

**Ministry of Education and Science of Ukraine
H. S. Skovoroda Kharkiv National Pedagogical University**

Educational Studios: Theory and Practice

Monograph

Prague-Vienna – 2018

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The monograph is dedicated to scientific achievements of Department of General Pedagogy and Pedagogy of Higher School in H. S. Skovoroda Kharkiv National Pedagogical University. It contains works on modern transformations of education in Ukraine in methodological, theoretical, methodic and technological aspects. The monograph reveals new scientific approaches in theory of pedagogy, since they have been implemented, experimentally verified and approved in educational practice. New terms and concepts are defined in the monograph, and it reveals the pedagogical conditions for improving the quality of education and upbringing, for they have been identified and tested in experimental work. Social-pedagogical, historical and managerial aspects of improving the realization of the human right to education are outlined.

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1.15. FORMING OF PERSONAL AND PROFESSIONAL SENSES OF FUTURE TEACHERS IN REFLEXIVE AND CONTEXT ENVIRONMENT OF HEI

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V. Zhelanova, O. Linnik

Abstract. The article represents the research results, aimed to track the interdependence between the stages of environment making and formation of sense orientations that future teachers need. In order to get the empiric data, the pedagogical experiment has been held. It consisted of stated, formal and control stages and foresaw the polling method usage, testing, content-analysis of argumentative essays. The total duration of the experiment, where 725 students of pedagogical specializations from 5 Higher Educational Institutions (HEI) of Ukraine participated, lasted 3 years (2014-2017 years). The results of the experiment gave the possibility to verify the transformation of the sense attitude of the future teachers to the profession, depending on the stages of educational environment development in HEI.

Key words: reflexive and context environment, personal and professional senses, sense orientations, future teachers, professional pedagogical preparation.

The problem of filling the professional pedagogical education with a sense content has been the subject of the scientific studies not once (St. Barnes, J. Mattsson, L. Brady, D. Carr, N. Clement, T. Lovat, R. Toomeyand, P. Yermakov, V. Fomenko). The analysis of scientists' works has shown the absence of the systematic approach to this problem studying: there is no distinct definition of personal and professional senses, that the future teachers have to interiorize, the new technology of personal and professional senses forming in HEI has not been developed yet. Thus, the *problem* of the personal sense filling to the future teacher professional preparation, providing the formation of reflexive and context environment in HEI occurs. We suppose, that the education formation with the approaches mentioned will allow to satiate the environment of HEI with the cultural values and senses, to organize the studying process as a process of objective values obtaining by a student and their transformation into the personal meaningful values.

Research Focus The main **purpose** of the work given is to investigate the possibilities of personal and professional senses formation, that future teachers in reflexive and context educational environment of HEI need.

The research objectives:

1. to study the content of the professional pedagogical preparation and to highlight cultural, educational, professional and personal senses, that can be interiorized by the future teacher;
2. to follow the interconnection between the stages of environment making and sense orientations of the future teachers formation;
3. to determine if the future teachers have the sense orientations at the different stages of their studying under the conditions of reflexive and context educational environment of HEI.

Methodology of Research

General Background of Research. Culture is the sphere of personality evolution, in other words professional pedagogical education is a subsystem of culture and may allow the students to make up their mind with the axiological world view, to unlock the creative potential, to self-actualize. These ideas are specified in the sense educational paradigm, in culturological, axiological, subjective and environmental scientific approaches, that form the methodological base for the research.

According to the sense educational paradigm (E. Lindeman [1], P. Schwanenflugel [2], J. Thompson [3]), the interchanging that takes place between the subject as a bearer of cultural senses and the different bearers of the cultural senses is, actually, the core of the educational process.

The two planes of the senses existence (meaning subjective significance of the objects and scenes of reality, covered by D. Leontiev [4, p. 423-424], give the possibility to model the ideal educational process as a movement from their external significance, that is performed in the emotional coloration of the objects images and scenes; till the subject's interpretation of their role and their place in his life-sustaining activity.

Sample of Research. The algorithm of the pedagogical watching was held, based on the model of the future teachers sense genesis, in other words the range of consequent transformations compounds of the sense sphere, connected with its continuous generating and renewal (I. Kolesnikova, V. Zhelanova [5]), in particular:

- 1) transformation of the situational sense structures (personal sense, sense orientation, sense-making motives) into stable (sense constructs, sense dispositions, personal values);
- 2) „sense saturation“ from minimal to maximum state at the basis of „specification and extension“ (V. Zinchenko);
- 3) senses hierarchization, their „crystallization“ (D. Leontiev);
- 4) the changing of dynamic sense processes into consequent ones: sense-making, sense-perception, sense-building.

It is worth noting that personal senses are stable sense formations of the personality. In other words during the process of educational values interiorization, the transformation of the situational, non-stable sense constructs, that have transsituational, „overpragmatist character“, so they are stable, „oversituational“ (sense constructs, sense dispositions, personal values) is happening.

Instrument and Procedures. Culturological (V. Bibler, Ye. Bondarevska, B. Gershunskii, Ye. Gusynskii, N. Zlobin, M. Kagan, W. Landman, V. Frankl and others) and subjective (G. Aksyonova, B. Ananiev, P. Blonsky, A. Brushlynskii, O. Gogoberidze, V. Kan-Kalik, O. Leontiev, O. Linnik, V. Panov, S. Rubinstein, M. Yaroshevskii, G. Schwerdt, A. Wuppermann, M. Murphy, T. Brow) approaches give us the possibility to model the culturological field, filled with the personal and professional senses of the future teacher (the subject), who during the process of studying interiorizes these senses, saturating them with the personal experience

and emotions. (This connection between the objective and subjective meaningfulness of senses is evidenced by D. Leontiev in characteristic peculiarities, formed by him: the sense is born in the real relationships that connect the subject with the objective reality; the direct source of the sense-forming are the needs and motives of the personality; the sense is characterized by the actions; the sense formations are not isolated, but make up the single system; the senses are born and changed in the activity, where the real life relationships of the subject can be realized [4].

In the philosophical and psychological theories of values (I. Beck, L. Brady, D. Carr, N. Clement, N. Epstein, R. Inglehart, M. Kagan), P. Lape, A. Mehrabian, V. Ogneviuk, Fr. Parra-Luna, St. Barnes, J. Mattsson, B. Hall), that form the basis of the axiological approach, it is identified how the importance of value orientations (in our case of cultural and educational senses) in the human realization as a subject of life and professional activity. Based on the ideas of the sense educational paradigm and axiological approach, we can establish the interchange of value senses as a main purpose and the basis of subject integrity in the pedagogical process in HEI. This foresees the formation of the educational environment.

In the context of the axiological approach the methods of abstracting (V. Zagviaynskii, S. Sysoieva) and idealization (P. Obraztsov, S. Sysoieva) were used. This allowed us to tentatively separate professional senses from the context of their connections and attitudes in order to watch their transformation during the studying in HEI.

The environmental approach is considered to be reasonably used as a methodological basis of our research from the view to the specifics of the objective senses being in culturological and professional environment. Taking into account reflexive determination of the senses, and also practically oriented strategy of modern pedagogical education of Ukraine, we suppose that the most fortunate for the future teacher to get the sense attitude towards the profession is the **reflexive and context educational environment** that is defined as a multilevel pedagogically organized system of conditions and opportunities, also as a mean of education that ensures the implementation of the professional context in the system of young teachers preparation in HEI and encourages the process formation effectiveness of reflexive constructs complex, in particular of motivational, sense and subjective personality spheres.

The modelling method allowed to build the dynamic model of reflexive-context environment and to show the interconnections between its components and professional senses of future teachers. We are giving the descriptive characteristics. The environment itself is immovable, but it has some changing features, it can decrease and expand, depending on social and pedagogical factors, that functions in terms of pedagogical approach or their complex. Thus, except static (program-aimed, organizational, value-content) it also contains dynamic components (informative-communicational, technological, personally-sensed, resultative), that are changed under the influence of subjects' activity.

The peculiarities of reflexive-context educational environment are the following: similarity to the future profession, matching its requirements and

students needs; implementation of future professional activity context complex; presence of inner contradictions between the studying and future professional activity, also complicacy, connected with activities of the subject itself; contextualization of the studying material; context-reflexive direction; stimulated character according to the transformation of the educational motives into professional ones; sense saturation and subject orientation; „intersubjective“ character of interconnection between the teacher and the student; dialogueness and polilogueness in communication; the shift of emphasis from the interconnection – teacher – student to his interconnection with the educational environment; uncertainty, that stimulates the student to look for personal orienting points; variation, absence of roughly restricted working methods; the priority of forms and methods of context focus studying.

Consequently, environment is viewed as a reality, the cultural senses bearer, where the interconnected activity of subjects to reach their personal and social goals is present. Therefore, any changed outer part of environment has the influence to the subject. The person is changed inside the environment and directly by it.

To conduct the experimental research to analyze the changes that are happening in sense sphere of future teachers at the certain stages of sense-genesis depending on the changes in educational environment of HEI the diagnostic instrumentarium, based on such famous approaches as methods of life senses (V. Kotliakov); test of life-sense orientations (LSO) (D. Leontiev): 6.1, 6.2, 6.3, 6.6 (test 6); colorful test of relationships (M. Lusher); 8.13 (test 8); quiz of terminal values by I. Senin: 7.1.1, 7.1.5, 7.1.8 was created. It should be noted that the diagnostic instrumentarium except the above mentioned standard methods includes such tasks as writing the argumentative essay with the topic: “What attracts me in my future profession”, which results were handled with the help of the content-analysis method, analysis of pedagogical situations (case method).

Data Analysis. The experimental research (that lasted in 2014-2017 years) included the students of pedagogical specialization of Borys Grinchenko Kyiv University (241 students of full-time form of study; 45 – part-time form of study); Oleksandr Dovzhenko Hlukhiv National Pedagogical University (98 students of full-time form of study; 25 – part-time form of study); G. S. Skovoroda Kharkiv National Pedagogical University (109 students of full-time form of study; 48 – part-time form of study); Khmelnytsk Humanitarian Pedagogical Academy (55 students of full-time form of study; 25 – part-time form of study); GI “Donbass State Pedagogical University) (49 students of full-time form of study; 30 – part-time form of study). The total selection combines 725 students. (375 students formed the experimental group; 350 – the control one).

Results of Research The purpose of the experimental research was to verify the forming and transformational potential of reflexive and context educational environment, also to clarify the changes that happen in the sense sphere of the future teachers at the certain stages of sense genesis, that correspond the phases

of environment forming.

The studying activity of an academic type, semiotic educational model, dominates at the 1st year of studying in the HEI. *Situational sense structures* (sense-making motives, personal senses, sense orientations) dominate at this stage. In other words, professional senses are defined as *situational* ones, they are shown in terms of an appropriate situation. In general, in the process of educational activity of academic type the „saturation“ of student's awareness with the personal senses under the context of future profession occurred.

The accent at working with the students at this stage was made to the formation of the cultural or universal human concepts of values and senses: truth, kindness, beauty, belief, hope, love, wisdom, health, life, peace, freedom, trust, well-being, responsibility, humanism, understanding, rules of existence (measure, relativity, dialectics, spiritual beginning), – that form the principles for humanistic oriented future teacher personality formation.

With this purpose the first-year students were recommended to read the following literature sources with further discussion at the curatorial hour: Sh. Amonashvili „Hello children!“, V. Sykhomlynsky „Give my heart to children“, Ya. Korchak „How to love a child“, D. Dymov „Children write to the God“, I. Pharbarzhevych „Tales of a Small Fox“, A. Exupéry „The Little Prince“, Kate DiCamillo „The Miraculous Journey of Edward Tulane“, E. Porter „Pollyanna“.

The environmental forming in this period is connected with the realization of the objective environmental conditions, in particular with actualization of motivational, reflexive, sense, subjective potential of fundamental educational disciplines, that at this stage are „Introduction to the specialization“, „Pedagogics“ (integrated course), the section „General Principles of Pedagogics“, and also with the contextualization of educational material.

Students were involved to the creativity: own texts writing, where their understanding of the HEI culture, teacher's profession was depicted. For example, in terms of the course „Introduction to the specialization“ students wrote an essay, composed a hokku, cinquains, where they represented their own attitude to the profession, its understanding.

Consequently, the student, within the scope of the educational activity of academic type, adapted to the conditions of reflexive-context environment, but remained its object. The relations in the system „environment – student“ were defined as „subjective – objective“.

During the 2nd and the 3rd years of studying in HEI quasi-professional activity was defined as a dominative one. In terms of this stage „clarifying and expanding“ of senses happened (V. Zinchenko), videlicet, the transit from emotional sense perception to senses verbalization, rising them up till their reflexive analytical and cognitive-evaluative level. Dynamic process of *sense-making* was expanded by the process of *sense-realization*, in other words, the awareness of knowledge, your place in your profession, the possibility to make a conscious choice appeared, but only in certain situations so far.

The educational senses of the future teachers obtained the importance: interactivity, pedagogical interactivity, subject, subjectivity, subjective-objective and subjective-subjective approaches, cooperation, partnership, collaboration, humanistic pedagogics, collaborative pedagogics, pedagogics of empowerment, pedagogical communication, the styles of pedagogical communication; with the beginning of the pedagogical activity the senses, connected with professional student activity gained the importance: educational problem, educational dialogue, polylogue, interactive educational techniques, interactive lesson, collective and group forms of cooperation, heuristic conversation, research methods, modeling method, creative project, brainstorming, modeling, projecting, communicative games, strategy-games, games-imitations, technologies of collective-group cooperation, technologies of cooperative collaboration.

In order to adopt these ideas at the sense level the texts of different genres were applied: V. Sykhomlynskiy „100 Pieces of Advice to a Teacher“, „Letters to the Son“; Sh. Amohashvili „Hurry up, Children, We Are Going to Learn to Fly!“, „School of Life“; A. Rusakov „Epoch of Great Discoveries at School in the 90th“; S. Soloveichik „Pedagogics for Everyone“; Yu. Gippenreyter „To Communicate with a Child. How?“; S. Kurhanov „A Child and an Adult in an Educational Dialogue“; H. Tsukerman „Why do the Children Have to Study Together?“; S. Kashlev „Modern Technologies of the Pedagogical Process“; A. Yershova, V. Bukatov „Lesson Directing, Teacher's Communication and Behavior“; S. Riabtseva „Dialogue at the Desk“.

What was happening in the reflexive-context environment at a phase of its active reproduction by the students? 1. „Immersion in yourself“ has changed into „immersion in profession“. 2. Motivation has moved from the position of educational activity to the position of quasi-professional activity, professional motives appeared. 3. Self-appeal that was connected with the personal reflexion, expanded by an intellectual reflexion, also by appeal to the others. The sphere of reflection, besides, self-awareness, became also thinking and communication. 4. Formation of stable sense structures that become sense-realized was noted. Students demonstrated the ability to make their conscious choice, but in certain situations so far. The realization of the future professional sense took place. 5. The first professional subjectivity of the future teachers has been formed. That was realized in the appearing of over-situational activity, cooperation experience, situational self-actualization.

Environment forming in this period is connected, with the realization of objective environmental conditions, the same as at the preceding stage, specifically with the understanding of the professional context potential of studying discipline „Pedagogics“, in particular of the sections „Theory of Upbringing“, „Didactics“. Also the specifically made conditions started being realized. They foresaw the special courses tailoring. This condition in terms of quasi-professional activity belongs to the subject „Theory and Methods of Professional and Pedagogical Cases Solving“, that is represented with the trine of the educational courses: 1) „Pedagogical Situations Analysis“ (2nd year of studying); 2) „Modeling of Pedagogical Process“ (3rd year of studying).

This level obtained such ways of educational content problematisation that allowed to make the studying reasonable: problematic forming of lectures and seminars topics; developing of research tasks complex for self-work in terms of the subject given; development and implementation of pedagogical situations system.

The expanding of reflexive-context environment is based on the objective and specifically made conditions that led to the immersive environment increase. So, both the student and the surrounding already became the subjects, their relationships gained „intersubjective“ character in terms of environment interactivity increasing.

At the 4th year of studying in HEI educational and professional activities are the leading ones, social educational model. This stage changes preceding „*evolutional*“ ones and becomes „*critical*“ one. As the depletion of the actualized senses occurred, their discreditation in a context of contradictions, determined by a subject and the new sense started to appear, in particular *non-stable situational ones* (sense bearing orientation) were changed by the *stable ones* (sense disposition, sense construct) *sense structures* that are connected with the sense attitude of the personality to the future profession, ability to make your own conscious choice, not in an appropriate situation, but in terms of profession activity with all its variety. In other words, the process of *sense-building* that showed the new student's realization of his future profession and his place in it happened. In addition, the stable sense attitude to the future profession is completed with a sense attitude to the school-student personality.

The personal senses at this stage were for the future teacher of the major importance: freedom, independence, interest, leadership, trust, humanity, mercy, kindness, generosity, true purpose. In the value-personal sphere of a teacher the possibility formation to perform the reflexive activity, innovative openness, valuable attitude to cooperation, the desire to get new knowledge, valuable attitude to self-improvement occurred.

At this stage the texts of scientific, publicistic genres were used at the classes and during the debate club work. Here comes the list of the above mentioned texts: F. Nietzsche „Thus Spoke Zarathustra“; Osho „Love. Freedom. Aloneness“; Plato „The Republic“; Yu. Azarov „You will not be able to Rise up, Old Man“; H. Hesse „Kinderseele (‘child-soul’)“; A. Makarenko „Pedagogical Poem“; S. Soloveyckick „Pedagogics for Everyone“; C. Freinet „Personality Forming of a Child and a Teenager“; M and S. Dyachenko „Vița Nostra“, „Digital“; Ya. Korchak „When I am a Child Again“; H. Backley „A Small boy“; A. Exypéry „The Little Prince“; Ya. Korchak „King Matiush the First“; O. Rog, I. Sudak „White, Black, Take-off“; O. Wilde „The Picture of Dorian Gray“.

The following methods of the work with text were used: interpretation of the scientific text by means of the alive pedagogical process language, pedagogical text commenting, dialogue-polemics with the text author, making the text vocabulary, making the concept text scheme; genre text remaking; interpretation of the pedagogical text from the different subjects of pedagogical process side. The interactive lectures, based on the texts with the model method implementing and

also seminars as the interactive form of practical students' activity organization were implemented.

The variable part of program includes specific courses of a training character with the purpose to form the personal senses at profession, where the pedagogical profession senses are opened and an ability to take part in the dialogue, to carry on a dialogue, to initiate a dialogue, to take part in a discussion was formed (For example, «Philosophy for children», «Conscious Parenting», «Pedagogical Systems Projecting», «Theory and Methods of Working with a Family», «Modern Lesson at Primary School»).

In terms of this period, the same as at the preceding ones, objective and specifically formed conditions of reflexive-context surrounding were implemented. In addition, the major peculiarity of the surrounding became the priority of group forms in student work that was based on the discussion, dialogue, polylogue. Such format of students' activity organization influenced the future specialist professional contexts complex implementation.

Discussion. During the process of experiment, it was figured out that the changes that coincide with the phase of students' active influence to the environment and its independent formation. 1. Reflexive and sense student saturation into the future profession took place. 2. The process of cognitive motives transformations into the professional ones was determined by the motivation rotation from the quasi-professional activity subject to the professional activity subject, the revision and actualization of the impulse take place. 3. Reflexive processes were expanding by a cooperative reflexion, in other words, all the major types of pedagogical reflexion are already being realized. It is a complex, integrated feature of the personality that is the reason of the reflexive adequacy. 4. Determinative functions of the reflexion, concerning motivational, sense, subjective spheres of the future specialist were actively implemented. 5. Stable sense attitude to the future profession was completed with the sense attitude to the school-student personality. Sense demonstrations are connected with the sense implementation during specific events, also with the "sense trace" appearance (I. Abakumova). 6. The student was directed to the self-realization and self-actualization in the future profession, the real awareness of subjective professional position took place. 7. The student obtained the communicative models of dialogue and discussion direction.

According to the results of the essays (topic: „What attracts me in my future profession“) content-analysis, it was figured out that on the third pointcut in the respondents' essays unit of account „love to children“ occurs 48 times in CG and 30 in EG; „constant communication with children“ – 53 in CG and 80 in EG; „personality forming of a young school-student“ – 49 in CG and 70 in EG; „possibility to form positive interpersonal relationships in children group“ – 52 in CG and 75 in EG; „teaching of certain subjects“ – 61 in CG and 30 in EG; „social status of the profession“ – 45 in CG and 12 in EG.

After comparing the results of stated and control experiments on s sense sphere of the future teacher, we observed the results rising by every measure: level of value attitude to the future profession rose by 30,8% in EG and 23% in CG; representativity at a

high values level of self-development rose by 6,2% in EG and 1,8% in CG; personal individuality conservation – by 12,3% in EG and 3,6% in CG; orientation level to the purpose rose by 34,8% in EG, 27,4% in CG; locus of control – Myself by 25,8% in EG, 2,9 in CG; locus of control – life rose by 26,1% in EG and 20,2% in CG. Also the level of self-actualization senses domination rose by 40,3% in EG and 26,9% in CG.

Conclusions Expanding and complicity of sense sphere components that belong to the future teacher of the primary school are evident. Also the change of this sphere's vector, means that situational sense orientations are changed into stable, fixed ones. Sense attitude to the personality of a young school-student is expanded with the sense attitude to the group of children, to the communication with them – that is the evidence of sense-awareness. *Sense sphere* of future primary school teachers is already represented by stable sense formations – sense dispositions and fixed sense orientations, personal values. In other words, the student already has formed stable sense attitude to the future profession, ability to make the conscious choice, now not in a certain situation, but in terms of professional activity that becomes the leading sense of his/her life.

Conducted research has certain limitations, connected with the batch of the respondents, which was formed from the students of «Bachelor» Degree. The further prospective is seen in keeping track of the graduates in their further educational and professional activities to provide the evaluation of sense orientations further transformation and their influence on the educational paradigm choice of the young teacher.

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2. THEORETICAL BASIS OF EDUCATIONAL CHANGES: NEW CATEGORIES AND VIEWS TO SOLVING PROBLEMS

2.1. THE SPECIFIC FEATURES OF THE PRIMARY SCHOOL DEVELOPMENT AT THE EASTERN UKRAINIAN TERRITORIES IN THE SECOND HALF OF THE 19TH - THE BEGINNING OF THE 20TH CENTURIES

УДК 372.4. (09) (477)

N. Agarkova

Abstract. *The paper gives a brief description of the four stages of the primary education development at the eastern Ukrainian territories since the middle of the 19th century till the beginning of the 20th century, taking into account the development of state legislation relating to primary education, the dynamics of quantitative and qualitative growth of the primary school network, the transformation of the economic, cultural and education spheres of the region, which contributed to the change in the content, forms and methods of primary education. On the basis of the use of published and archive materials, a pedagogically valuable experience of the activity of the eastern Ukrainian territories primary schools in the middle of the 19th and the beginning of the 20th century was determined (reform ideas for literacy among the general population and experience in introducing educational reforms, the formation of a special type of state and civil management of public schools, the involvement of zemstvos, urban and rural associations in determining the content, methods and forms of primary education). The data on the content, forms and methods of primary school education at the eastern Ukrainian territories are specified and elaborated.*

Key words: *primary school, Ukraine, eastern Ukrainian territories, zemstvos, association, primary education forms, primary education methods.*

An urgent need for educational reforms in Ukraine with regard to its integration into the European cultural space, stipulates radical changes in the cultural and education sphere, puts forward new challenges in the education sphere and upbringing of the younger generation in modern teaching. In this connection, the problem of the primary education development in Ukraine, an important part of teaching and training, which provides the basis for further positive individual and social development, education, cultural formation of an individual and citizen, becomes particularly acute. Law of Ukraine "On Education", "On Primary Education", the State National "Education" Program ("21st Century Ukraine") and others emphasize the special meaning of primary education as a specific background for entering into the cultural and educational space and self-realization there.

An important condition for successful implementation of the objectives of primary education at the current stage is not only the search for new effective theoretical and practical development, but also research, synthesis and creative rethinking of historical and teaching experience of primary education development in Ukraine, particularly, in the second half of the 19th - early 20th century a period of time characterized by significant reform changes in the education sphere with the aim of using the teaching achievements of the past to improve and update the initial level of education.