

THE EDUCATION IN THE ELEMENTARY SCHOOLS OF TRANSCARPATHIA IN THE CZECHOSLOVAKIAN PERIOD

© Oktaviia FIZESHI
(Mukachiv State University, Mukachiv, Ukraine)

oktavia_fizesi@mail.ru

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The purpose of the article is to analyze the development of the elementary school in Transcarpathia in the context of the systemic educational transformations during the period of stay Transcarpathia in part of Czechoslovakia. And the culture of this region is based on the tolerant relationships between people of the different nationalities (over 30) who inhabit Transcarpathia. Should also be noted that during this period take place a big reformist activity of both the state and the public in the field of the elementary education. Priority directions are the national idea, providing instruction in mother tongue, the widespread use in the practice of the elementary school the advanced ideas of the European pedagogical science.

Keywords: educational transformation, primary school, Transcarpathia

The changes that occur in the system of the education of Ukraine with a view to bring the education of our country to global standards have left their mark on the elementary school. About that, in particular, testifies the adoption of the new state standard of the universal elementary education in 2011 and carrying out a number of events that accompany their implementation in everyday learning process. We believe that all these modernization processes that characterize the modern stage of development of elementary education need to rethink the pedagogical ideas of the past from the perspective of preventing deflection in the formation of the personal qualities of the modern schoolchildren through the creative improvement methods, techniques and means of influence on them. The important is the constructive and critical and creative rethinking of positive teaching and educational experience of the past. This rethinking will enrich the modern pedagogy with new facts and theoretical propositions. The objective historical and pedagogical analysis of teaching and educational experience of the past and further creative use of these results raking into account the new requirements and capabilities of the country will make it possible to upgrade qualitatively and improve the software and methodological support of the educational process in the modern elementary school.

In the research process of our problem particular importance to have acquired works of the scientists who have considered the question of the history of education and pedagogical thought in West Ukrainian lands and particularly in Transcarpathia (A. Vykhruzhch, V. Homonnai, A. Ihnat, M. Yevtukh, T. Zavhorodnya, M. Klyap, M. Kukhta, M. Levkivskyi, V. Mashtaler, H. Rozlutsjka, B. Stuparyk, O. Sukhomlynskyi, M. Chepilj and others). In the context of our study are important the scientific research of the Transcarpathian historians M. Vehesh, I. Hrachak, P. Khudanych, M. Zymomri, V. Mashtaler, P.-R. Mahochi and other. In these works disclosed the political, social, economic and cultural preconditions of the development of the education in Transcarpathia. Pedagogical works are important the original sources that certify the level of development of the pedagogical science in Transcarpathia of abovementioned era.

To complete the studying of the basic tendencies in the development of an elementary school in Transcarpathia importance is attributed to the scientific researches of the foreign scientists of history and schooling in Transcarpathia among which “*Skoltvi na Podkarpatske Rusiv pritomnosti*” Josef Pesina (Praha, 1933), “*Reprezentacni sbornik veskereho skolnictva na Podkarpatske Rusi pri prileznosti 20 leteho trvany CSR. 1918-1938*” Frantisek Stojan (Presov, 1938).

Purpose of publication – disclosure of the peculiarities of the development of the elementary school in Transcarpathia in the context of the systemic educational transformation during the period of stay Transcarpathia in part of Czechoslovakia.

The main content. To demonstrate disclosure of the peculiarities of the development of the elementary school in Transcarpathia of the studied period, let us turn to the definition of the content of the key concept “*the systemic educational transformations*”. Hence, the elementary education we understand as a definite system (which is also a part, a structural component of many other systems, including those educational). This is the system which has been selected from the social and political, economic and cultural environment. We focus our attention on the word “*the system which has been selected*”, it is not “isolated”, “secluded”, “detached”.

If we consider the education as a system then it is characterized by a certain dynamics, development, changes, transformations, the reforms, etc. The most common in that line of the concepts is the concept of “transformation”. Which has recently is the most widely used in the scientific literature, in particular the political and sociological content. This is the multivariate way that does not exclude the possibility of reverse motion. Herewith the reverse motion is not necessarily becomes negative. The transformation can be translational or inverse, systemic or no systemic. The concept of “transformation”, in the opinion of Yu. Shayhorodskyi, is advisable to apply even when the character and directing of the process of social changes has not sufficient certainty yet. When the society is “on turn of”, in the state of transition from one social-political system to another. We consider, that only this understanding of the concept of “transformation” is correct in the study of the history of pedagogy and schooling in Transcarpathia in the represented period.

Thus, under the concept of “systemic education transformations” we understand the converting in the education caused by socio-political (the policy and ideology of the state, observance of the rights and liberties of the nations, communities, persons), social and economic (social policy, the level of economic development, the demographic conditions) and culture factors (the level of development of culture, education, public organizations). These

factors lead to a succession of goals, structure, content, organization of the educational activities.

From November 1918 year till May 1919 year the Rusyns, who lived in the Northeastern counties of Hungary (today's Transcarpathia) also convened few Councils that have proposed various political alternatives: the autonomy as a part of Hungary, the total independence, the union with Russia, Ukraine or the new Czechoslovak state. Although these options do not reflect the traditional political and cultural preferences of the Russian leaders, but the international situation in the 1919 year has contributed only one way – the union with Czechoslovakia.

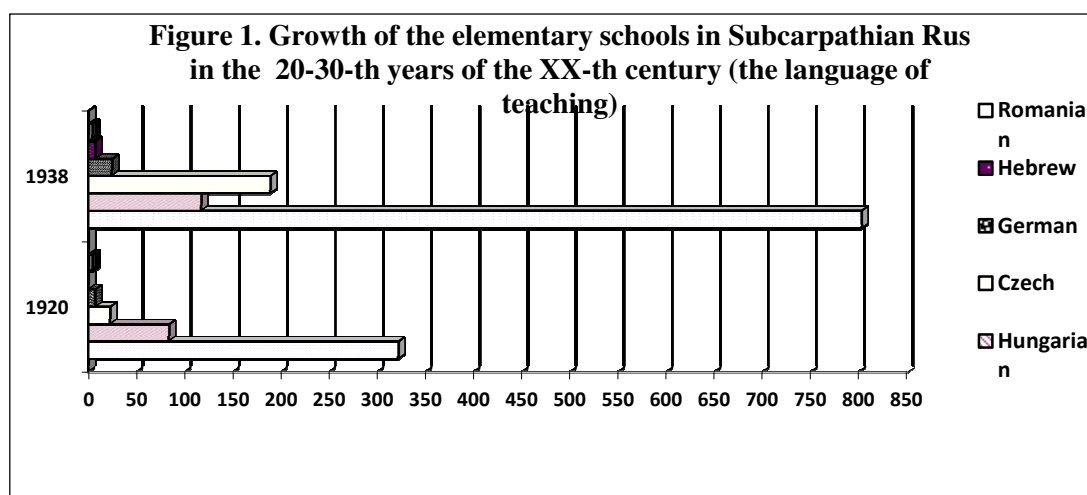
So in the 1919 year was signed Saint-Germaine Agreement. In accordance to this Agreement Transcarpathia was included into Czechoslovakia and was called Subcarpathian Rus. In accordance with "The general Statute of Subcarpathian Rus" (1919), Transcarpathian Ukraine was included into Czechoslovakia, which is based on four counties has created the Single Administrative and Territorial Unit - Subcarpathian Rus with a center in the town Uzhgorod, territory of which was 14,9 thousand square meters, the population was 604,6 thousand people (as of the January, 1st, 1920 year). Of this population 62% were Ruthians (Ukrainian), 17,2% were Hungarians, 13,4% were Jews, 3,3% were Czechs and Slovaks, 2,3% were the peoples of other nationalities. The ethnic composition of the population, as we see, is enough variegated. Nevertheless the Constitution of the 1920 year gave the guarantees to all peoples who lived in Czechoslovakia the extensive political rights and opportunities for the development of the material and spiritual culture (M. Vegesh, S. Vidnyanskyi, I. Hrančak, A. Ihnat, B. Khudanych and other). The administrative and political organization of the edge have recognized Prague Statutes of the 1919 and 1920 years. In accordance with these Statutes the authorities of Czechoslovakia Republic have recognized "Rus nature" of this edge. The authorities enabled to the representatives of the local population to hold the administrative posts. We emphasize on this fact primarily because the Transcarpathian-Ukrainian population did not have of such rights.

The revitalization of the economic life on the Transcarpathian-Ukrainian edge, primarily, caused by the investments of the government of the Czechoslovakia. So in the 1919-1933 years the state investments for the development of Transcarpathia have accounted 1,6 billions of koruna. It were the investments to the forestry and woodworking production, agriculture. It were the investments to education and schooling also. The reformist policy of the Czechoslovakian government understood very well what exactly the school is the part of the social, national, state and human organism. Namely the school should educate the cultural and moral values in the children behind which stay the nation, state, humanity. The school must lead the pupils (the students) to the amicable social life, which is based on the principles of justice, tolerance, solidarity. And the school must inculcate to the younger generation the understanding that from the success and welfare of the citizens will depend the success and welfare of the country as a whole. This is evidenced by the position of the President of Czechoslovakia Republic, of the Czech educator and humanist.

The development of the education and schooling is carried out by the Ministry of National Education and Schooling, and also commissions which were established by the temporary district committees in the urban management in Uzhgorod and Mukachevo, to promote the restoration of the work of schools and cultural and educational institutions. One of the first task was to define the literary language of the edge. Including, for this purpose was established the Commission for establishing the literary

language of the edge at the Czech Academy of Sciences. We should define the positive changes that have occurred in the area of schooling and elementary school, in particular against the background of systemic transformation in the society of aforementioned period. The significant step in the development of education of Subcarpathian Rus in 1922 year was to conduct the school reform and the introduction into force “*The Little School Law on Czechach*”. The Ministry of National Education and Schooling of Czechoslovakia Republic have carried out the implementation of the main tasks. To this Ministry were subordinate the county school districts, which were led by the county government that were called referats. The referat of the schools and folk education have led by the education and schooling in Transcarpathia. The center was in the town Uzhgorod. The eighth year training became obligatory under this law. This led to a number of systemic changes. The consequence of the systemic changes were the expansion of educational institutions, the introduction of the compulsory eighth-year training, the increasing of the number of hours to study the native language, mathematics, natural science and science about native land, and so on. The folk schools worked according with the educational plans (curriculums). These curriculums were approved on the teacher's conferences.

Having analyzed the statistical data of the State Archive of Transcarpathian region and the research works of the historical and pedagogical referrals about the educational and schooling in Transcarpathia, we can state that since the 1920 years there yeas the relentless growth in the number of the elementary schools and classes. In these schools studied the children of different nationalities and religions (figure 1). So, at the beginning of the 20th years in Subcarpathian Rus were functioning 459 folk (elementary) schools, of which 321 schools with “Ruthenian” (Ukrainian) language of teaching (instruction), 83 schools with Hungarian language of teaching, 22 schools with Czech language of teaching, 7 schools with German language of teaching and 4 schools with Romanian language of teaching. Also in 22 schools existed the parallel classes with different languages of teaching – Ruthenian, Hungarian, Romanian, German.



We have the opportunity to mention that the practice of the elementary schools with bilingual teaching occurred in the time of entering the Transcarpathian-Ukrainian land to the Austro-Hungarian empire. But this “multilingualism” lasted only few years after the revolution in 1848-1849 y. The consequence of this revolution was the loyal attitude of the authorities to the national minorities which were part of the empire.

The establishment of the elementary schools in accelerated pace continued until 1930-th years. So, in 1938 year had functioned 803 elementary schools yet, this is almost twice as much as at the beginning of 1920-th years. In addition to increasing the number of schools Ruthenian (Ukrainian) language of teaching, has increased the number of schools to 117 with Hungarian language of teaching, to 24 schools with German language of teaching, and had remained 4 schools with Romanian language of teaching, 7 schools with Hebrew language of teaching and so. Hereinafter there was stored the schools where the training was carried out parallel to the in multiple languages.

As we have pointed out above, the school management mainly was carried out by the state. But it should be noted that among the total number of existing elementary schools (their number was 459), 211 of them were state and the rest of them were the church schools (their number was 248). In 1938 year the number of church schools in relation to the total number of the elementary schools had greatly diminished (to 84). Although the church school was represented by the different confessions: the Creek-Catholic Church (19), the Roman- Catholic Church (17), the Reformed Church (31) and other.

The Czechoslovakian government has made maximum of the efforts to ensure the organizational conditions for the operation of the elementary schools. The government, in addition to the construction and expansion of network of the elementary schools which differed by the form of ownership, by the language of teaching, by the religion, constantly was worried about quality providing of the training equipment, the design of the classrooms, the creation of the specialized cabinets, the reading rooms, etc.

Proper organization and maintenance of an activity of a network of the elementary schools contributed to attracting large number of children for getting the elementary education. In particular if in the 1920-th years were enrolled to the elementary schools around fifty thousands of children and some 30% of the school-age children were left behind the training, then at the end of the 1930-th years remained out of a school some 8% of the school-age children. Number of the objective and subjective factors was the reason that children have not walk to school, for example such as: on the occasion of the death of the parents; on the occasion on illness of children themselves, such as: scabies, headaches and fever; on the occasion of illness of the members of a family; and in the winter and spring months on the occasion of heavy frosts; for lack of the warm clothes and appropriate shoes in the children; for reason of poverty of the children's parents; for reason of the bad roads and the lack of the bridges. Also, we add to these factors such as the availability of a considerable number of the orphaned children whose parents died during the I-st World War; the social orphans whose parents in search of work went to earn money in the United States of America, Argentina and the other countries; many students went to schools only after completion of the seasonal field works, etc. The significant obstacles for obtaining the elementary education have undergone children who have lived in the remote villages or in the mountainous areas. And anyway, we can observe the increasing the number of the school-age children who have attended the elementary schools of the edge. Course that the obtaining of the elementary education takes place in a primary school age in the elementary schools. On the territory of Transcarpathian-Ukrainian land has remained a large number of an illiterate adult population after the Austro-Hungarian dominance. So for liquidation of an illiterate adult population were organized so-called rates by the Czechoslovakian government. At the beginning of the 1930-th years there were about 1473 rates, in these rates

studied 64700 persons. The purpose of the rates was to spread the elementary education among the adults. It should be noted, that in the elementary schools of the period we are studying was not the gender approach to the completing classes and schools. In one class studied both girls and boys. The principal differences in the training and education of the girls and boys were not in the elementary school.

The significant advances of the schooling in Subcarpathian Rus in the period of 1919-1939 years took place against the background of the democratic policy of the Czechoslovakian government. The leading role in the growth of the network of schools belonged to the cultural-educational leaders and educators of the edge, in particular A. *Voloshyn*. As a member of the Czechoslovakian parliament, as a head of a number of educational and teachers' community organizations he was constantly worried about the opening of the new schools. He was worried about ensuring them with the educational and teaching aids, to provide the high qualification to the teaching staff. His pedagogical views he has outlined in the scientific papers "Pedagogical Psychology" (1930y., 1932 y.), "Pedagogy and Didactics for Teachers' Seminaries" (1923 y.), "Pedagogy and Didactics" (1934y., 1935 y.), "The Brief History of the Pedagogy for Teachers' Seminaries" (1921 y., 1931 y.), "About Social Education" (1924 y.), "The Methods" (1932 y.), "The Methods of the Folk School Training" (1935 y.) and other.

In connection with the growth of the network of the educational institutions in Subcarpathian Rus in the 20-th years of the XX-th century there was an urgent need to create the new textbooks for the schools. To create the textbooks was a quite difficult task. First of all it was due with the having of the language problem. It is known that in the 20-30th years the Transcarpathian society was divided into three parts. Some inhabitants of Transcarpathia considered themselves the Ruthenian and the training was performed on one of dialect. In 30-th years they switched to the rules of grammar by I. Haraida. The Moscovophils considered the Ruthenian the part of "the Russian people" and the training was conducted in Russian. Many teachers considered themselves a share of the Ukrainian people, called themselves the ukrainophils and conducted the training by the grammar of I. Panjkevych.

A. Voloshyn studied the problem of creation of the primer book for the folk school. Because after O. Dukhnovych, who in 1847 year had prepared the primer book "The reading book for beginners" for the school pupils, thence fundamentally the new textbooks for the Ruthenian schools were practically no. Have been create his primer book he studied the experience of making up of similar books in Halychyna, Hungary, Slovakia, but primarily he wanted to continue a great matter of O. Dukhnovych in the new conditions. According to the requirements which the pedagogue set up to the method of creating of the textbooks, to the language of writing, to the educational influence of the textbooks, then in the 1904 year in the town Uzhgorod went out of print the first "The Primer-book". But the text of this textbook was not adopted in the city Budapest, because in the primer-book the word "Uzhgorod" was used instead of the official name "Ungvar" and "Preshov" was used instead of "Yeperesh". The first edition of the textbook was necessary to destroy. Immediately he had issued the second edition, where already all the names were given in the Hungarian transcription. The book enjoyed great popularity and was reprinted almost every year. There were eight editions (1904, 1908, 1913, 1916, 1919, 1920, 1921, 1924 years).

The pedagogical traditions of A. Voloshyn continued O. I. Markush. For his merits before the Transcarpathian-Ukrainian people received the recognition of the Honored and Outstanding teacher and the Ukrainian writer. It should be noted that O. Markush had not a separate work in which would set out his own pedagogical views. About educational direction of his works we can judge mostly from his publications in the pedagogical journal "The Teacher", and from the pages of the magazine for young people "Our native edge", which he edited, as well as from books that have been written by him. In particular, the content of the textbooks "The Native Word" (1923), "Aurora" (1924), "By New Europe" (1925), "On the Native Land" (1926) encouraged the student to acquire knowledge, promoted the formation of the scientific outlook, taught to love the people and the Motherland.

O. Markush his views about the organization of the educational process in the elementary school and the methods of the teaching of the younger students published in the pedagogical journal "The Teacher". In some publications he gave the valuable methodic advices for teachers of the elementary schools how to teach the literacy of the native language and how to bring up the best features in the students on these lessons. The education of love to the native house, to the land is an integral element of both moral and national education. It should be noted that besides the education of love to the native land, the teacher finds it necessary to educate the citizen of his state, which means that it is the synthesis of the national, patriotic and civil education. This is evident from the fact that in O. Markush's primer-book "Aurora" had been placed the portrait of the president of Czechoslovakia Republic of T. Masaryk.

The development of the pedagogical thought of the first half of the twentieth century, as we can see, took place during the period of official stay of Transcarpathia under the jurisdiction of Czechoslovakia Republic. It considered one of the priorities of the development of the state is the reforming the education system, the providing of its citizens with the quality education, considering the regional and ethnic characteristics of the land that make up the state.

The development of the schooling and education in the period which we investigate was reflected not only in the activities of the public institutions, but also had a great support among the progressive public of Subcarpathian Rus. This is evidenced by the growth of a large number of the periodical publications. They had played the special role in the formation of the national ideal, in the development of the educational and cultural stereotype. Among these publications were: "Subcarpathian Rus" (1926-1936) the body of the Pedagogical Society of Subcarpathian Rus, which was devoted to cognition of the native land, to the pedagogical deeds in the elementary school. The publications "The Teacher's Voice" and "Our School" were the printed body of the folk educational society "The Teacher's Community". The publication "The Teacher" (1920-1936) was the pedagogical journal of the School management – the Referat. The magazine "Our Native Edge" (1922-1939) was created for the youth of Subcarpathian Rus, the magazine "The Little Bee" (1922-1932) was the illustrated monthly magazine for young people, families and people. The edition "The Wreath for Subcarpathian children" (1919-1924) was the illustrated newspaper for young people.

A major role have played the cultural society “Prosvita”, The Pedagogical Society of Subcarpathian Rus, the Russophile Society named by O. Dukhnovych and a number of other cultural, educational, public and political organizations.

The conclusions and perspective directions of the study. Hence, the socio-political, socio-economic and cultural factors have caused the systemic transformation processes such as the objectives, structure and organization of the educational activities in the development of the elementary school in Transcarpathia in the 20-30th years of the twenties century. The perspective are the studies of a pedagogical constituent of the systemic educational transformations in the subsequent historical periods of the development of the elementary school in Transcarpathia.