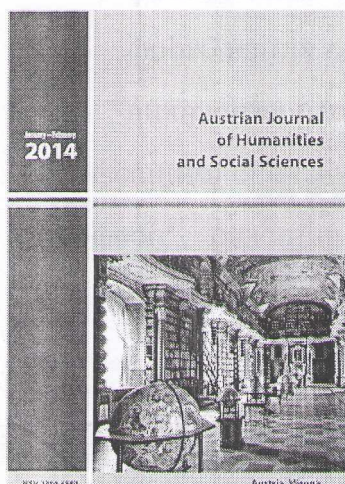


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## Development of the elementary school in Transcarpathia in the system of educational transformations: sources of research on the history of pedagogy

**Abstract:** In the article the attention is paid to the issue of the role of the source study in the historical and pedagogical studies, are considers the various sources of the study of the history of the pedagogy (the historical works, historical and pedagogical studies, monographs, dissertation studies, periodicals, archival sources). The necessity of the analysis of the great source base is due with the transformation processes, that took place in the socio-political and socio-economic life of Transcarpathia in the second half of the XIX<sup>th</sup> and early XX<sup>th</sup> century and they have influenced on the development of the elementary school.

**Keywords:** the historical and pedagogical study, the sources of the study, the transformation processes in the education, the elementary school, Transcarpathia.

The elementary school performs the role of the foundation, on which a whole system of the national education and training is based. All that is laying by the students in this period of their training and education subsequently determined the success of the process of formation of personality, its worldview and general development. The personal qualities as well as knowledge and skills which were acquired in the elementary school, determined the features of the practical, civic and professional activities of an adult. Today there is the need of the constructive and constructive and critical and creative understanding of the positive teaching and educational experience of the past that will enrich the modern pedagogy by the new facts and theoretical propositions.

The purpose of the publication is the systemic and versatile, objective historical and pedagogical analysis of the sources of research of the development of the elementary school in Transcarpathia at every historical stage will provide subsequent creative use of its results considering the new requirements and opportunities in the teaching and educational process of the modern elementary school.

The Ukrainian scientists such as A. Bojko, L. Vakhovsjkyi, N. Hupan, N. Dem'yanenko, M. Yevtukh, Ya. Kodlyuk, A. Sbruyeva, O. Sukhomlynsjkyi and other were engaged by the study of the modern historical and pedagogical science.

The important place in the historical and pedagogical studies is studying of the sources of research. It is the science source study. It is "an indispensable condition of successful research work of the historian at all stages:

from finding and detection of the sources, of their systematization and classification to scientific criticism, the establishing probability of source information, its interpretation, ... substantially affected on the scientific level of the studies, promotes the objective coverage of events and phenomena" [4, 456].

The scientists who have been studying the historical source study (I. Vojstekhivsjka, Ya. Kalakura, S. Pavlenko and other) believe that "the Ukrainian historiography has an old source study tradition, the basis of this historiography constitutes the analysis of the documents of the historical science, the respectful and responsible attitude to the sources and their informational data" [4, 458]. It follows that the foundation of the scientific historical and pedagogical works is historiography of the specific problem, that helps to define the goals, objectives, scientific novelty of a study.

The historiographical method as a general theoretical approach to execution the historical and pedagogical searches substantiate the Ukrainian scientist N. Hupan. In particular, he proposes make the historiographical analysis "according to such principles:

- by the methodology of the studying of the educational phenomena and processes of the past to distinguish the historical works, where elucidate the educational phenomena in terms of the development of the general cultural processes (the availability and numerosity of the educational institutions in the different regions, the quantitative and qualitative composition those who teachers and learns, the material and technical basis of training, etc.); the historical and pedagogical works,

where the dominant is the study of the process of learning (education) from the perspective of its purpose, objectives, content, forms, methods, ways of teaching, etc.;

- within the meaning determined the scientific studies (the monographs, scientific articles, dissertations), the promotional works (the journalism, the scientific and popular editions), the training editions (the manuals, textbooks), the reference literature (the encyclopedias, the bibliographic indexes, the dictionaries, etc.), the reader editions (the collections of documents, the editions of works, etc.);

- for the chronological framework the studies differentiated on the historical and contemporary (authentic) works that is works which were written by the contemporaries of these phenomena and processes" [2, 17–18].

Besides, N. Hupan offers three approaches for the systematization of the historical and pedagogical works. They are a problem-thematic, chronological and personalized. It should be noted that all three approaches have a place to be used in the problem which is studying by us — the elementary school in Transcarpathia in the system of education.

In the context of our study we consider the elementary school as a socio-cultural open system, which at a certain stage of its development reflects the state of the socio-political, socio-economic and cultural development of the society and it is able to the transformations and changes. In particular, in his studies A. Vasylyuk, given the natural variability of the world, and the result of it is the continuous transformation, then by the category "transformation" denotes one of the external factors of the educational reforms: "the school as one of the main segments of the education, is ingrained on the past and on their own traditions and because is extremely slow, even with some resistance or exposed to the transformation processes, which are reflected much more actively in many other areas of the life" [1, 19].

The concept of "transformation" as a characteristic of certain transformations mostly have been considered in the context of studies of the socio-political, economic and social changes in the modern public life (O. Brusylovsjka, S. Katayev, S. Krymsjkyi, I. Kuras, M. Mykhaljchenko, V. Tancher, V. Stepanenko, M. Fuljan, Yu. Shajhorodsjkyi, D. Kharhrivs and other).

For example, S. Krymsjkyi in his scientific quests the term "transformation" denoted as the typical transitional process of a social evolution, which provides the desire to combine the old and new forms. The transformations may be gradual or reverse (at what the reverse transformations is not always negative), systemic or unsystemic.

M. Mykhaljchenko also considers the term "transformation" in the context of certain changes in a society primarily which are relating to a political sphere. As he points out on that the term "transformation" "is a natural in relation to dynamics of a public process, to its progressive tendencies. A transformation, change, development can be oriented on change of the realities anywhere: forward, backward, sideways, in a circle and etc." [6, 34–35]. The scientist points to the following directions of the transformation as "revolutionary and evolutionary, progressive and reversible, systemic and unsystemic, etc." The same time he observes that have been using the term "transformation" for the analysis of the social changes should consider the thesis "about the systemic nature of a society and about that a change in any one unit, segment of a society causes systemically oriented changes in other segments" [6, 35–36].

In the context of our study this remark is extremely substantial, because the education is also a part of the social process and the changes that occur in a society as a whole is inevitable in the education too. So on the development and functioning of the elementary schools in Transcarpathia in different historical periods affected all social changes, including politics, economics, culture which were characteristic to the different types of the state: for the Austro-Hungarian Monarchy, Czechoslovak Republic, the Union of the Soviet Socialist Republics with its totalitarianism, Ukraine with its democratic transformations. All these differs in a form, content, values state formations gradually transformed on the territory of the modern Transcarpathia and led to systemic, and in some cases unsystemic, transformations of a public life, and hence the education.

Given this it should be noted that A. Vasylyuk in his works also points to the problem of systemic of the transformation processes "... the education can be reformed by achieving and use the experience of the transformation processes, on which it is subject itself. The political, economic, public, social and even religious systems are the subject of realignment. The inevitability of the transformation processes that are related with a life and human activities is the factor that determines the educational reforms. The base of the transformation of the educational system stems from the need certain "equilibrium" between all the spheres which are wrapped by its processes" [1, 19–20]. According to the author, the transformation does not give ready solutions concerning changes in the educational system, it (here: the transformation — O.F.) only realizes the necessity of such changes in the system of the education, the result of

which is the increased of the general level of knowledge of a person, her preparedness to a life in the dynamically variable conditions and the systems of this world.

Giving the characteristics to a concept of "the educational reform" N. Shchubelka considers the education as a cultural phenomenon and considers of its development through the prism of the cultural transformation, which have the evolutionary nature, as "the evolutionary changes on the way of exit from a cultural crisis require of the changes of mass spirituality. They can be provided by the educational activities, the education of respective, non-crisis nature, ... as experience shows the transformational possibilities of the education, as a rule to overestimate namely those, who cares about acceleration of the natural process of a cultural evolution. The pedagogical innovations that did not have reinforcements, even partially, in the cultural transformation, did not have the desired effects" [8, 99].

The foreign scientists also considering the concept of "the transformation" in a concept of the historical and pedagogical studies. So, the famous theorist of the educational changes, D. Kharhrihs, acknowledges the transformation by "a great word", what means that "the deep fundamental changes which are caused by the radical and not partial innovations" [5, 27]. Other scientist M. Fullan without using a concept "the transformation", notes that the changes in the education are nothing else as the chaos comparing with full control. He points on the cyclical, non-linear, uncontrolled complex nature of the changes, on which affect both predictable so unplanned factors which we can not steer clear. This is the policy of a government, which constantly is changing and rebuilt, the main leaders go from their positions, and important contact persons are moved to other roles, appear new technologies, increased immigration, the economic crisis reduces the available resources, arise bitter conflicts, etc. Finally it becomes clear that each new minor change, which appears in this equation, creates dozen of unforeseen complications, etc." [7,46]. What about the nature of the changes, the author notes, that the reforms which go from top to bottom almost have no chance to reach to a nucleus of a problem [7, 95]. The reforms which are directed from top to bottom have a hidden theory, the fallacy of which, on the opinion of M. Fullan, consists in that "a change can come from the proclamation of new policy, or from its legalization, or from new standards of progress, or from a creating of an atmosphere of strictness, or finally may be caused by all these factors" [7, 96]. The most important facter, the driving force of the changes, as M. Fullan believes, is a teacher — "this is exactly what

from which we should start, because the main levers for the changes will act more efficiently with the help of the efforts of the individual teachers. ... all and every educator should make every efforts to be effective bearers of the changes" [7, 35]. So as we see M. Fullan attaches great importance to an educational activity of the teachers themselves, to their desire to new professional knowledge, to the growth of their pedagogical skills and broadmindedness. The history of pedagogy and development of schooling has been repeatedly proved that many of progressive changes in the pedagogical systems and educational reforms are caused by the separate personalities, which "are from bottom", the teachers-practices.

During the study the systems educational transformations, that have taken place in the development of the elementary school in Transcarpathia in the second half of the XIX–XX century, we also support the opinion of N. Hupan, who also represents the historiography of the history of pedagogy as a process of image in the historical and pedagogical literature of such components:

1) the history of the school and education ("includes a history of the formation and functioning of various types of instructional and educational establishments and institutions, the systems of schooling and education as a whole, the development of a practice of education and training on one or the other stage of a development of a society, a totality of the social institutions, norms and rules, that regulating them");

2) the history of the teaching personalities ("the creative biographies and a consistent systematized elucidation of altogether of the pedagogical beliefs of the individual teachers or outstanding figures, thinkers, who had worked in the field of the education and training");

3) the history of a pedagogical thought ("a totality of the concepts, theories and considerations about training and education, which have been accumulated and elaborated by the representatives of a pedagogical public throughout the centuries") [2, 5–6].

The analysis of a large array of the literature and documents from the problem of our study, which covers the large chronological period (nearly a hundred years), gave us the opportunity to group them by following directions:

1) the scientific works on the development of the education and schooling in Transcarpathia;

2) the scientific works of a historical and pedagogical character;

3) the periodicals;

4) the archival sources.

Is worth noting that the historiographical search of our problem have shown, that at all stages of the systemic

transformation processes of the elementary school, when scientists of different scientific spheres, teachers, the educational leaders make public the dedicated to current and previous changes the scientific researches, we can consider them both as the historiographical works and as the sources of the problem that we have studied.

Since our study examines the development of the elementary school in the systemic educational transformations that the great importance attaches the works on the history of Transcarpathia, in which image the issues of the political system, the development of an economic and social sphere, culture and education as a whole. To such works belongs the fundamental work "The Essays on History of Transcarpathia" in three volumes under the editorship of I. Hbranchak (Uzhgorod, 1993–2003), which examines the general tendencies of the history of Transcarpathia from the most ancient times to modern times.

A separate historical periods that we examine, for example, the period of the stay of Transcarpathia as a part of Austro-Hungary is shown by M. Luchkai in the five volumes works "The History of the Carpathian Ruthenians" (Uzhgorod, 1999–2002), A. Olashyn "History of Transcarpathia" (Kyiv, 1997).

The history of the development of Transcarpathia of the Czechoslovakian period is shown in the studies of M. Boldyzhar "Transcarpathia Between the World Wars. Facts. Events. People. Opinions" (Uzhgorod, 2001), "The Publications about the Edge of Subcarpathian Rus (1919–1932)" (Banska Bystrytsya, 1932, reprinted: Uzhgorod, 2006).

The histories of the independent Carpathian Ukraine, which existed almost six month from October 1938 till March 1939 years are dedicated the works of M. Vehesh, M. Tokar, M. Basarab "Transcarpathian Ukraine in the content of Ukrainian formation of a state" (Uzhgorod, 2008), I. Stercho "Carpatho-Ukrainian state" (Lviv, 1994).

For the purpose of objectivity of image of the important external factors (political, socio-economic, cultural) educational transformation processes, we use their analyses from the history of Transcarpathia the scholars from the Diaspora, such as V. Shandor "Transcarpathia. The Historically Legal Essay since IX century till 1920 year" (New York, 1992), P.R. Mahochii "The Formation of the National Consciousness: Carpathian Rus 1848–1948" (Uzhgorod, 1994).

The important aspect of the research of our problem is a study of the sources from the history of the school and education of Transcarpathia in the various historical periods. Among of this array of the historical works we distinguish the scientific papers, dissertations, archival sources.

The scientific papers we differentiate as properly Ukrainian, Ruthenian, Hungarian, Slovak. Hence, to the national scientific works in which image the history of a development of the education and schooling on Transcarpathia, primarily, we refer the scientific researches and monographs of the Transcarpathian scholars such as: A. Bondar, A. Chuma "The Ukrainian School on Transcarpathia and Eastern Slovakia: The Historical Essay" (Presov, 1967), V. Homonnai "Anthology of the Pedagogical Thought of Transcarpathia (XIX–XX centuries)" (Uzhgorod, 1992), "Folk Education of Soviet Transcarpathia" (Uzhgorod, 1988), V. Homonnai, V. Rosul, M. Talapkanych "School and Education of Transcarpathia" (Uzhgorod, 1997), Yu. Dumnych "The Ukrainization of School on Carpathian Rus during the Czechoslovak period" (2009), a collective monograph of Khymynets V., Strichyk P., Kachur B., Talapkanych M. "Education of Transcarpathia" (Uzhgorod, 2009). In the above works mainly talking about the tendencies of the development of the general education, is presenting the statistical data on the development of the different types of the schools including the elementary school. But in these works little attention is paid proper to the issues of a pedagogical aspects of an activity of the elementary school of Transcarpathia, namely of the peculiarities of a formation of the purposes and content of the elementary education, of the methods and organization forms of a teaching at the elementary school. Also the educational reforms are shown weakly (1868 year, 1908 year, 1920 year), which in the pedagogical plan have had direct influence on the development of the educational school and providing the junior pupils by the education on their native language.

An elucidation of the history of the education and schooling on Transcarpathia in the context of the history of the Ukrainian pedagogy we find in the works of M. Hryshchenko "The Folk Education in the West regions of the Ukrainian Soviet Socialist republic" (Kyiv, 1960), O. Lyubar, M. Steljmakhovych, D. Fedorenko "The History of the Ukrainian Pedagogy" (Kyiv, 2003), S. Siropolka "The History of the Education on Ukraine" (Kyiv, 1991), M. Yurmachenko "The development of a Folk Education and Pedagogical Thought on Ukraine (X – the beginner of the XX centuries): Essays" (Kyiv, 1991). These mentioned works contains details about the peculiarities of the development of the education and schooling on Transcarpathia in various historical periods. The issues of the elementary school are considered in the context of their types, the language of training depending on an educational policy of the states as a complement of which entered Transcarpathia, etc.

For completeness the study of the main tendencies of the development of the elementary school on Transcarpathia notability acquire the scientific researches of the foreign scholars of the history of the education and schooling on Transcarpathia. Among those studies we focus our attention on such works as "The General Education of Hungary after the World War" Dyula Kornish (Budapest, 1927), "The Schooling on Subcarpathian Rus" Joseph Peshyna (Praha, 1933), "The Representational Digest of the Development of the Schooling on Subcarpathian Rus for 20-th years of being a part of the Czech Socialist Republic" Frantisek Stoyan (Presov, 1938).

Among the dissertation researches concerning the development of the education on Transcarpathia we can separately noted the research work of D. Demchyli "The Prerequisites of realization of the secondary education in Transcarpathia" (1970), V. Rosul "The Tendencies of the Development of the School and Pedagogical Thought of Transcarpathia (XIX – XX centuries)" (1997), O. Morozova "The Move for an Engrain the Ukrainian Language in the Elementary Institutions of Ukraine at the end of the XIX – in the beginner of the XX century" (2007), which reflect the general tendencies of the development of the education and schooling on Transcarpathia of the definite period. The dissertational researches of H. Lemko "The Content of the Elementary Education in the Ukrainian Schools on the Western Ukrainian Lands (1919 – 1939 years)" (2006) and H. Rozlutsjkyia "The Content of the School Manuals as a Factor of the Multicultural Education of the Junior Students in Transcarpathia (1919 – 1939 years)" (2007) elucidate separate aspects of the content of the elementary education on Transcarpathia during it stay under the jurisdiction of Czechoslovakia.

The period in the development of the elementary school on Transcarpathia is unexplored in terms of a formation of the content of the elementary school, the methods of an organization of a training and educational process, this is the period of the World War II, in particular, when Subcarpathian Rus again became a part of Hungary, which carried out the policy of the magyarization. Among the dissertation researches which are devoted to this historical period is the research work of H. Stefanyuk "The Schooling in West Ukraine During the German Occupation (1941 – 1945 years)" (2004), in which the author sits over the general tendencies of the chauvinistic policy of the Hungarian government, in particular undoing of the language problem and its impact on the enjoyment of the schooling as a whole. Hence the issue of the development of the elementary school is not considered.

The role of the educational press in the development of the education, schooling and pedagogical science of the period which we study, is shown in the dissertation researches of I. Meljnyk "The Problem of a Folk School and Education in the Pedagogical Press (for the materials of the Western-Ukrainian editions of the second half of the XIX and early XX century)" (1997) and M. Kukhta "The Formation of a National Educational Ideal in the Schooling of Transcarpathia in the 20 – 30<sup>th</sup> years of the XX century" (1998).

As regards studying of separate personalities of definite period, who have played a significant role in the development of the education and schooling, should single out the monographs of M. Klyap "The Pedagogical, Cultural and Educational Activities of A. Voloshyn in the Interwar Period" (2000), V. Mashtaler "The Pedagogical and Educational Activity of O. V. Dukhnovych" (1966), V. Mykytasj "O. V. Dukhnovych. The Literary-Critical Essay" (1959).

As an important historiographical sources we used the periodicals, which came out in different historical periods, among which the magazines "The Newspaper for the Folk Teachers" (1868 – 1873), "The Teachers" (1920 – 1936), "Subcarpathian Rus" (1926 – 1936); "The Teacher's Voice", and "Our School", "The Teacher" (1920 – 1936), "Our Native Edge" (1922 – 1939), "The Little Bee" (1922 – 1932), "The Wreath for Subcarpathian children" (1919 – 1924) and etc.

Among the archival sources of the State Archives of the Transcarpathian region we get the exhaustive information about the development of the elementary school on Transcarpathia from more than 146 funds, that we classified by the following features:

- chronological — these are the funds that contain data about the development, functioning and information on development of the elementary schools in the period of being the Transcarpathian-Ukrainian lands as a part of the Austro-Hungarian (the second half of the XIX till 1918 year) are 18 funds, of Czechoslovakia (1919 – 1938 years) were 85 funds, Subcarpathian Rus (1938 – 1939 years) are 13 funds, in the period of the World War II are 28 funds;
- thematic — the state elementary schools are 65 funds, the national elementary schools (the Hungarian, Czech, Ruthenian, Ukrainian, Russian, Jewish, German, Romanian and other) are 53 funds, religious (Roman Catholic, Greek Catholic, Reformed, Jewish and other) are 27 funds.

The typical feature of the aforementioned fund is that each of them represents totality of affaires relating

to a separate elementary school, which functioned in a specific town or village, they reflect its correspondence with the educational authorities, the Ministries and departments, and well as organizational (a quantity of students, a staffing table) and the material and technical issues (a salary of teachers, data about a payment for school by the children, school attendance, rewards, awards etc.), the information about the teaching and methodical work (the educational plans, curriculum, training programs, featured textbooks, the methodological recommendations on teaching, an achievements of students, timesheet), the report documentation and other.

For example, the fund 113, the description 2, 238 affairs "The Royal School Inspectorate of Uzhansjka Zhupa, town Uzhgorod, 1868 – 1917" gives us the detailed information about the peculiarities of the education and schooling of Transcarpathia, when it was a part of Austro-Hungary:

- the correspondence of the Ministry of Religion and Education of the Hungarian Kingdom with the regional heads on the various issues, inspectors, school director's, for example: the establishing and paying the wages to the teachers, 1868 (the affairs 1), an organization of training, a provision of the means for a training, a prohibition of the textbooks, 1875 year (the affair 13), a financing of the construction and repair of the school and school premises, 1880 year (the affair 21);
- the circulars of Mukachiv Greek and Catholic concerning of the organization of training in the Greek and Catholic elementary schools, 1881 – 1882 years (the affairs 23);
- the reports of the school inspectors and directors of the schools about the results of work for the 1887 – 1888 academic year (the affairs 40);
- the Law about regulation of the teacher's salary and the Circular of the Ministry of Religion and Education of the Hungarian Kingdom about its execution, 1894 year (the affair 52);
- the statistics about the state of the school, a quantity of the teachers and students Uzhansjka Zhupa since 1896 – 1897 academic year (the affairs 67);

- a list of the Greek and Catholic schools, in which insufficiently studied the Hungarian language in the 1900 – 1901 academic year (the affairs 93);

- the correspondence with the Ministry of Religion and Education of the Hungarian Kingdom about scheduling of the lessons at school, the opening and closing of the schools, the admission and visiting of the students, the purchase of the school equipment, 1905 – 1910 years (the affairs 122);

- the statistics about the students taking into account of their sex, religion for the 1906 – 1907 academic year (the affairs 134);

- the lists of the textbooks which are used at the schools, and the report about the complementing by the textbooks of the school libraries, 1906 year (the affairs 136);

- the correspondence with the Ministry of Religion and Education of the Hungarian Kingdom, with rural communities about the transfer the rural schools into the state ownership, 1908 – 1914 (the affairs 166) [3].

Deserve a particular attention those archival funds that make possible to explore the features of the organization of the preparation of the teachers to a work at the elementary school, for example, "The Testing Commission for the Teachers of the Elementary Schools, the town Uzhgorod" (F. 816), "The Disciplinary Commission for the Teachers of the Elementary Schools, the town Uzhgorod" (F. 817), and funds, in which is shown the activity of the teachers' associations, the teachers' seminars of the towns Sevlyush, Mukachevo, the activity of the inspectors in the issues of the education "Tyachivskiy District School Inspectorate, v. Tyachiv" (F. 1118), "The School Inspectorate of the Ministry of religion, School and Folk Education, t. Sevlyush (Vinogradiv)" (F. 1121); "The School Inspectorate of the Ministry of religion, School and Folk Education, v. Velykyi Berezhnyi" (F. 1122) and etc.

Hence, thorough analysis of the archival sources in totality with other sources make it possible to carry out holistic and objective historical and pedagogical study of the development of the elementary school in Transcarpathia in the systemic educational transformations in the second half of the XIX<sup>th</sup> and early XX<sup>th</sup> century.

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### **Program on the development of communicative competence younger students in terms of game activity**

**Abstract:** The article discusses the program on the development of communicative competence younger students in terms of game activity. Presents program development activities contributed to the development of communicative skills, which resulted in a qualitative change in the socio-reflective personality development, communication skills, listening skills, to Express their point of view, to come to a compromise, to argue and end, the solution to defend their position, as well as facilitated the period of adaptation to the secondary link.

**Keywords:** communication, interpersonal relations, interpersonal interaction, communicative culture, communicative competence, the development of communicative skills.

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### **Программа по развитию коммуникативной компетенции младших школьников в условиях игровой деятельности**

**Аннотация:** В статье рассматривается программа по развитию коммуникативной компетенции младших школьников в условиях игровой деятельности. Представленная программа, развивающих мероприятий способствовала развитию коммуникативных навыков, которая повлекла за собой качественные изменения социально-рефлексивного развития личности, навыков общения, умения слушать, высказывать свою точку зрения, приходить к компромиссному решению, аргументировать и неагрессивно отстаивать свою позицию, а так же облегчила период адаптации к среднему звену.

**Ключевые слова:** общение, межличностные отношения, межличностные взаимодействия, коммуникативная культура, коммуникативные компетенции, развитие коммуникативных навыков.

Проблема общения относится к числу важнейших для детей сфер жизнедеятельности. Межличностные отношения детей в классном коллективе — это форма реализации социальной сущности каждого