STATE OF DEVELOPMENT OF FOLK SCHOOLS AND ANALYSIS OF THE CONTENT OF SOME SUBJECTS IN PRIMARY SCHOOLS OF PIDKARPATSKA RUS AT THE BEGINNING OF THE 20TH CENTURY

Abstract. The article reveals the state of development of folk (primary) schools in Pidkarpatska Rus at the beginning of the 20th century, their educational, didactic and material support, it is analyzed the content of the program for Rusky (Ukrainian) folk schools, as well as of some subjects of folk schools. The history of primary education in Transcarpathia is a part of the formation of the educational system of Ukraine. Therefore, the acquaintance with the process of development of folk (primary) schools of Pidkarpatska Rus, with the programs and content of individual textbooks at the beginning of the 20th century is very relevant today.

According to the «Curriculum for Rusky folk (Ukrainian primary) schools» (1923), the school was considered an integral part of the civil (social), national, state and human system, therefore it had to educate cultural and moral values, which were followed by the people, the state and humanity in general. With constant attention to real life circumstances, it directed students to friendly coexistence, to democratic friendship and active help, to national solidarity and humanity. Education of the people was an important means of social education, which taught students to consciously fulfill their social duties.

So, one of the important educational subjects of folk schools was «God's Law». Religious education was based on the systematic guidance of the child to acquire human virtues along the path of Christian ethics.

According to the «Curriculum for Rusky folk (Ukrainian primary) schools» the language of instruction was divided into the following separate subjects: conversation, reading, grammar and spelling, style. The goals of language learning in the sixth-grade schools were as follows: to know the richness, beauty and spirit of the native language, to love the language, to understand the meaning of the word;
express the thoughts orally and in written form, grammatically and stylistically correctly; clearly, understandably and beautifully read brief information about the writers of the native land etc.

**Keywords:** content of education, Pidkarpatska Rus, Rusky (Ukrainian primary) folk schools, analysis of programs, the content of textbooks.

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**СТАН РОЗВИТКУ НАРОДНИХ ШКІЛ ТА ANALІЗ ЗМІСТУ ДЕЯКИХ ПРЕДМЕТІВ У ПОЧАТКОВИХ ШКОЛАХ ПІДКАРПАТСЬКОЇ РУСІ НА ПОЧАТКУ ХХ СТ.**

**Анотація.** У статті розкрито стан розвитку народних шкіл Підкарпатської Русі початку ХХ століття, їх навчально-дидактичне та матеріальне забезпечення, проаналізовано зміст програми для руських народних (початкових) шкіл, та окремих навчальних предметів народних шкіл.

Історія початкової школи Закарпаття є частиною становлення освітньої системи України. Тому ознайомлення із процесом розвитку народних (початкових) шкіл Підкарпатської Русі, з програмами та змістом окремих підручників початку ХХ століття є дуже актуальним сьогодні.

Відповідно до «Навчальної програми для руських народних (українських початкових) шкіл», школа вважалась складовою частиною громадянського (сусільного), народного, державного і людського устрою, тому мала виховувати культурні й моральні цінності, за якими йшов народ, держава і взагалі людство. З постійною увагою на дійсні життєві обставини, вона направляла учнів до приятельського співжиття, до демократичної дружності й активної допомоги, до народної солідарності й людяності.

Одним із основних принципів, який охоплював весь навчально-виховний процес у народній школі був принцип релігійності. Релігійне виховання розпочиналося у сім’ї, а потім продовжувалося у школі на уроках «Закону Божого». Воно опиралось на систематичному веденню дитини до присвоєння людських чеснот дорогою християнської етики.

Згідно програми для руських народних шкіл мова викладалась на таких предметах: бесіда, читання, граматика і правопис, стиль.

Уроки «Бесіди» в народних (початкових) школах Підкарпатської Русі служили методом повідомлення нових понять, фактів і життя школярів, поглибленим морально-етичними поняттями, розвитку початтю відповідальності,
Formulation of the problem. The reform of primary education in Ukraine actualizes the problems of updating its content, as well as the improving of teaching methods and tools. The modern elementary school is designed to become the foundation on which the assimilation of the system of scientific concepts is built. It is the first stage in the development of intellectual abilities, the formation of creative abilities, the independence of students in learning, in the direction of their educational activities. The development of the modern primary school took place over the centuries.

The historical development of primary education in Transcarpathia at the beginning of the 20th century plays a significant role in raising the content of the study of educational subjects of the 21st century, because an objective historical-systemic analysis of the past experience will expand the possibilities of determining the prospects for reforming the content of the modern primary school in the context of a single educational space.

Analysis of recent research and publications. Basic studies on the methodology and theory of the content of school education are the works of M. Bogdanovych, V. Bondar, G. Koval, L. Narochna, O. Savchenko, N. Skrypchenko, V. Sukhomlynskyi, S. Chavdarov and others.

The history of national educational systems is analyzed in the studies of L. Berezivska, L. Bondar, L. Vovk, I. Zaichenko, O. Liubar, N. Pobirchenko, O. Sukhomlynska, M. Iarmachenko and others. The development of education in Transcarpathia is reflected in the researches of scientists of the region: I. Granchak, D. Danyliuk, V. Zadorozhnyi, V. Kerechanyn, D. Khudanych (historical prerequisites for the formation of educational processes); A.Bondar, V.Homonnai, A.Ihnat, M.Talapkanyc, V.Rosul, P.Strichyk, Ch.Fedynets, V.Khymynets, P.Khodanych and others.

L. Bondar studied the theoretical foundations of the construction of textbooks for primary schools in the second half of the 20th century. Scientist H. Rozlutska studied some aspects of the content of school textbooks in Transcarpathia. The educational orientation of the content of primers in Ukrainian schools of Transcarpathia is considered in the scientific research of O. Fizeshi. V. Bulgakova,
N. Marfynets, T. Talabira, O. Terpiak, K. Tkachenko, and others were engaged in the analysis of educational programs.

The purpose of the article is to reveal the state of development of folk schools in Pidkarpatska Rus, to analyze the program for rusky (Ukrainian primary) folk schools and the content of some subjects at the beginning of the 20th century. The analysis of the literature on the research problem gives reason to assert that the issue of the state of development of folk schools in Pidkarpatska Rus and the content of some subjects (conversation, grammar, writing, style, religion) at the beginning of the 20th century was not the subject of a comprehensive historical and pedagogical study.

Research results. Historians of Ruthenian pedagogy in their research often encountered valuable features of the history of schooling, the education of the people, and the origins of pedagogical thought. The peculiarity was that the state and political figures, teachers, and churchmen (to a large extent), representatives of the common people took part in this difficult process. Each of these social strata in its own way revealed the purpose, tasks and genesis of the main pedagogical problems. The best representatives of the Ruthenian people found and discovered their vitality, positively perceived the modest successes of national schooling as a natural process that reached the depths of the people, the mentality of the Ruthenian people. Although our people had to overcome various obstacles in the course of their historical development, there were also positive trends that emerged from the principles of humanism, nationalism, content, logic and development of pedagogical ideas of the past of Carpatho-Ruthenian people.

The process of development of schooling and pedagogical practice had its own characteristics. With the aim of broad education among the people, teachers showed interest in music, were engaged in musical folkloristics, recorded folk songs, created secular and church children's choirs, adult choirs. In addition to active social activities, the teachers were engaged in the art of painting, became professional artists and influenced the spiritual development of Ruthenians precisely because of the beauty of visual arts.

The development of the content of school education in Transcarpathia in 1919-1939 was connected with the complex conditions of the formation of civil society in Czechoslovakia. Thanks to the policies of the democratic government, were created favorable, but at the same time, difficult conditions for the formation of Ukrainian culture and education. [4]

The history of the Transcarpathia primary school is also part of the formation of the educational system of Ukraine. Therefore, the acquaintance with the process of development of primary schools in Pidkarpatska Rus, with the programs and content of individual textbooks of the beginning of the 20th century is very relevant today.

At the beginning of the 20th century, significant changes took place in the development of folk schools in Pidkarpatska Rus. The first decade became especially
important: schools became rusko-speaking (ukrainian-speaking), where it was not only possible, but necessary to speak «rusky» (ukrainian).

During the war, Rusky (Ukrainian) schools were closed. And during the coup there were no Rusky schools at all. It follows from this that the national Rusky (Ukrainian) school was just beginning its life and was building a foundation for itself from the very roots. Despite the linguistic chaos, the school made the greatest achievements that were ever achieved in Pidkarpatska Rus. There were 938 folk schools on its territory at that time, which were divided into «districts» as follows: Uzhhorodska – 241, Maramoroska – 319, Berezhska – 279, Ugochanska – 99, in total – 938. These statistics include all types of schools of lower and higher grades, which belonged to the state, the church, and private individuals.

In 1927, there were 83,149 schoolchildren who attended school, while only 18,000 did not attend school, and in 1928 the number of those who did not attend school decreased to 13,000. In 1929, this number decreased to 9-10,000 people. [7, c. 44].

In Pidkarpatska Rus, the internal development of school affairs in the first decade of the Czechoslovak Republic was no less important than the external one. When the first school rector in Pidkarpatska Rus, Yosyf Peshek, took his place in 1919, school affairs were in complete disorganization, and even the year 1921 indicated great shortcomings. [7]

The position of primary schools based on the language of instruction at the beginning of 1921 was as follows: 527 schools were with Rusky-language (Ukrainian-language) of instruction, 32 schools with Slovene-language of instruction, 116 – with Hungarian, 2 – with German, 1 – with Hebrew, and 7 – with Romanian language of instruction. There were a total of 683 schools with 1097 teachers. There were 2,692 students in Czechoslovak schools, 28,817 students in Rusky (Ukrainian), 796 – in German, 11,579 students in Hungarian, and 6,758 ones in Jewish schools. The number of Romanian students is not recorded. The total number of children enrolled in schools is 50,119. In places with Rusky population, only 25-30% children attended school. Under such difficult conditions, school affairs in Pidkarpatska Rus could not develop so quickly and successfully.

In addition to internal shortcomings in the development of school affairs, external ones were also observed: the school equipment was poor, and some schools were destroyed and erased from the face of the earth. There were no teaching aids, libraries for students and for teachers were only Hungarian. Parents did not send students to school because of poverty and apathy towards education. Thus, school attendance in the summer of 1919-1920 was equal to 20% in the villages. And the teaching method itself did not make any improvement in this picture of school affairs.

In the late 1930s, all public schools were in good condition, with clean classrooms, tidy yards and gardens. Unfortunately, there were very few public schools. The church premises were not renovated for a long time, as the authorities did not take care of them at all. Even worse was the situation of schools that were housed in rented premises and were not built for school purposes.
Since the issues of our research include a review and analysis of the content of individual educational subjects in folk (primary) schools of Podkarpatska Rus at the beginning of the 20th century, we will consider «The Curriculum for folk (primary) schools of Podkarpatska Rus», published in 1923, because it was in the programs that the content and features of individual subjects were best reflected. [10]

At the beginning of the 20s of the XXth century, the introduction of new Curriculum for the folk schools of Podkarpatska Rus was drawn up by a specially selected commission and approved by the teachers' conference. [10] During the development of new curricula, the experience of the Czechoslovak education system was carefully studied and taken into account, and considerable attention was paid to the teaching of each subject based on local materials.

According to the analysis of the source base published on the pages of the Government Gazette, pedagogical journals, the content of the educational programs was characterized by the dominance of industrial training, integration with various educational subjects and orientation towards the assimilation of the most important factual knowledge necessary for life.

The analyzed «Curriculum» was published in the Government Gazette («Урядовий вістник школьного одділу щодо управи Подкарпатської Руси. 1923, Ч. 9-10. річник III»), and contained: general notes, tasks of the public school, basic principles and methods of education and upbringing, timetable, list of textbooks, homework, outings, list of optional subjects, division of the educational process into degrees, classes and departments, the number of weekly hours, educational foundations of school subjects for each class. [10]

According to the «Curriculum», school was considered an integral part of the civil (social), national, state and human system, therefore it had to educate cultural and moral values, which were followed by the people, the state and humanity in general. In agreement with them and with constant attention to real life circumstances, school directed students to friendly coexistence, to democratic friendship and active help, to national solidarity and humanity. [10] The education of the people was an important means of social education, especially urban education, which taught students to consciously fulfill their social duties. The national school developed the mental abilities of students through systematic and appropriate training, which students used to acquire a general education.

It is worth paying attention to the fact that education in folk (primary) schools covered three levels (six years): lower – 1–2 grades, middle – 3–4 grades, higher – 5–6 grades.

The curricula for folk (primary) schools provided for the study of the following subjects: religion, native language, science of the native land, history, arithmetic, singing, drawing, gymnastics, handicrafts. However, attention was focused on humanitarian education:

1st grade - 4 hours (out of 19 hours of weekly workload for all subjects): religion – 2, native language – 13, singing – 1;
2nd grade - 2 hours (out of 9 hours): religion – 2, native language – 10, drawing – 2;
3rd grade - 4 hours (out of 11 hours): religion – 2, native language – 9, drawing – 2, singing – 1, handicrafts – 3;
4th grade - 4 hours (out of 11 hours): religion – 2, native language – 8, drawing – 2, singing – 1, handicrafts – 3;
5th grade - 4 hours (out of 29 hours): religion – 2, native language – 8, drawing – 2, singing – 1, handicrafts – 3;
6th grade - 4 hours (out of 30 hours): religion – 2, native language – 8, drawing – 3, singing – 1, handicrafts – 4. [10]

At the beginning of the 20th century, new trends in education and training appeared, the purpose of which was to raise the school to a higher level and which clearly indicated certain tasks of the school. Children's psychology, experimental pedagogy, individual and social, physical, artistic, practical, moral and national education «sought» the right to exist in the public school. The curriculum for folk schools «gave freedom» to the teacher in details and teaching methods. They contained only such material that under normal conditions could be laid out effectively. Based on it, regional teachers' conferences prepared a detailed schedule of educational material for the whole week.

As a new subject, the curriculum for the folk (primary) schools included the science of morality, but it did not have specific hours, because moral education was supposed to be the soul of all subjects in the school.

One of the main principles that covered the entire educational process in the folk (primary) school was the principle of religiosity. Religious education began in the family, and then continued at school during the lessons of the «Law of God». It was based on the systematic guidance of the child to acquire human virtues along the path of Christian ethics. From an early age, children were taught that humanism, a sense of human pride should be a proof not only of social maturity, but a living example of religious ethics, love for God and neighbour. In folk schools, at the beginning of studying this subject, it included learning prayers, church songs, the sacred history of the Old and New Testaments. The study of religion in folk schools of Pidkarpatska Rus was an effective way of moral education, development of moral norms of behaviour, formation of a person's worldview.

At the lessons, teachers used various means of education: instruction, advice, order, example, punishment, encouragement. The content of the subjects of the humanitarian cycle (especially the study of languages) provided positive opportunities for the education of the best character traits in students with the help of such methods of education as instruction, demand, punishment, and the teacher's personal example. The main means of educational influence on students were the study of Rusky and Czech languages, teaching religion, teaching conversation, style, reading and discussing the books and stories on moral topics, organization of school life, as well as family education.
In general, we can see from the Curriculum that all the educational work in folk schools was associated with the study of Rusky (Ukrainian), Czech and German languages. Knowledge of languages was considered as a way to literacy, key to science, culture, morality and spirituality of a person. Learning any foreign language was based on knowledge of the native language. Learning the Rusky (Ukrainian) language should become the centre of all education. It developed the spiritual life of the child and instilled the skills to express one's thoughts well. In the entire process of education, special attention was paid to the main principles of education: truth, morality, goodness, beauty, nationality, striving for educational work.

At the beginning of the 20th century, the folk school set the following main tasks for teachers: to teach children, using the example of artistic texts, to learn about the beauty, richness and spirit of their native language; to be able to correctly express thoughts in oral and written form; read clearly; develop interest in fiction; to cultivate love and respect for the native language.

Compared to the typical educational program Savchenko 1-2 and 3-4 grades «The goal of primary education is comprehensive development of the children, their talents, abilities, competencies and skills in accordance with their age, individual psychophysiological characteristics and needs, the formation of values and the development of independence, creativity, curiosity, which ensure their readiness for life in a democratic and informational society, continuing education in primary school. Primary education involves a division into two cycles – 1–2 grades and 3–4 grades, which take into account the age-specific features of children's development and needs and provide an opportunity» [8-9].

The Curriculum for native language lessons at the beginning of the 20th century was designed in such a way that during the first two years of study at the «Conversation» lesson, children learned the most important information from the life of their immediate environment. It was an oral integrative course that covered information from all areas of a pupil’s life: 1) family, native land, native house, household, work in the field; 2) folk customs, traditions, ceremonies, occupations; 3) school, school life; 4) natural phenomena, animals, birds; 5) health care. During the selection of the content of studying language, the calendar-thematic principle was followed.

According to the «Curriculum for Rusky folk (Ukrainian primary) schools», the language of instruction was divided into the following separate subjects:

a) conversation,

b) reading,

c) grammar and spelling,

d) style. [10, c. 198]

The hours allocated for teaching these subjects are in the Curriculum.

Let's consider «Conversation» as one of the most important educational subjects. During the lessons children presented descriptions and stories through drawing, using chalk and colored pencils. Drawing could be on a free topic or
thematic. To develop independence, determination, strong will and to promote the development of the desire to learn, once a month students went on an excursion to the forest, to the field, to the river, because what we see and experience remains in our memory the longest. [8, c. 198-199]

The next academic subject was «Reading». At the reading lessons in Pidkarpatska Rus teachers used Readers. A reader was supposed to be a book for practicing reading skills. The articles were chosen from real life: at the lower level, they took simple children's and folk poetry, and at the higher level, schoolchildren got to know the beauty of poetry and native literature. The language of the primer was easy, understandable for children, and the texts and words were taken from children's lives.

Let's consider, according to the Curriculum, the following subject «Grammar and spelling». In the upper grades, through the study of grammar, students were introduced to grammar rules and proved by examples that they mastered this material. When studying this subject at all levels, more attention was paid to the practice of speaking skills, to the study of grammar, and the ability of schoolchildren to communicate freely. In the course of training, ineffective language learning methods were changed, and it was ensured that students got used to speaking the correct literary language.

One more interesting subject was marked in the curriculum for folk schools: «Style». The subject «Style» (III-VI classes) belonged to the list of the most important subjects of the folk school. During the lessons of «Style», students learned to create oral and written statements on a given topic. The topics of the texts covered the following areas: family, material life (construction, gardening, cattle breeding, seed production, etc.): «Our family», «In our village», «How houses are built», «How we planted potatoes», «Our cow», «How I grazed a cow», «Our well», «Spring works», «Corn shelling»; hobbies and interests of children: «Who do I love?», «How do I help my mother», «How we made a snowman», «How we play in winter», «My games», «How I picked berries», «How I picked mushrooms»; descriptions of nature: «Leaves are falling», «Description of winter», «First snow», «Spring», «On meadow»; ethnographic information: «St. Father Nicholas», «Holy evening in our family», «Christmas», «Aquarius», «We are at Easter», «At the cemetery», «At the wedding», «Legends from memory»; moral and ethical, patriotic topics: «Let's help the poor», «Thief», «I will be a soldier», «What good have I done», «The tale of a good child», «Let's not drink alcohol», «Smoking is harmful», «Who would I like to be when I finish school» [4, c. 123].
The learning process at the «Style» lessons was complemented by walks and excursions, during which students learned to observe phenomena from the life of society and nature, human labour.

Special attention was paid to learning to write. During the «Writing» lessons, schoolchildren had to learn to write correctly, clearly and, if possible, beautifully and quickly. During the entire learning process, the teachers made sure that the students sat correctly, wrote and held their notebooks correctly. The form of the letters had to be the same as in the alphabet. The teacher's model writing, hand exercises, practical exercises that are needed in daily life served to achieve the goal of this educational subject.

Let's consider the educational foundations of individual subjects for a sixth-grade school at the beginning of the 20th century. Each form covered one school year. The goals of language learning in the sixth-grade schools were as follows: to know the richness, beauty and spirit of the native language, to love the language, to understand the word and what is written; express your thoughts orally and in writing.
in Rusky (Ukrainian), grammatically and stylistically correctly; clearly, understandably and beautifully read brief information about the writers of the native land. During the study of the language, attention was paid to the harmonious and versatile education of young people. Teachers taught them to love reading books.

In comparison with the «Typical educational program Savchenko 1-2 and 3-4 classes» The goal of the elementary course of language and literature education is the development of the child's personality by means of various types of speech activity, the formation of communicative and reading competencies; the development of the ability to communicate in the Ukrainian language for spiritual, cultural and national self-expression, use it in personal and social life, in intercultural dialogue; enrichment of emotional and sensory experience, development of speech and creative abilities. [8-9] Now during the lessons of the Ukrainian language, the following content lines are studied: We interact orally, We read, We interact in writing, We study media, We study language phenomena.

The main task of writing lessons, according to the Curriculum for Rusky Ukrainian) folk schools, in the sixth-grade schools at the beginning of the 20th century was to teach students to write clearly, correctly and as quickly as possible the letters of the alphabet and the Latin alphabet, as well as to teach the most important rules of writing. [10, с. 227]

Students of folk schools in Pidkarpatska Rus each year studied the subject «Language of instruction». Thus, in the first form it was Conversation, Writing and Reading.

In the second form the subject «Language of instruction» contained 10 hours: Conversation – 4/2 hours, Reading – 5 hours, Grammar and spelling – 3 hours, Writing – 2 hours.

In the third form the subject «Language of instruction» contained 9 hours: Reading – 3 hours, Grammar and spelling – 5 hours, Style – 1 hour, Writing – 2 hours.

In the fourth form the subject «Language of instruction» contained 8 hours: Reading – 3 hours, Grammar and spelling – 3 hours, Style – 2 hours, Writing – 2 hours.

In the fifth form the subject «Language of instruction» contained 8 hours: Reading – 2 hours, Grammar and spelling – 4 hours, Style – 2 hours, Writing – 2 hours.

In the sixth form the subject «Language of instruction» contained 8 hours: Reading – 2 hours, Grammar and spelling – 4 hours, Style – 2 hours, Writing – 1 hours.

In comparison with the typical educational program Savchenko 1-2 and 3-4 classes the Ukrainian language subject includes: in the 1st grade – 7 hours, in the 2nd grade – 7 hours, moreover, the 1st grade is an integrated course «Ukrainian language. Teaching literacy»; while the 2nd grade is separate educational subjects «Ukrainian language», «Reading», or an integrated course «Ukrainian language».
Ukrainian language and literary reading 3-4 classes includes: «Ukrainian language» – 7 hours, «Literary reading» – 7 hours. [8-9]

Thus, in comparison with modern programs for primary schools «Типова освітня програма під керівництвом Савченко 1-2 та 3-4 класи» [8-9], this Curriculum differed in its structure and content, the division of the Subject under analyses into separate parts, as well as in the quantity of studied hours. The main goal and tasks of primary education, the content of the analysed subjects is also different.

Conclusions. So, at the beginning of the 20th century, the folk (Ukrainian primary) school set the following main tasks for teachers: to teach children, using the example of artistic texts, to learn about the beauty, richness and spirit of their native language; to be able to correctly express thoughts in oral and written form; read clearly; develop interest in fiction; to cultivate love and respect for the native language.

According to the «Curriculum for Rusky folk (Ukrainian primary) schools», school was considered an integral part of the civil (social), national, state and human system, therefore it had to educate cultural and moral values, which were followed by the people, the state and humanity in general. One of the main subjects was – the Language of instruction, which was divided into the following separate subjects: Conversation, Reading, Grammar and Spelling, Style. Thus, the main goals of language learning in the sixth-grade schools were as follows: to know the richness, beauty and spirit of the native language, to love the language, to understand the word and what is written; express your thoughts orally and in writing in Rusky (Ukrainian), grammatically and stylistically correctly; clearly, understandably and beautifully read brief information about the writers of the native land. During the study of the language, attention was paid to the harmonious and versatile education of young people, what is really relevant nowadays.

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