

UDC: 373.3 (477.87)

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HISTORICAL-SYSTEM MODEL OF THE DEVELOPMENT OF PRIMARY SCHOOL IN TRANSCARPATHIA AT THE TURN OF XIX-XXI CENTURIES

The paper aims to develop the author's historical-system model of the development of primary school of the Transcarpathian region of the second half of the XIX and the beginning of the XXI century. Research methods: content analysis of the archival materials (of the curriculums, programs, textbooks, lesson schedules, class journals) in order to identify retro peculiarities of the organization and content of Transcarpathian primary schools' work; chronological, retrospective logical and system analysis - as a basis for studying the organization and management of the activity of elementary school at Transcarpathia in the context of historical and systemic educational transformations; historical-comparative analysis - to identify trends in the regional development of the primary school; analysis of modelling contributed to the process of developing the author's historical-system model of the formation of the Transcarpathian primary school. The developed model includes: periodization (V chronological stages), territorial subordination (Austria-Hungary, Czechoslovakia, Hungary, the Soviet Union, Ukraine), the preconditions for the formation of primary school (socio-economic, socio-political, educational and organizational), systemic educational transformations (subordinate-adaptive changes of the educational space of the Transcarpathian region depending on the introduction of the law-making, educational, language policy by the dominant state and defending of the national characteristics in a multicultural region), trends and peculiarities of the primary school development, updating retro experience. The model can be considered universal because the study of any historical and pedagogical process can be based on it. In particular, the following its components are universal: preconditions, process, periodization, trends, features. Any historical process is focused on the future, therefore, the actualization is highlighted in the model. The system education transformations are specific in the proposed model, because not every region has experienced changes in state-territorial subordination, which have caused the socio-economic, socio-political changes, in the context of which educational transformations have taken place.

Keywords: elementary school, systemic educational transformation, historical and pedagogical modeling.

Introduction

The relevance of this research is due to the peculiarities of the development of primary school in the multicultural region – Transcarpathia – under the conditions of the unified state educational policy. Therefore, the study of the retrospective of national education becomes of great importance, in particular the functioning of the Transcarpathian primary school, which, by virtue of historical circumstances, in addition to their achievements has mastered and implemented European educational models. The feasibility of the study is determined by a number of contradictions, in particular at the level of conceptualization – between the need to substantiate the essence and content of elementary education in a multiethnic environment and insufficient consideration of world experience, historically tested concepts and successful projects; at the level of content and organization – between the need to take into account the regional specificity of the primary school and insufficient study of the retrospective of local features of its organization and content; at the level of staff professionalism – between the growing demands for a professional level of a modern teacher and incompleteness of implementation of the principle of integration of educa-

tional innovations and historical and pedagogical achievements into the training.

The historiography of education and schooling in Transcarpathia is represented by a wide spectrum of scientific works – the monographs and dissertations covering the topic of our research. The work of A. Bondar and A. Chuma “Ukrainian School in Transcarpathia and Eastern Slovakia: Historical Essay” (Priashiv, 1967) is considered to be significant in the framework of studying educational processes in Transcarpathia. In this paper, the conditions of the development of school education in the Transcarpathian region in different historical periods in the context of the struggle for the right to study in the native language are described. The scientific works of V. Homonnay “Anthology of Transcarpathian Pedagogical Thought (XIX-XX centuries)” (Uzhgorod, 1992) and “Public Education of the Soviet Transcarpathia” (Uzhgorod, 1988) are very important. This is a brief historical overview of the development of education and pedagogical thought in Transcarpathia, in particular the contribution to the development and enrichment of pedagogical thought by the educational and cultural figures and writers of the past such as A. Bachynskyi, O. Dukhnovych, A. Kotsak, Ye. Fentsyk and others; pedagogical profiles of Honored Teach-

ers of Ukraine and heads of public education who took an active part in the development of public education in Transcarpathia in the Soviet period such as V. Burch, V. Herzanych, Yo. Zhupan, O. Markush and others. The monograph by A. Ihnat “The Light of October. The Story about Secondary School in Transcarpathia” (Uzhgorod, 1957) contains important material about the development of education and schooling in Transcarpathia in the period of its joining to the Soviet Ukraine. The monograph reveals the achievements in the development of schools of this area, describes the difficulties that had appeared in the first decade of annexation of the land to the Soviet Ukraine. There are many interesting materials on the organization of schooling, spreading education in mountainous areas, etc. despite the fact that the content of the work was full of ideas of the communist system. The history of education and schooling in the Transcarpathian region is also disclosed in works of V. Homonnai, V. Rosul, M. Talapkanych “School and Education of Transcarpathia” (Uzhgorod, 1997), Yu. Dumnych “Ukrainianization of the School in Subcarpathian Rus During the Czechoslovak Period” (2009), “Transcarpathian Secondary School in the XIX - early XX Centuries” (Uzhgorod, 1971), in the collective monograph of V. Khymynets, P. Strichyk, B. Kachur, M. Talapkanych “Education of Transcarpathia” (Uzhgorod, 2009). The above-mentioned works deal with the tendencies of the development of general education. These papers provide statistics on the development of various types of schools, including primary ones. Herein little attention is paid to the issues of the actual pedagogical aspect of the activity of primary schools of Transcarpathia, namely peculiarities of the formation of goals and content of primary education, teaching methods and organizational forms at primary schools. Also there are no works which cover educational reforms (1868, 1907, 1922, 1940 years), which in pedagogical terms had a direct impact on the development of primary school and providing native language education for junior pupils.

Factorial material, retro-statistical data on the educational processes of the Transcarpathian region is presented in the writings of foreign researchers among which: Dyula Kornis (Budapest, 1927), Josef Pešina (Praha, 1933), Frantisek Stojan (Prešov, 1938) and others.

The whole process of the formation and development of elementary school of Transcarpathia during the second half of XIX - early XXI century in historical and pedagogical science has not been studied. So, features, trends of organization of the development and the content of its activities are not substantiated depending on changes in state and territorial affiliation of the region, relevant educational transformations, the leading ideas of teachers of the Transcarpathian region are not generalized on the problems of primary education and so on.

Aim and Tasks

The paper aims to develop a historical-system model of the development of primary school in Transcarpathia during the second half of XIX - early XXI century.

According to the purpose the following tasks are determined: to analyze socio-economic, socio-political, educational and organizational preconditions for the development of primary school of Transcarpathia during the second half of XIX - early XXI century and determine the essence of the concept “systemic educational transformation”; to find out the impact of normative legislation of European countries, in the composition of which Transcarpathia was historically, on the formation of primary school; to substantiate the process of the formation of primary school in Transcarpathia during the second half of XIX - early XXI century, to identify and systematize general, specific and repetitive trends of its development; to identify the features of the organization and content of activities of primary school in Transcarpathia in accordance with the specified periodization.

Research Methods

The content analysis of the archival materials (of curriculums, programs, textbooks, lesson schedules, class journals) was applied in order to identify retro peculiarities of the organization and content of activity of the Transcarpathian primary school; chronological, retrospective logical and system analysis - as a basis for studying the organization and management of primary school in Transcarpathia in the context of historical and systemic educational transformations; historical-comparative analysis was used in order to identify tendencies in the regional development of primary school; analysis of interpretation and generalization was applied for defining ways of implementing a constructive historical experience in modern school practice, to formulate conclusions, recommendations; modelling contributed to the process of developing the author’s historical-system model of formation of the Transcarpathian primary school.

The chronological research framework covers the second half of XIX - early XXI century, that is: a lower chronological limit dates from 1848 year - this is the year of the adoption of the law of Hungary “On Establishment of Independent Hungarian Ministries” (Law III dated March 16, 1848), according to which the Ministry of Religion and Public Education (it has begun implementing the idea of compulsory primary education, including the territorially dependent Transcarpathia) was created. The upper limit is dated by 2011 – this is the year of approval of the State Standard of primary general education in Ukraine (Resolution of the Cabinet of Ministers of Ukraine dated April 20, 2011, No. 462).

The territorial boundaries of our study are due to the fact that modern Transcarpathia is located in the southwest of Ukraine where it borders on Lviv, Ivano-Frankivsk regions and four European countries – Poland, Slovakia, Hungary and Romania. Geographical neighbourhood and historical events have led to multinationality (more than 30 nationalities – the Ukrainians, Carpatho-Russians, Hungarians, Romans, Romanians, Slovaks, Germans, Russians and others) and polyconfessionalism (Roman and Greek Catholics, Orthodox, Protestants (Protestant Reformer) and others) of the population living

in this region. This population coexisted peacefully for centuries. It enriched one another's culture, traditions and education.

We consider the concept of the study in the unity of the methodology – complex application of leading scientific approaches such as: the system approach which makes it possible to consider the development of primary school in systemic educational transformations, in the interconnection of the components (structure, organization, management, content of education) in the context of socio-economic, socio-political and educational and organizational changes; the civilizational approach which is used to identify trends in the development of elementary schools in Transcarpathia in the composition of the Austro-Hungarian, Czechoslovak, Hungarian, Soviet educational systems; the synergistic approach which makes it possible to consider evolution and dynamics of the systemic educational transformations of primary school as a complex, contradictory integrated process; the paradigmatic pedagogical approach which is used to compare educational models, due to changes in the regulatory and legislative framework, educational reforming; the approach of theoretical foundations (formation and refinement of the content of the basic concepts) which provides identification of the mechanisms of influence on the development of primary school of the educational policy, the normative legislation of the countries, in the composition of which Transcarpathia was in the second half of XIX - early XXI century, substantiation of the process of the development of primary school of Transcarpathia during the period studied, definition of its leading tendencies; the approach of technological construction that involves the historical and system modeling as a consistent, structural reproduction and a schematic representation of the process of the development of the Transcarpathian primary school in the context of systemic educational transformations of the second half of XIX - early XXI century.

Research Results

The research hypothesis implies that the historical and system modeling of evolution, the actualization of historical and pedagogical experience of the Transcarpathian primary school in the second half of XIX - early XXI century in the context of the modern world educational integration of the Ukraine are possible under the following conditions: substantiation of the process of its historical formation and development; identifying features, main tendencies in the formation of organizational and managerial mechanisms and content of primary education in the region; determining the dynamics of changes in elementary school in systemic educational transformations, which depend on the state and territorial subordination of the Transcarpathia, educational policy of the European dominant states.

Respectively, the following directions of research are identified: the prerequisites and essence of the educational transformation processes in the Transcarpathian region; the process of formation of primary school in Transcarpa-

thia at the second half of XIX - early XXI century, its periodization; peculiarities of the influence of educational policy of the European countries, to which the region belonged periodically and temporarily, on the development of local primary school; leading trends, features of the organization and content of activities of primary school in Transcarpathia throughout the specified historical period. Let us dwell upon each of the aforementioned directions.

The materials review makes it possible to formulate a general definition of the concept of "primary school" as an educational institution (either separated, or as part of another educational institution), which provides the acquisition of primary education as a first educational level, involves the formation of key, subject and interpersonal competences, the assimilation of universal and national values, the formation of an active and creative personality [1, p. 266], [2]. In accordance with this definition we are considering the primary schools of Transcarpathia in the second half of XIX - early XXI century, which provided the first educational level regardless of the name of such a school (primary school, primary public school, general secondary school) and duration of training (three, four or six years of study). Primary school is not only the component of the general education system, "which exists in the scale of the country structure of educational institutions" [1, p. 304], but also is a peculiar system (which includes a set of components of goals, content, activities and performance), and it has connections with other systems (such as education, culture, politics, economy, family, community, and so on).

The primary school is a socio-cultural open system which combines both material (pupils, teachers, parents, public, state, etc.) and ideal elements (worldview, spiritual world, personality, national consciousness and the like) [4, p. 583-584]. The primary school at a certain stage of its development reflects the objective reality, such as the state of socio-political, socio-economic, cultural development; the objective reality reflects the requirements, which are determined by the needs of society of one or another historical period, by the level of the development of pedagogical theory and practice, by the level of methodological positions of pedagogical science, etc.

The process of the formation and development of primary schools in Transcarpathia in the second half of XIX - early XXI century is consequence-dependent transformations in its organization, management, structure, content of education, which are determined by the state-territorial subordination of the region, and consequently, therefore by the corresponding socio-economic, socio-political, systemic educational transformations.

The periodization of this process is represented by five main stages: the 1st stage is the development of primary school in Transcarpathia during its stay as part of Austria-Hungary (1848-1919 years); the 2nd one is the restructuring of the primary education in this region for the period of its stay as part of Czechoslovakia (1919-1938 years); the 3rd stage is the activity of primary

schools of the times of the Hungarian subordination of Transcarpathia (1939-1944 years); the 4th one involves primary education of Transcarpathia as the Soviet Union territory (USSR) (1944-1991 years); the 5th stage is the development of primary school in the Transcarpathian region as part of independent Ukraine (1991-2011 years) [3, p. 62-63]. We distinguish the following criteria of this periodization: the chronology of state-territorial subordination of the region, the interdependence of socio-economic, political development, educational transformations, in particular the formation of a network, typology, subordination of primary school, and others.

Within the territorial affiliation of Transcarpathia to different states we have identified the following prerequisites for the development of primary schools:

I. Austria-Hungary: the socio-economic conditions: attraction of foreign capital, development of industry and infrastructure, unimplemented agrarian reform; the socio-political preconditions: the quantitative growth of the population of the region (the Hungarians, Germans, Serbs and others), attempts to expand the rights of national minorities, the gradual restriction of the rights of indigenous people and direct political pressure on this population during the First World War, aggravating of the language issue, the increase of national consciousness of the Rusyn-Ukrainians, the emergence of politically oriented and cultural-educational societies; the educational and organizational preconditions: a small number of schools, illiteracy of the population, the non-satisfaction of the needs of the representatives of different nationalities to receive education in their native language, the absence of the system of teachers training [3, p. 64-73].

II. Czechoslovakia: *the socio-economic conditions*: the investing into the development of industry, town planning, improvement of infrastructure, land reform; *the socio-political preconditions*: the formation of a united administrative-territorial district – Subcarpathian Rus, the Transcarpathian region was recognized as Rusyn (because of the domination of Rusyn population), increase in the number of political parties and public organizations, the language issue (the Rusyn dialects, Russian, Ukrainian languages); *the educational and organizational conditions*: nationalization, extension of the school network, the introduction of compulsory eight-year training, the creation of primary schools and classes with native language teaching, providing conditions for training teachers for work at national schools [3, p. 102-113].

III. Hungary: *the socio-economic conditions*: militarization of the economy, impoverishment of the population, strengthening of migration processes (Argentina, USA, Canada); *the socio-political preconditions*: the government's struggle against European and humanist ideology, dissemination of European humanitarian offers, official recognition of the Hungarian-Russian language, and so on; *the educational and organizational conditions*: reduction of education expenditures, reducing the number of schools, the controversial attempts to expand the rights of the Rusyns to study in their native language (the estab-

lishment of Rusyn schools, bilingual schools) on the background of the general hungarization of school education, intensification of the influence of religion and patriotic associations of pro-Hungarian orientation on educational processes, gradual closure of schools with Romanian, Czech, Ukrainian teaching languages [3, p. 151-163].

IV. The Soviet Union (USSR): *the socio-economic conditions*: industry development, the opposition of local population to compulsory collectivization, industrialization, urbanization, the departure of rural population for season earnings to the central and eastern regions of the Ukrainian SSR and the Russian Soviet Federative Socialist Republic, the announcement of social equality, demographic population growth with quantitative reduction of major groups of national minorities; *the socio-political conditions*: the administrative reform, the toponymical reform (change of names of settlements), forced Russification and mass culture, prohibition of church and religious education; *the educational and organizational conditions*: nationalization of schools, compulsory secondary education, reorganization of educational institutions, large-scale opening of schools, forming the education management out of Soviet specialists (immigrants from Central and Eastern Ukraine) [3, p. 182-195].

V. Ukraine: *the socio-economic conditions*: transition to market relations, economic crisis, emigration processes (Austria, Germany, Hungary), worsening of demographic situation, gradual stabilization of the socio-economic development of the region (the period from 2000 till 2011); *the socio-political conditions*: democratization, multiparty system, the mass creation of public organizations, development of cultural centers of national minorities, spreading the influence of religion and church on the sphere of cultural life; *the educational and organizational conditions*: reducing the number of primary school pupils, quantitative reduction of primary classes (especially in rural areas), reduction of educational budget, reorganization of educational institutions through their consolidation, creating educational and training complexes of “kindergarten – school” type, implementation of state target programs on educational processes optimization, providing the opportunity to be taught in the native language at primary school, the intensification of the establishment of national schools depending on the needs of the population, updating the content of primary education [3, p. 266-275].

In the context of the determined socio-economic, socio-political, educational and organizational preconditions the formation and development of primary school in Transcarpathia throughout the stated period, as well as considering consistency, permanence and dynamism of primary school, we define the concept of *systemic educational transformation* as subordinate-adaptive changes of the educational space of the Transcarpathian region depending on law-making, educational, linguistic policy of the state by the dominant state, and defending national characteristics in the multicultural region as a key concept in the building of the historical-system model of the de-

velopment of primary school in the Transcarpathian region in the second half of XIX - early XXI century. The term “transformation” in the context of historical and pedagogical research the foreign scholar D. H. Hargreaves considers as profound fundamental changes, which are caused by radical rather than partial innovations [5, p. 27].

Educational policy is the activity of the state and its institutions, the bodies of local self-government in the sphere of legislative, organizational, financial support for the functioning and development of the education sector.

Language politics is a system of political, legal, administrative measures, which are aimed at regulating language relations in the state, changing or preserving the language situation in the state. In every historical period of territorial belonging of Transcarpathia to the particular state there were changes in the implementation of language and education policy, and this inevitably influenced the provision of the rights of people to receive primary education in their native mother tongue. The changes in the educational and language policies of the states-dominant were fixed by laws, namely in such ones as: Austro-Hungarian Law III “About the Formation of Independent Hungarian Ministries” (1848), Law XXXVIII “About Public Education” (1868), Law XVIII “About the Study of the Hungarian Language in the Institutions of Public Education” (1879), Law XXVII “On Legal Relationships in Non-State Primary Public Schools and Rewards for Teachers of Municipal and Parochial Schools” (1907); Czechoslovak legislation: Law No. 226/22 “Small School Law of the Czechoslovak Republic” (1922); Hungarian legislation such as: Order No. 7.880 “About Organization of Management of Public Education at the Returned Eastern and Transylvanian lands to the Hungarian Holy Crown” (1940), Order No. 24.024 “About the Rules of the Organization of Schooling at Annexed Territories” (1940), Law XX “About Compulsory School and Eight-Year Public Schools” (1940); Soviet laws such as Decree of the People’s Council of Transcarpathian Ukraine “On the Transition of School Education in the Jurisdiction of the State” (1945), Order No. 63138 V/1945 “On the Reform of the Education System in the Transcarpathian Ukraine” (1945), Order of the Ministry of Education of the Ukrainian Soviet Socialist Republic No. 5479 “On the State of Work of Schools of Western and Transcarpathian Regions of the Ukrainian SSR” (1946), Order of the Ministry of Education of the Ukrainian Soviet Socialist Republic No. 986 “On Measures to Improve Work with Local Teachers, Who Can Become Leaders in the Western, Izmail and Transcarpathian regions” (1949); Ukrainian laws such as National Strategy for the Development of Education in Ukraine until 2021, The Transcarpathian Education Development Programs for 2003-2012, and others [3]. In the process of analyzing the regulatory and legislative framework we have distinguished the directions of educational and language politics which regulated the development of the primary education in Transcarpathia. Thus, during the 1st-4th stages

(namely, the Austro-Hungarian, Czechoslovak, Hungarian and Soviet stages) we note the strengthening of public administration by the field of education (centralization), in particular when defining goals, structure and content of education. The 5th stage (the Ukrainian one) is characterized by a gradual transition to the centralization of education and language policy.

In the process of historical and pedagogical research the concepts “trend” and “feature” are used. In the general sense, the term “trend” means the direction of development. And the concept “feature” indicates the peculiarities, attributes, properties. In the context of our study, these concepts are distinguished by the fact that among the features we distinguish the things that concern organization, management and subordination, content of primary schools of Transcarpathia, and trends mean general, specific and repetitive aspects (distinguishing organizational and managerial, educational and content, and professionally oriented) in the development of primary schools in Transcarpathia.

Having analyzed the archival documents, we got the opportunity to determine features of the organization of the Transcarpathian primary school in the second half of XIX - early XXI century, its management and the content of its activities (the content of the educational process) under conditions of dependence on state-territorial subordination and appropriate educational transformations, which are an important part of the historical-system model of the development of primary school. In accordance with the stages we present the identified features:

- the 1st stage: *organization* (types of schools – two-leveled (primary and higher primary); state, private, municipal (urban / rural communities) schools; church (Roman Catholic, Greek Catholic, Reformed, and Jewish); monolingual and bilingual schools; *terms of study*: primary school (6 years), higher primary school (3 year); *school management, subordination*: elective school council, an elected representative of the teaching staff, district pedagogical councils, pedagogical council of the educational district, or Ministry of Religion and Public Education of Austria-Hungary (Budapest)); *the content of education* (analysis of curricula and programs): parish school had 10 educational subjects, municipal had 13 educational subjects. Among the main subjects there were religion and ethics, reading and writing, oral and written counting, the system of measurement, grammar, the basis of physics and natural science taking into account the features of the region, history and geography of the region, familiarization with public rights and obligations, and so on. Week load was 20-25 hours. And the time that was taken for physical education, an agricultural work, and horticultural works was not a part of the official weekly load [3, p. 73-99].

The 2nd stage: *organization* (there were such types of schools: state, church/religious; government, private; single-class, two-class and three-class schools; monolingual and bilingual; *the terms of study*: daily primary school (6 years / 3 departments (first - 1 class, the second

- 2 and 3 classes, the third - 4, 5, 6 classes), the repetitive primary school (2 years), since 1930 – eight-year primary school was introduced); *school management, subordination*: state school had a school curator, the church school had a church school department, district school inspectorates, Ministry of Schools and Folk Education of Czechoslovakia (city of Prague); *the content of education* (analysis of curricula and programs): 10 educational subjects. Weekly load was 19-30 hours (depending on the year of study). There were compulsory subjects such as Religion, Language of Teaching, Geometry, Drawing, Gymnastics for boys and girls). The content of the subjects “Exercises in field and horticultural works” and “Study of the most important civil rights and responsibilities” were respectively included in such subjects as Description of the Land (geography) and History [3, p. 113-131].

The 3rd stage: *organization*: there were such types of schools – state, public and religious; monolingual and bilingual; *terms of study* – two-level primary school: the lower level – 4 years (from 1 to 4 class), higher level – 4 years as well (there were 5-8 classes, urban and rural schools); *school management, subordination*: in the state schools there were school principal, school board; in public schools there were public (urban and rural) and church councils; the chief director of the educational district; regent commissar of Subcarpathia; royal school observer, Ministry of Religion and Folk Education of Hungary (city Budapest); *the content of education* (analysis of curricula and programs): there were 3 cycles of subjects. New subjects were introduced: National Literacy involved compulsory study of the Hungarian language and history of Hungary, addition of bases of economy and health to the discipline Natural and Economic Knowledge. There was a differentiation of content of the discipline Domestic economy (for urban and rural schools) [3, p. 163-178].

The 4th stage: *organization*: there were such types of schools – state; primary school, primary classes as a component of seven-year and secondary schools; incomplete primary schools; monolingual, bilingual and trilingual; *terms of study* – 4 years (since 1945 till 1966), 3 years (since 1966 till 1986), 4 years (since 1986); *school management, subordination*: school principal, the district (city) department of education, the regional education department, the Ministry of Education (public education) (the Ukrainian SSR, Kiev), the Ministry of Education (public education) (USSR, Moscow); *the content of education* (analysis of curricula and programs): there were 9 educational subjects. Week load was 24-29 hours (depending on the year of study). The Russian language (language and reading) as obligatory, native language and reading for national minority schools were implemented. Lack of lessons of religion, physics, geography (from the last two subjects there were separate themes in the natural sciences), history (some topics were presented in a reader) [3, p. 195-220, 221-241].

The 5th stage: *organization*: there were such types of schools: primary and the primary school as a part of comprehensive schools of I-III levels, training and educational complex “ kindergarten – school”; state and private schools; *terms of study* – 3 or 4 years (since 1991 till 1999), 4 years (since 2000); *school management, subordination*: school principal, school council, the district department of education, the regional education department, the Ministry of Education and Science of Ukraine (Kiev); *the content of education* (analysis of curricula and programs): there were 13 educational subjects. Week load was 20-23 hours (depending on the year of study). 3 hours, which are foreseen for physical culture were not taken into account when determining the “maximum allowable” educational load. A foreign language (instead of Russian) was taught, the new subjects were implemented: “Me in the world”, “Stages to Informatics”, “Fundamentals of Health”, and “Art” as an integrated discipline [3, p. 245-266].

The determined peculiarities of organization, management and content of the primary education in the Transcarpathia of the second half of XIX - early XXI century give an opportunity to generalize and systematize the leading trends of the development process of Transcarpathian primary school in accordance with the specified periodization. We differentiate the general, specific and imitation trends with their internal division into organizational and managerial, educational and content, and profession-centered.

General trends (organizational and managerial) trends include the following phenomena: the growth of the number of primary schools and the engagement of all school-age children into studying, formation of the normative base of primary school, standardization of the content of education, controversy of the language of teaching at primary school, compulsory study of the state language at primary schools and knowledge of the state language by teachers; educational and content: focus on maintaining health, practical orientation, performance of socially useful work, self-service skills development and others.

Specific trends (organizational and managerial: hidden Czechization (the 2nd stage), Hungarization (the 3rd stage) of schools, reducing the number of schools and pupils, attempts to expand the rights of the local population (Rusyns) for native language learning, increasing the influence of religion and patriotic Hungarian associations on educational processes, the differentiation of the content of education depending on the administrative-territorial (city/village) peculiarities (the 3rd stage), decentralization of management (the 5th stage), introduction of a national school, providing rights and opportunities for schools to meet the educational needs of national minorities, variability of education, creation of training and educational institutions of a new type, the regional orientation of the restructuring of the management of the field of education (the 5th stage); educational and content: activities of bilingual schools; Russification of the school (the 4th stage),

teaching pupils in their native mother language, personal orientation of education (the 5th stage), etc.

Imitation trends: organizational and managerial: basing on European experience (the 1-3, 4th, (the end of XX century), 5th stages), the declared expansion of the rights of different nationalities to study in their native language (the 1st, 2nd, 3rd stages), controversial, pseudo-tolerant attitude to the educational needs of national minorities with simultaneous reduction of national schools (the 1st, 3rd stages), centralization of management (from the 1st to 4th stages), Ukrainization of the content of education (the 2nd stage - Carpathian Ukraine, 1938-1939, the 5th stage), involvement of public organizations to the management of educational processes (the 1st, 2nd, 3rd, 5th stages); educational and content: compulsory religious education, a religious component in the content of education (the 1st, 2nd, 3rd stages), ethnographic nature of education (the 3rd-5th stages), the integrative nature of the curriculum (the 2nd and 5th stages), *profession-centered*: activation of methodical and scientific work of teachers (advanced training, pedagogical societies, extracurricular cultural and educational activities, pedagogical congresses, teacher conferences, development of professional press) (the 1st-5th stages), etc.

The historical-system modeling is a schematic representation of the changes of the primary school formation in Transcarpathia of the second half of XIX - early XXI century (chronological stage, territorial subordination, preconditions for the formation of elementary school, systemic educational transformations (educational, language politics and others), the trends and peculiarities of the development of primary school, etc.), which involves the actualization of constructive ideas of historical experience. For example, the constructive retro experience of the primary school of Transcarpathia can be used in conditions of modern reformation of primary school in Ukraine, in particular: at the organization level – the increasing the network of educational institutions, which provide primary general education, their diversification by types and forms of ownership; at the level of management and subordination – increasing access to the creation of primary schools for individuals, local communities and religious organizations with the obligatory condition of adherence to educational standards; at the content level – mutual enrichment, the dialogue of cultures, which existed in education of previous periods (Austro-Hungarian, Czechoslovak, Hungarian and Soviet periods), finding a compromise and taking into account

the interests of different confessions in religious and moral education, etc. As a result of the generalization of the foregoing, we have developed the historical-system model of the formation of primary school in Transcarpathia of the second half of XIX - early XXI century (fig. 1.).

Discussion

The model of historical and pedagogical research differs from the model of experimental research because it always reflects a certain historical and educational process, only the name of the investigated historical phenomenon is changing. Thus, the developed model can be considered universal because one can use it to study any historical and pedagogical process. Thus, the universal components of this model are as follows: preconditions, process, periodization, trends, features. Any historical process is focused on the future, therefore, we emphasize the actualization in this model. In the proposed model, the systemic educational transformations are specific because not every region of our state has experienced changes in state-territorial subordination, which caused the socio-economic and socio-political changes, in the context of which educational transformations have taken place.

Conclusions

Thus, we have considered the process of formation and development of primary school in Transcarpathia in the period of the second half of the XIX and beginning of the XXI century as consequence-dependent transformations in the organization, management, structure, content of activities of primary school which are determined by the state-territorial subordination of the region (therefore socio-economic, socio-political, systemic educational transformations). The peculiarities of the organization and content of the activity of primary school in Transcarpathia are determined. The research also covers its leading development trends (general, specific, repetitive with differentiation on organizational and managerial, educational and content, profession-centered). We have presented the historical-system model for the formation of primary school in Transcarpathia from the second half of the XIX and the beginning of the XXI century (which involves chronological stage, territorial subordination, preconditions for the formation of primary school, systemic educational transformations such as education, language policy), trends and peculiarities of primary school development, updating of the retro experience). The model has reflected historical sequence, provided the scientific structuring, consistency of the disclosure of the investigated process.

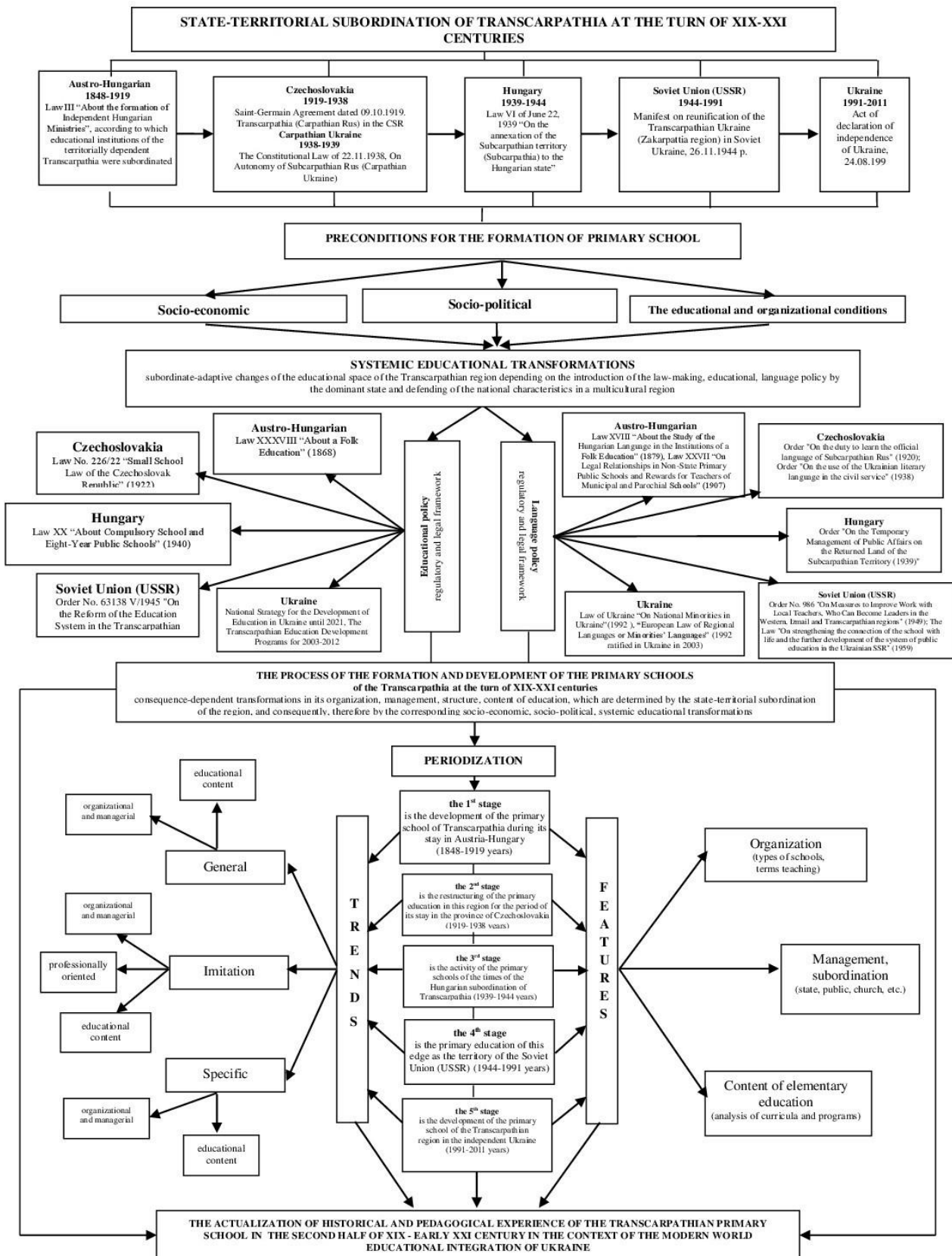


Fig. 1. Historical-System Model of the Development of Primary School in Transcarpathia at the Turn of XIX-XXI Centuries

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ІСТОРИКО-СИСТЕМНА МОДЕЛЬ РОЗВИТКУ ПОЧАТКОВОЇ ШКОЛИ ЗАКАРПАТТЯ НА МЕЖІ XIX – XXI СТОЛІТЬ

Актуальність дослідження зумовлена особливостями розвитку початкової школи полікультурного регіону – Закарпаття – в умовах єдиної державної освітньої політики. Мета дослідження полягає в розробці авторської історико-системної моделі розвитку початкової школи Закарпатського регіону другої половини XIX – початку XXI ст. Методи дослідження: контент-аналізу архівних матеріалів (навчальних планів, програм, підручників, розкладів уроків, класних журналів) з метою виявлення ретрособливостей організації і змісту діяльності початкової школи Закарпаття; хронологічний, ретроспективного логіко-системного аналізу – як основа вивчення організації і управління діяльністю початкової школи Закарпаття в контексті історико-системних освітніх трансформацій; історико-компаративний – для виявлення тенденцій регіонального розвитку початкової школи; інтерпретації та узагальнення – з метою актуалізації і визначення шляхів впровадження конструктивного історичного досвіду в сучасну шкільну практику; метод моделювання – сприяв розробленню авторської історико-системної моделі формування початкової школи Закарпаття. Розроблена авторська історико-системна модель формування початкової школи Закарпаття періоду другої половини XIX – початку XXI ст. включає: періодизацію (V хронологічних етапів), територіальне підпорядкування (Австро-Угорщина, Чехословаччина, Угорщина, Радянський Союз, Україна), передумови становлення початкової школи (соціально-економічні, суспільно-політичні, освітньо-організаційні), системні освітні трансформації (підпорядковано-приспосувальні зміни освітнього простору Закарпатського регіону в залежності від привнесеної законотворчої, освітньої, мовної політики державою-домінантом та відстоювання національних особливостей у полікультурному регіоні), тенденції і особливості розвитку початкової школи, актуалізація ретродосвіду. Розроблена модель може вважатися універсальною, тому що на неї може накладатися вивчення будь-якого історико-педагогічного процесу. Так, універсальними є такі її складові: передумови, процес, періодизація, тенденції, особливості. Будь-який історичний процес спрямований на майбутнє, тому й виділяємо в моделі актуалізацію. Специфічним у ній є системні освітні трансформації, тому що не кожен регіон переживав зміни державно-територіального підпорядкування, що зумовлювали соціально-економічні, суспільно-політичні зміни, в контексті яких відбувалися освітні трансформації.

Ключові слова: початкова школа, системна освітня трансформація, історико-педагогічне моделювання.

Submitted on October, 31, 2017



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