



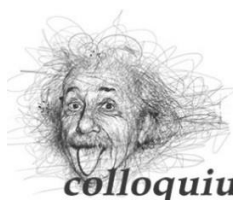
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ESTABLISHMENT OF NEW APPROACHES IN NATIONAL SCHOOL HISTORY EDUCATION IN THE 1900s-2000s

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СТАНОВЛЕННЯ НОВИХ ПІДХОДІВ У ВИВЧАННІ ІСТОРІЇ ВІТЧИЗНЯНОЇ ШКОЛИ В 1900-2000-х рр.

Abstract.

The article analyses the evolutionary trajectory in the development of novel methodologies within the domain of national school historical education within 1900s - 2000s, characterizes the predominant trends in the field of school historical education during the studied period

Анотація.

У статті проаналізовано еволюційну траєкторію розвитку нових методологій у сфері вітчизняної шкільної історичної освіти протягом 1900-2000-х років, схарактеризовано переважаючі тенденції у сфері шкільної історичної освіти протягом досліджуваного періоду.

Keywords: Academy of Pedagogical Sciences of Ukraine, civil society, democratization, methodology, school history education

Ключові слова: Академія педагогічних наук України, громадянське суспільство, демократизація, методологія, шкільна історична освіта

Profound changes in the socio-political and cultural life of Ukrainian society during the late 1980s and early 1990s resulted in the formulation and implementation of the policy concerning school historical education by the state apparatus, scientific communities, educational institutions, and the public of independent Ukraine. The foundational theoretical basis of this policy lay in the need to rethink the historical process and national history as its component. The reasons that prompted the need for such a rethinking on an all-Ukrainian scale were due to the natural crisis of the communist system and its ideology, the collapse of communist totalitarian regimes in Eastern Europe, and the disintegration of the Soviet Union.

Upon attaining independence in 1991, the Ukrainian nation faced the formidable task of devising innovative methodologies for the interpretation of historical events and facts. This necessitated a conscientious reassessment of historical narratives, undertaken with a profound sense of responsibility. The ideas about the historical process inherited from previous generations largely proved to be untenable and required a decisive rethinking [1, p. 41]. Foremost, it was necessary to establish a social consensus in the reevaluation of our national history, to overcome distorted stereotypes that had been embedded not only during the years of totalitarianism but also long before. There was an essential requirement to understand our own identity and essence more thoroughly, which could be facilitated through a rigorous study of our own history [2, p. 4].

The trends observed in historical development during the 1990s urgently pointed to the need of developing novel theoretical and methodological approaches to the study of

historical processes in Ukraine. The methodological restructuring had to take place through the specialists' intellectual ability to grasp alternative theories, assimilate diverse principles, master other scientific methods and genres of historical works. The main prerequisite for such an internal methodological restructuring of historians was to be the overcoming of the totalitarian style of thinking. In preceding years, scholars purported the existence of distinct historical schools, scientific trends, and conceptual frameworks for examining the historical process. They expressed a commitment to interpreting events in alignment with the comprehension of social life and worldviews. However, their capacity to truly grasp the truth of historical realities ultimately encountered limitations imposed by a predominant factor – namely, the overarching influence of a singular Marxist-Leninist methodology.

From the late 1980s onward, democratic processes within Ukrainian society have compelled historians to explore not only novel subjects, but also to pursue new theoretical frameworks for comprehension. Since the society of the time demanded from researchers providing informational content, the disclosure of white spots in history, elucidating their content through documentary and occasionally journalistic sources, and coverage of the epic of the national liberation struggle of the Ukrainian people, the solution to the problems of the researcher's methodological tools was either postponed for later, or scholars only declaratively asserted their own shift from the Soviet standards historical writing to works grounded in the national context. At the same time, they often correlated their own scientific work with positivist approaches [3, p. 200-201].

In the late 1980s and early 1990s, a number of factors caused dramatic changes in the socio-political and cultural life of Ukrainian society, led to significant shifts in its consciousness, and necessitated a rethinking of the national and world history events. In the context of liberalization and democratization of social relations, the birth and development of an independent Ukrainian state, and the realization that they are citizens and full members of society, Ukrainians called for a return to historical truth and the disclosure of previously forbidden pages of the past. The Vasyl Stus Memorial Society, the Taras Shevchenko Ukrainian Language Society, the People's Movement of Ukraine, and other public and socio-political organizations played a prominent role in this activity.

The impartial exploration of topics within Ukrainian history, hitherto prohibited or distorted during the communist era, was successfully accomplished by leveraging sources that were formerly inaccessible to the public, developing new approaches to assessing the historical process, etc. All of this contributed to the growth of the credibility of national historical science and the renewal of historical education, encompassing school education. The factors that positively influenced this process were pivotal shifts in the collective consciousness of Ukrainian society, the implementation of the relevant state policy by independent Ukraine, assimilation of European practices, and the influential role played by the Council of Europe in shaping a unified European historical and cultural space [4, p. 4].

The scientific developments of 1991-2009 by the Institute of History of Ukraine, the M.S. Hrushevsky Institute of Ukrainian Archeology and Source Studies, the I.F. Kuras Institute of Political and Ethnic Studies, the Institute of Archeology, the I. Krypiakevych Institute of Ukrainian Studies - structural subdivisions of the National Academy of Sciences of Ukraine, and other academic institutions - allowed for a fundamentally higher level of conceptual comprehension of the past of Ukraine and the world. In light of these circumstances, the key topics in school curricular pertaining to Ukrainian history and world history underwent a reevaluation. Through a combination of theory and practice, scholars and teachers came to a common opinion on the following priorities in the content of school historical education: determining the levels of generalizations of national history; anthologizing the historical past; a balanced presentation of the political, social, economic and spiritual components of the historical process; representation of multi-ethnic and multicultural processes in national history; balanced coverage of historical events and facts from the history of neighboring countries and peoples [5, p. 18].

The organizational, educational and upbringing principles of school history education in Ukraine in 1991-2009 were regulated by legislative acts and other legal documents. The state policy in this area was grounded on the provisions of the Constitution, legislative acts (laws of the Verkhovna Rada, decrees and orders of the head of state, resolutions of the Cabinet of Ministers of Ukraine), strategic documents of education development (state standards of basic and complete general secondary education, concepts, etc.), orders, instructions, curricula, recommendation materials of the Ministry of Education and Science of Ukraine, orders and instructions of regional executive authorities issued within their competence, international and

interstate agreements, and other legal documents. The decrees and orders of the presidents of Ukraine, Leonid Kravchuk, Leonid Kuchma and Viktor Yushchenko, concerning the celebration of significant events and the honouring of the names of prominent figures in the history of Ukraine, had a significant impact on updating the content of school history and the formation of students' historical memory. These documents (50 such normative legal acts were analyzed and included in the thesis) have become an important tool in the construction of historical memory policy in Ukraine.

The instructional and methodological directives for the study of social sciences and humanities in the ongoing academic years, issued by the Ministry of Education and Science of Ukraine were an important component within the regulatory framework governing school history courses, providing guidance for teachers. These documents, delineating curricular guidelines for history instruction, nuances in teaching both Ukrainian and world history, as well as criteria for evaluating students' academic performance, played a pivotal role. Local authorities and educational institutions relied on these directives in the execution of their activities.

Through an examination of educational legislation and the nature of changes within the domain of school historical education over the studied period, distinct developmental stages emerge: First Stage (1991 (1989)-1992) marked the incorporation of the history of Ukraine as an independent course into the school educational framework; Second Stage (1992-1996) was characterized by the formulation of updated content for courses in the history of Ukraine and world history, with an endeavor to introduce a civilization approach; Third Stage (1996-2005) witnessed the improvement of the content of school historical education through new schemes (adoption of new curricula, draft state standards); Fourth Stage (2005-2009) involved adjustment of the historical education structure in accordance with contemporary demands and emerging requirements.

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