
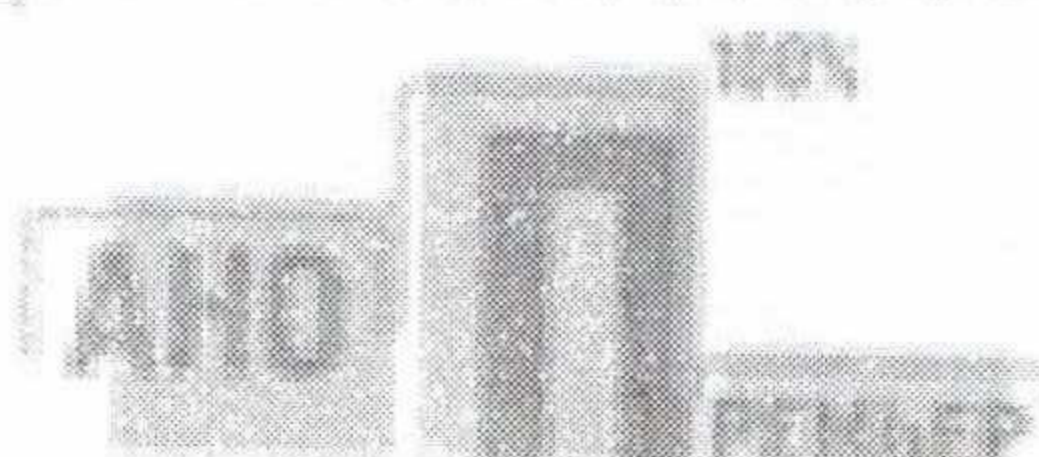


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5) во время работы с карточками аттестации осуществляется устный опрос обучающихся. При этом в случае неудовлетворительного ответа, преподавателем дается поручение повторить теоретический материал. По истечению определенного времени осуществляется повторный опрос обучающегося. При положительной оценке ответа он допускается к дальнейшей работе с карточками аттестации;

6) предполагается освоения каждым обучающимся всех (или практически всех) вопросов технологической карты. Это обуславливает систематическую работу субъектов обучения;

7) учитывается важное правило, что цель обучения — научить человека действовать, а знания должны стать средством обучения действиям, в помощь им<sup>1</sup>;

8) в процессе обучения рекомендуется всячески поощрять любые успехи в реализации системного подхода в познавательной, теоретической, практической и иной деятельности, своевременно фиксировать особенности проявления системного, творческого, инновационного, прогностического и иных способов мышления.

Важным результатом обучения является усвоение обучающимися умений и навыков конструирования концептуальных интегрированных моделей систем изучаемого объекта.

Основными подсистемами (компонентами, элементами) интегрированной системы обучения являются:

- система обучения и ее основные компоненты;
- подсистема актуальных знаний, имеющих отношение ко всем компонентам системы опережающего обучения;
- подсистемы, обеспечивающие устойчивое функционирование системы обучения.

К основным элементам указанной выше системы обучения могут быть отнесены: субъекты; основные принципы, содержание, формы, методы и технологии, средства, среда и результаты опережающего обучения, а также нормы и меры государственного регулирования в области образования.

В соответствии с системным подходом, для каждого компонента интегрированной системы обучения разрабатываются целевые программы. Такими целевыми программами могут быть, например, программы: «субъекты», «основные принципы», «содержание», «формы», «методы и технологии», «среда» и т. д.

Подсистема актуальных знаний и обеспечивающие подсистемы также имеют свои целевые программы. Например, обеспечивающие подсистемы имеют целевые программы финансового, информационного, кадрового, научного и иного обеспечения.

К обеспечивающим подсистемам относятся: информационное, методологическое, методическое, программное, психологическое, научное и иное обеспечение процесса обучения и самостоятельной работы обучающихся.

Интегрированная система обучения и целевые программы ее компонентов и элементов являются средствами достижения цели (целей) и решения поставленных задач подготовки специалистов.

В целом технология обучения на основе системного подхода представляется нами как совокупность ее компонентов, включая основные принципы, содержание, методы, формы и средства обучения, необходимое информационное, кадровое, материально-техническое, психологическое и иное обеспечение, управляемое и контролируемое функционирование которых служит достижению целей и планируемых результатов обучения, а также усвоению эффективных видов познавательной, теоретической, практической и иной деятельности и соответствующих способов мышления.

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### **The trends of village school development in Ukraine (1973–1991)**

Developing a modern school system requires the coordination with the needs of the individual meanings about education that have a value in life. Despite the value and educational needs of the personality, social needs for preparing the young generation for the life and realization of public functions, school is to answer to the challenges of a globalized world. In Ukraine an actual problem is rethinking the aim and objectives of school education, including the modernization of village secondary schools. The school in countryside has not to be behind the civilizational challenges. Its mission is to prepare the personality for the life in the socio-cultural environment of countryside and to form an adaptability of every young person for life activity in today's globalized world. Therefore, the village school should not develop on the same way as urban school. Relevance of research of village school is consider on the scientific level — finding the trends of its development, identifying positive and negative factors of influence on the development of school education of the pupils in village school. On the practical level, the importance of the research is to develop the recommendations of improving the ways of its development, distinguishing those factors which may negatively affect the development of the village school.

The period of village school development in Ukraine in the Soviet system of education (1973–1991) is characterized by the transformation of village school and finding the ways to approach the urban school. At the stage of unification of the village school (1973–1984) typical trend of development was the unification (standardization) of content of village and urban schools, and the development of types and the village school network, improving the logistics of village school and bringing it to the level of urban school.

The Analysis of unpublished sources of the funds of the Central State Archive of the Higher Authorities and government of Ukraine (Ukraine CSAHA) suggests that in the 70's — 80's of the twentieth century, the school management has a rigid structure. The plans for the development of secondary education in the Ukrainian SSR, first agreed in commissions of the Supreme Soviet of the USSR and State plan of the USSR. Such agreement primarily concerned the financing of resource base of village school, educational and methodological support especially in physics, chemistry, biology and mathematics. Village school is not allocated separately in government documents of various

<sup>1</sup> Бадмаев Б. Ц. Психология и методика ускоренного обучения. – М.: Изд-во ВЛАДОС-ПРЕСС, 2002. – 272 с.

levels. There was an integration of requirements of development of both village and urban schools. Only there was only a problem of building housing for teachers in countryside and boarding schools.<sup>1</sup>

It should be noted that the Law of the USSR "The establishment of a legal framework of the USSR and Union Republics about Public Education" (1973), village school is not highlighted. Only at the article 11 of the law in the context of participation of enterprises, institutions and organizations in the development of public education briefly called those collective farms (and other organizations) "are actively involved in the development of public education, industrial training and professional development of workers" help the farmers and employees with education.<sup>2</sup>

Approaching the village school to the urban school was considered primarily as overcoming the differences of density in schools, optimization (reduction to the most expedient under the circumstances) of network of secondary schools in countryside. The development of village school was carried out in a rather contradictory: on the one hand — the integration of the content of general education of pupils in village and urban schools has caused civilization demands to prepare the graduates of village schools to work not only in agriculture, but primarily in industry, which developed in extensive way. The requirements to training the pupils of village school were only in approaching the study of labor and industrial training, biology terms of agricultural production. On the other hand the network optimization was carried out based on economic feasibility. The secondary schools functioned in large villages and towns and were "central manors" of collective farms. The small schools first stop their activities. They are usually combined with more powerful secondary schools.

The territorial access of students to the school worsened for village schools under the new conditions of social and economic development. The measures are provided to optimize the network of village schools, namely regionalization of schools, free transport for pupils in countryside, providing the pupils with a school boarding. According to "The establishment of a legal framework of the USSR and Union Republics about Public Education" the structure of secondary schools in countryside was developing. The elementary schools of 1-st — 8-th classes, and medium — 1-st — 10-th (11-th) classes were function. Functioning of secondary schools was to ensure the unity and continuity of all levels of secondary education.

At this stage of development of village school was characterized by a shift of emphasis to logistics, common requirements of both village and urban schools. Transition of secondary schools to free use of textbooks (1978–1983) strengthened the unification of village school and "pulls up" it to the urban schools. The range, number of copies and stable circulation of books, textbooks, and teaching materials, printed by publishing house "Soviet school" has been approved at the state level. The books and textbooks generally printed by publishing "Prosveshenie" and "Polityvydav Ukraine"<sup>3</sup>. The village school lost differentiated approach to content, methodical software, books (different from those ones offered for urban schools) that occurred in the specified us prior period "strengthening linkages of village schools with socio-cultural environment in restructuring of Soviet education system (1958–1972)".

However, the activities of village school have worsened delays in updating teaching methodologies. The secondary schools in countryside do not have enough textbooks. The old library funds that did not update the content of natural and mathematical sciences and humanities dominated mostly in village schools. The educational programs of the Ukrainian literature were ideologically biased; the topics which resembled Ukrainian national culture, national figures of culture and history of prior periods, and also the fighters for Ukrainian state were extracted.<sup>4</sup>

The hours of studying Russian language and literature (the classes with 25 pupils were divided into subgroups) has been increased in the curriculum of village schools. The obvious priority was the "basic" subjects, the content of which is also built on the basis of ideological components. Standardization of general secondary education, the priority of labor education of the students in village schools is due to political and ideological, social, economic factors. The village school developed in the context of national policies of education output on polytechnic level which is adequate to time, and erased the differences between village and urban schools.

At the stage of retrieval of ethnic and cultural trends in the partial democratization of public life (1984–1991) in the village schools observed external differentiation of the content of pupils' education in village schools which is approached achievements of natural science to the needs of socio-economic development of the village, district, region. During the reform of secondary school (1984) there was a differentiation of the content of labor education, productive and socially useful work in village and urban schools. The necessity to clarify the goals, objectives, content and scope of secondary education due to socio-economic needs of the republic, study of the educational minimum is discussed in the proposals of the Ministry of Public Education of the USSR to the project "The establishment of a legal framework of the USSR and Union Republics about Public Education".<sup>5</sup>

At the stage of retrieval of ethnic and cultural trends in the partial democratization of public life (1984–1991) an innovation in the development of village school was implementing of ethnic and cultural components into the educational process. In 1983, the republican an exhibition of pupil's work at the ENEA Ukraine was held. In the pavilion "Public education" 247 works of pupils of weaving, wood carving, folk painting, carpet with wood and clay exhibited. The exhibition was attended by 217 pupils from 113 schools and villages.<sup>6</sup> However, the development of cultural component in the content of pupils training at village schools was declarative, indicative and did not gain significant spread until 1984. The study of folk crafts in the course of employment training was introduced in some village schools of the USSR in order to popularize handicrafts in the 80-ies of XX century.

At the end of 80s ethno-cultural semantic component was introduced in the schools' curricula and programs. In 1989–90th school year the study of such subjects as "Folk and Artistic Crafts"; "Folk art and folklore", elective courses "Ethnography", "World culture" (9–11 classes) became widespread in secondary schools. The implementation in the educational process of training courses on ethnography and folklore of Ukraine in all types of schools, contributed to the renewal of the content of teaching and training of pupils in village schools. Ethno-cultural component of education of pupils in countryside included a system of rules of national and universal values which was expressed in the Ukrainian language and the languages of other peoples of Ukraine, folk art, traditions and culture of the world.

Increasing ethnic and cultural trends in the content of secondary education, connection of village school with the socio-cultural environment of countryside was realized in the introduction of depth study of subjects of aesthetic cycle (with elements of popular culture) in the curriculum of village schools. There were 192 such schools in countryside at the end of 80s. Some of them achieved significant progress in training and

<sup>1</sup> Центральний державний архів вищих органів влади та управління України (ЦДАВО України), ф. 166, оп. 15, спр. 8973, арк. 49.

<sup>2</sup> Основы законодательства Союза СССР и союзных республик о народном образовании/Приняты на шестой сессии Верховного Совета СССР восьмого созыва 19 июля 1973г. – Из-во «Известия советов депутатов трудящихся СССР». – М.: 1973. С. 13.

<sup>3</sup> ЦДАВО України, ф. 166, оп. 15, спр. 8165, арк.15.

<sup>4</sup> ЦДАВО України, ф. 166, оп. 15, спр. 8973, арк. 57.

<sup>5</sup> ЦДАВО України, ф.166, оп. 17, спр. 81, арк. 32–59.

<sup>6</sup> ЦДАВО України, ф.166, оп. 15, спр. 9214, арк. 51.

education of pupils, namely: Utoropska eight-year school in the Ivano-Frankivsk region, Stritivska high school with advanced study of music and Cossack art, Hnidynska Small Academy in Kiev region. Labor training was carried out in the direction of crafts such as: embroidery, carpet weaving, weaving, and pottery in the 30th of village schools.<sup>1</sup>

During those years, the school of folk culture began to work in the village Sokyrnytsi, Sribne district, Chernihiv region. The educational process in the school was carried out on an individual curriculum for music and visual arts, folk crafts.<sup>2</sup> The mugs of crafts and music, folk poetry, folk customs and traditions functioned in the school. The craftsmen of weaving factory in the village Digtyary were involved to the training of pupils. The school worked with the support of the fund of culture of the Ukrainian SSR.

The questions of ethnography and everyday life were introduced into the courses of Ukrainian and Russian literature, history, music, art. Extra-curricular forms of studying of current issues of ethnology, ethnography and folk life are gained currency. There was the pupils' union of interests, ethnographic and historical research groups, school museum in many village schools. In order to enhance the initiation of pupils to the study of ethnic, cultural and historical heritage of the people, the teachers paid attention to search work related to the preservation of historical monuments, nature.<sup>3</sup>

The ethno-cultural trends contributed to the restoration of cultural and educational functions of village schools, the restoration of relations with the socio-cultural environment of the countryside. In the documents of the Ministry of Public Education, writing to the Supreme Soviet of the USSR, Council of Ministers of the USSR and other government agencies of public education (information, letters) tends to expand on cultural components in the content of secondary education, strengthening the relationships between secondary schools and cultural institutions of the village.<sup>4</sup>

In village schools the active forms of teaching and learning activities of pupils were used, such as: searching job, discussing and finding the solutions of social and cultural issues of schools and village. A significant impetus for recovering of the traditions, relationships village school with socio-cultural environment were new approaches of the Ministry of Public Education of the USSR set out in the document "About the observance of the Law of the republic of the USSR for the Protection of Monuments of History and Culture of the preservation and development of folk art centers". The school museums, museum corners, ethnology chamber operated in village schools; the teachers and the pupils of village schools have been active participants in the cultural and educational progress in countryside and districts.<sup>5</sup>

The requests of country population to restore folk traditions, customs, traditional economy and the way of life in countryside led partial changes in culture at national level. The state attempted to control the ethnic trends in village schools, village schools reconnect with socio-cultural environment, which was in the "Comprehensive Program of Cultural Development in the USSR." The program defined the basic way of culture development, predetermined the features of the content of education of pupils.

First, the creation of aesthetic education systems that could contribute to a cultural resource centers, as logistical and intellectual potential of village libraries, clubs, houses of children's art (in regional centers), museums got together, was planned in countryside. The connections of village secondary schools with centers of culture enriched human resources, educational environment of village, expanded the area of social interaction of pupils.<sup>6</sup>

According to government policies, in terms of partial democratization of public life the principle of state and public control of public education was approved in the practice of village schools. The school, district council for public education was created. Teaching staff, the parents and community of countryside were involved in village development strategies in village schools, libraries, and clubs. Aesthetic education of youth should provide by cultural and educational institutions (libraries, theaters, art galleries, concert halls, museum studies, children's art houses), secondary school (urban and village) by introducing a cultural component of education in the educational process.

The main contradiction of 80–90 years of the twentieth century was a discrepancy between the urgent need of upgrade of village school and lack of economic support of these initiatives by the state. The society of countryside was unable to accomplish this mission alone. The years of settlement and resettlement of countrymen in earlier decades of the Soviet period, the destruction of religious folk traditions, diluted the social activity of countrymen. Often the passive activity of countrymen was inhibitory factor of ethno-cultural initiatives in village schools.

In the second half of the 90th village school welcomed the idea of democratic governance. The pupils' self-management, the school council with participation of pupils, parents, and community of countryside began to act in the schools. During those years, a culture-educational function of village schools was restored. The specific features of the educational environment of the village is the relationship, the interplay of its inhabitants, based on a family, economic community.<sup>7</sup>

Complications of socio-economic situation in the country (late 90's), the crisis of management system, formalism in evaluating of public institutions' activity led to the breakdown of relationships of village school with working environment, caused inhibition of logistics development of village school.

The analysis of trends' development of village school in Ukraine leads to the following conclusions: the progress of village school was affected by economic, political, ideological, social factors; the presence of certain trends depended on a dominant that regulated by party and state structures.

The revival of ethnic and cultural trends of the village school was under increasing political and ideological propaganda of soviet values of the countrymen. The development of village school was hindered by economic crisis.

<sup>1</sup> ЦДАВО України, ф.166 оп. 17, спр. 43, арк. 23.

<sup>2</sup> ЦДАВО України, ф.166 оп. 17, спр. 43, арк. 94.

<sup>3</sup> ЦДАВО України, ф.166 оп. 17, спр. 81, арк. 3.

<sup>4</sup> ЦДАВО України, ф.166 оп. 17, спр. 81, арк. 52, 53, 54, 55.

<sup>5</sup> ЦДАВО України, ф.166 оп. 17, спр. 43, арк. 23.

<sup>6</sup> ЦДАВО України, ф.166, оп. 17, спр. 81, арк. 52, 53, 54, 55.

<sup>7</sup> Іванюк Г.І. Соціально-педагогічні засади розвитку сільської школи в Україні в другій половині ХХ століття: монографія/Ганна Іванівна Іванюк. – К.: Пед. думка, 2007. С. 93.

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