways to reform the content and timing of implementation of reforms in education are observed in legislative regulations, then objective data for innovation governance system changes CR enough. For example there are 900 schools in Prague, and each school is a subject of inspection by the Czech School Inspectorate, which studies how to observe social, economic, physical, hygiene education, staff (as provided by qualified teachers) conditions, partner-parity relationship with education departments , life safety of students from aggressive environment, equality of conditions for learning, including foreigners, gifted students, as implemented and what results students master the content of framework educational programs – educational National standard, specific organizational structure, school management and compliance in education once four years. Schools receive state funding to schools and grants per pupil which defines the school inspectorate according to the results and conclusions of educational achievement, school performance and management indicators.

Actually that educational National standard – the educational program – is aimed to develop key competencies during two years at the pilot schools and was

developed from kindergarten to institutions of third level of accreditation, at the same time coordinators in the development of school programs were working with teachers. Consequently, the development of the Standard was the definition of the functions from Ministry of Education to school teachers in the team of teachers, coordinators of syllabuses, scientists and officials at the pilot schools selected content from experimentation framework educational programs and subsequent correction in decentralization of authority at all hierarchical levels. In Ukraine, by contrast, everything was centralized at the state level.

Educational reform in Czech Republic has become a tool for implementing national educational policy, integrated with financial, technological, educational, administrative, social changes. New paradigm of competency education on the rights of CR citizens to education was developed and introduced on the basic features which were determined by the Declaration of Human Rights, proclaimed and approved by the Assembly of United Nations and the Constitution of Czech Republic, the theory of human capital and economic theory [1], intercultural education context were also developed and introduced.

Educational reform is a system of transformation processes – decentralization, depoliticization, autonomy of schools with a focus on identity, quality and efficiency in education, equality and respect for the basic principle of success - the principle of trust, security, and social justice in school. They are:

- development and implementation of the new structure in education system functions, recognition of schools as socioeconomic system;
- to ensure the implementation of new features and standard activities of a headmaster;
- rational planning of financial and economic activities of the school to create comfortable conditions for the functioning of schools and of students and teachers;
- transformational process in education sphere network ordering;

- implementation of position that school and society should develop in one innovative direction, generate and implement new ideas and jointly solve problems that arise in the process of activity;
- funding schools according to their achievements, providing incentive and desire to improve schools staff and quality of education and effectiveness of school management, marketing, educational and additional services;
- school construction on the classical system plus innovations that are implemented together by teachers, students and parents;
- motivation, competence and high qualification of teachers – master's degree, teaching workload - 22 hours allow to work creative and provide self-education out of the classroom;
- improve teacher's professional skills within 12 calendar days of the school year at their own request and without deterministic state legislative obligations, payable from the school budget proposal provides National Institute of Karlov University and other institutions that are allowed to provide accredited courses in educational issues and others. (Pic. 1);
- schools openness that definitely contributes to their external relations, but does not include general openness to those who would see it as a market for any offers and services but education;
- objective monitoring of the quality of education for student achievement by independent accreditation agencies that are not subordinated to the national government or school inspectorate of the Ministry of Education, Youth and Sports of Czech Republic;
- students' progress evaluation based on the results of determining mastery of key competencies that students have acquired but not the duration or content of curriculum;
- forming the need for constant self-improvement, self-fulfillment of students and teachers, realization of the lifelong learning strategy;
- emotional well-being of students, which leads to individual freedom, awareness of their own uniqueness, originality, self-reliance;



Pic.1 Program offers set by National Institute of Additional Education

• willingness to learn and a desire to teach is a dominant position on both sides – students and teachers as well as parents of students;

- ability of public schools to develop and participate in grants and projects with partners;
- greater rights not just the responsibilities of school principals and teachers;
- implementation of internal and independent external evaluation system of schools, participating in the international monitoring studies of the quality of mathematics and natural science etc.

We draw your attention to the fact that school principals, officials and scientists who presented their progress in reforming the national educational system in Czech Republic, proudly noted that Czech students according the international comparative study of monitoring the quality of mathematics and science TIMSS 2011 (TIMSS – Trends in Mathematics and Science Study) exceeded the average rates – Picture 2, 3 [4-6].



Pic 2. The countries that participated in TIMSS 2011

Math (8 класс)

[править]

TIMSS (1995)	TIMSS-R (1999)	TIMSS2003	TIMSS2007	TIMSS2011
1. Сингапур 643	1. Сингапур 604	1. Сингапур 605	1. Тайвань 598	1. Южная Корея 613
2. Южная Корея 607	2. Южная Корея 587	2. Южная Корея 589	2. Южная Корея 597	2. Тайвань 611
3. Япония 605	3. Тайвань 585	3. Гонконг 586	3. Сингапур 593	3. Тайвань 609
4. Гонконг 588	4. Гонконг 582	4. Тайвань 585	4. Гонконг 572	4. Гонконг 586
5. Фландрия (Бельгия) 565	5. Япония 579	5. Япония 570	5. Япония 570	5. Япония 570
6. Чешская республика 564	6. Фландрия (Бельгия) 568	6. Фландрия (Бельгия) 537	6. Венгрия 517	6. Россия 539
7. Словакия 547	7. Нидерланды 540	7. Нидерланды 536	7. Англии (и Уэльсе) 513	7. Израиль 516
8. Швейцария 545	8. Словакия 534	8. Эстония 531	8. Россия 512	8. Финляндия 514
9. Нидерланды 541	9. Венгрия 532	9. Венгрия 529	9. Соединенные Штаты 508	9. Соединенные Штаты 509
10. Словения 541	10. Канада 531	10. Малайзия 508	10. Литва 506	10. Англии (и Уэльсе) 507

Наука (8 класс)

[править]

TIMSS (1995)	TIMSS-R (1999)	TIMSS2003	TIMSS2007	TIMSS2011
1. Германия 607	1. Тайвань 569	1. Сингапур 578	1. Сингапур 567	1. Сингапур 590
2. Чешская республика 574	2. Сингапур 568	2. Тайвань 571	2. Тайвань 561	2. Тайвань 564
3. Япония 571	3. Венгрия 552	3. Южная Корея 558	3. Япония 554	3. Южная Корея 560
4. Южная Корея 565	4. Япония 550	4. Гонконг 556	4. Южная Корея 553	4. Япония 558
5. Болгария 565	5. Южная Корея 549	5. Эстония 552	5. Англии (и Уэльсе) 542	5. Финляндия 552
6. Нидерланды 560	6. Нидерланды 545	6. Япония 552	6. Венгрия 539	6. Словения 543
7. Словения 560	7. Австралия 540	7. Венгрия 543	7. Чешская республика 539	7. Россия 542
8. Австралия 558	8. Чешская республика 539	8. Нидерланды 536	8. Словения 538	8. Гонконг 535
9. Венгрия 554	9. Англии 538	9. Соединенные Штаты 527	9. Гонконг 530	9. Англии (и Уэльсе) 533
10. Англии (и Уэльсе) 552	10. Финляндия 535	10. Австралия 527	10. Россия 530	10. Соединенные Штаты 525

Pic. 3 Top 10 countries in terms of the years and the average score for students of the 8th grade

TIMSS project was organized as a cutoff of the educational system in two classes that follow each other: in 3-4 and 7-8, so you can get much more information about the academic achievements of students of a particular age group and the factors that affect the system of education. It aims to improve students' preparation in natural science and mathematics from different educational systems, the analysis and comparison on an international scale system, Natural Sciences and Mathematics Education defines the goals of education, curriculum and requirements for students training within the curriculum, assessment of academic achievement and students learning attitudes and others.

Study TIMSS 2011 is the fifth in series of international reviews of school student achievement (МЭА), supported by a significant amount of information about the country, school and training classes, held since 1995 every four years. As shown in Pic. 2 there is considerable diversity among countries in terms of

economic development, geographical location and population, it is clear that the educational system is also not identical, both in structure and results and ways to achieve them. However, we can conclude that all participating countries of Quality of mathematics and science study monitoring research combines the desire to make a difference in education for the better, to improve the quality of life and prosperity of the country.

The basis for the vision of an international assessment of the success of school is to understand that diversity of educational philosophies, models and approaches that characterize the world's educational systems represent a natural laboratory in which each country can learn from the experience of other countries.

TIMSS participating countries share the belief that a comparative analysis of educational systems from the perspective of their organization, structure, semantic content, including curriculum content and school practices, relevant achievements and general information are crucial for the effectiveness of further education policy and reform of national systems.


If we analyze the data of top 10 countries in terms of the years and the average score for students of the 8th graders from 1995 to the present, it can be concluded that not only participation in the study of mathematics and natural quality but and enough decent results, although they have discontinuous nature. Actually achieving even better results led to changes in the field of education as a process and outcome of this process is carried out through legislation with the introduction of new forms (re-form) with the extension of civil rights in Czech Republic.

Formation of cultural, comfortable and competitive educational environment in school is one of the strategic areas of education reform.


Headmaster presented the school and said that school staff was like one family. They work together, plan together, implement together and enjoy the success together. That is why the cultural environment, which is formed inside the school through the cooperation of students, teachers and parents is transformed the

outside. As an example, headmaster Milan Holub conducted a tour around the school (Pic. 4).

**Vydejte se s námi
do ŠKOLY SNŮ...**



*Sen... Slovo na tři písmena, která znamenají celý život.
Neboť celý život jdeme za svým snem, který je pro nás
motivem, cestou i cílem zároveň. Škola snů pomáhá dětem
získat víru, že je možné dostat se ke svým snům na dosah,
a zároveň najít způsoby, jak to dokázat.*



FZŠ a MŠ Barrandov II při PedF UK
Praha 5 – Hlubočepy, V Remízku 7/919
www.fzsbarr.cz

Pic. 4 School Barrandov Prague 5

Tennis courts and bowls of flowers, lounge for pupils and parents waiting in one of the recreation school attracted our attention. During the break students were playing tennis, painting on boards that were hang in the hallways, and two girls just were crossing on knees the corridor from one side to the other.

Director greeted, smiled and asked the girls if he could pass it with colleagues from Ukraine and Belarus and received an affirmative answer. We went on to look classrooms, gym, sauna, inner school yard with charmingly decorated tree and amphitheater/ We admired the scenery around the school building with a crystal clear transparent windows as the floors at school (Pic. 5, 6).

Jaká je naše škola?

FZŠ a MŠ Barrandov II patří mezi největší pražské školy. Jejím zřizovatelem je Městská část Praha 5. Vyučování probíhá na hlavní budově **V Remízku 7/919** a na detašovaném pracovišti v **Záhorského 887**, kde je umístěna MŠ a přípravné třídy.



Letos jsou otevřeny tyto volitelné předměty: výběrový německý jazyk, praktická angličtina, základy administrativy a informatiky, etická výchova, filmová a audiovizuální výchova, literární seminář, sportovní hry, sportovní výchova a další.

Součástí školy je školní družina, školní klub a školní jídelna. Provoz družiny je po všechny pracovní dny od 6:30 do 17:30. Pro žáky je k dispozici školní psycholog a speciální pedagog; zvláštní péče je věnována žákům se specifickými poruchami učení, ale také žákům mimořádně nadaným. Škola je bezbariérově přístupná. Školní jídelna poskytuje výběr ze dvou až tří jídel prostřednictvím objednávání přes internet, věnuje péči také strávnickům s dietními nároky.

Zájmové činnosti pro žáky: hudební kroužek, počítače, šikovné ruce, výtvarný kroužek, jóga, zábavné čtení, sportovní hry, malý badatel, basketbal, příprava na zkoušky, pěvecký sbor Pegas, náprava poruch učení, veselá matematika, veselá čeština, dramatický kroužek.

Učební plán školního vzdělávacího programu Škola snů pro 1. stupeň

Předměty	1. ročník	2. ročník	3. ročník	4. ročník	5. ročník
Český jazyk	8	9	8	8	8
Anglický jazyk	1	1	3	3	3
Matematika	4	5	5	5	4
Svět informací	0	0	0	0	1
Prvouka	2	2	3	0	0
Přirodověda	0	0	0	1,5	2
Vlastivěda	0	0	0	1,5	2
Hudební výchova	1	1	1	1	1
Výtvarná výchova	1	1	2	2	2
Tělesná výchova	2	2	2	2	2
Pracovní činnosti	1	1	1	1	1

CO BYSTE MOŽNÁ RÁDI VĚDĚLI

Přípravné třídy jsou určeny pro děti, kterým byl povolen odklad školní docházky, nebo pro děti ze znevýhodněného sociokulturního prostředí. Mají za úkol usnadnit žákům přechod z předškolního vzdělávání a připravit je na plnění úkolů školní docházky. Výhodou je nízký počet dětí ve třídě.

Odklad školní docházky není důvodem nezúčastnit se zápisu, právě tam dostanete o odkladu všechny informace. O odkladu rozhodne ředitel školy na základě písemné žádosti zákonných zástupců dítěte doložené doporučujícím posouzením příslušného školského poradenského zařízení a odborného lékaře. Potvrzení je třeba doložit do **31.5. 2013**.

Dodatečný odklad může být dítěti navržen v průběhu první třídy. Pokud se u žáka v první třídě projeví nedostatečná tělesná nebo duševní vyspělost k plnění školní docházky, může ředitel se souhlasem zákonného zástupce dodatečně v průběhu prvního pololetí odložit začátek plnění povinné školní docházky na následující školní rok.




Pic.5 School infrastructure.

This situation had caused a surprise to colleagues. We even talked at once, as if it was at our school, and director told us with a smile that these were children and they were playing, tearing the leaves of these beautiful flowers, and when

flowers lost their appeals, the staff replaced them with new ones, even better. But these situations and others gave us examples for reflection and meditation.



Pic. 6 Inner school yard

So, all genius is simple. This and other examples proved that the school realizes individually oriented education through the prism of ideology of liberalism as ideological and political currents of life, which does not restrict the freedom of student behavior in school and later in society, but still students are taught to be responsible for all their own actions and words.

The reform process is good, and changes are very good, but so far in Czech Republic they are not fully supported by majority of population and underfunded unlike Finland. There are many other aspects that require detailed study, analysis and representation for the modernization of education and comparative analysis, since education reform in the Czech Republic has achievements, secrets, which are accompanied by problems that educators, researchers, government officials and community solve together.

The problems include: no coordination of processes, lack of transparency for teachers, ministers changing, insufficient to promote reform in the CR community, lack of funds for reform.

Also, we wanted to clear up many aspects of principal's management activity and School of Management as a socioeconomic system that we believe needs to be transparently realized in Ukraine, to form legislation, which would provide for the provision of paid educational services, legalize tutoring, which is known but pretended it does not exist, the development of private schools sector as an equal part of the educational network, which has great importance in ensuring quality education and equal access.

It seems that it would be good to explain the differences and characteristics of Ukrainian and Czech education systems, professional interests of teachers and their innovative views, compare the value-cultural priorities of education, we would like to find out more society demands to education reform in Czech Republic in order to be supported by government. But we believe that these issues can serve as scientific tasks for other studies that can actually make the reader if it is an interest in this issue.

Conclusions. The economic, social, cultural and technological changes determined reform – political process that covers the entire education system and affects the government, management, information and communication, social relationships, perfect changes of educational system in Czech Republic, which means a complete reorientation of the national education policy and necessitated the development not only of its socio-economic grounds, but also legislative and legal foundations of education reform and develop optimal ways of its implementation. It is not a partial change in the education system in CR, a fundamentally new resource is provided effectively and coordinated and effective set of innovative changes achieves the goals of national educational policy in Czech Republic.

Search for optimal model of the national educational system in the context of the European dimension and reform measures in the context of approximation of Ukrainian education to European standards encourage scientists, practitioners and citizens towards a comprehensive study of the experience of others, especially neighboring Ukraine states. This will allow not only understanding, but also

efficiently applying best practices in education; more effectively put into practice the achievements and positive experience in reforming CR education predict developments in educational informational environment in Ukraine.

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