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**THE IDEA OF THE ORGANIZATION AND CONTENT OF SECONDARY
EDUCATION ON THE BASIS OF DIFFERENTIATION
(SECOND HALF OF THE 1920s)**

The irreversible innovative development of the Ukrainian education in the context of modern social, political, and economic realities is accompanied nowadays by the active search for the new organizational forms and the development of the competency educational paradigm, which brings into focus the analysis of the past in order to identify the best practices, understand current changes, and determine the prognostic vectors. Thus, the development of the secondary school in the USSR in the second half of the 20th Century, which was characterized by the dynamic introduction of the Ukrainian Soviet educational model within the framework of developing its content on the basis of comprehensiveness and search for the new methods of teaching, is marked by dramatic and fruitful educational reforms.

Historiographical analysis of the problem revealed that the policy of the Soviet government regarding secondary education within the aforementioned chronological period in terms of its various aspects was the subject of the research by the Ukrainian historians of pedagogy in the field of secondary education (L Berezivs'ka, I. Zaychenko, S. Loboda, A. Petrenko, O. Pometun, O. Sukhomlynska et al.) and historians (V. Borisov, W. Lypyns'ky et al.). The purpose of the article is to identify and describe the organizational and content characteristics of the differentiation of secondary education by the of People's Commissariat for Education of the Ukrainian SSR within the aforementioned chronological period.

As mentioned before, the practice-oriented model of secondary education developed by the People's Commissariat for Education of the Ukrainian SSR in 1920-1924 (social education and vocational training) guaranteed gender, social, and

national equality and was to ensure *internal differentiation* by means of the active methods of teaching/learning and *external differentiation* (orphan asylums, seven-year labor schools (rural and urban), industrial and agricultural vocational schools). It should be emphasized that, in accordance with the social and economic demand, the following major directions of differentiation were determined legislatively: organizational differentiation and the differentiation of the content of secondary education. Organizational forms of such differentiation were also addressed. The most important part of this legislative initiative was the enforcement of compulsory education in the students' native language as an indispensable and underlying foundation of the child's individual development.

It is necessary to mention from the very beginning that social and economic stabilization in 1924 boosted the development of secondary education. Thus, in the report for the Academic Year 1924-1925 by the People's Commissariat for Education of the Ukrainian SSR, the results of that crucial year were summarized. It was emphasized that a typical school in Ukraine in the Academic Year 1924-1925 was a three-year school of the first concentrum (42,4%); at the same time, the number of four-year schools of the first concentrum grew from 21,4% to 26,8%; schools of the second concentrum (5th – 7th grades) accounted for 10,5% and operated mainly in the cities. According to the report, most students failed to complete the first concentrum, leaving school during their second or third year of study. Academic Year 1924-1925 was also crucial for national minority schools, the number of which was slowly but steadily growing. The following statistics was provided: Jewish schools covered only 18% of Jewish children, Polish and Bulgarian schools – 20%, German schools – 50% [4, p. 34-35]. However, the number of schools with a satisfactory financial condition was insufficient.

Undoubtedly, the Decree of the Central Executive Committee of Ukraine and the Council of People's Commissars "On Measures to Improve General Education" (August 5, 1925) contributed a lot to the organization of secondary education on the basis of differentiation. It legislatively reinforced compulsory and free education for children in the first four groups of labor schools [4, c. 37-39]. A 1-4 school with four

teachers was to become the main type of schools. It was also allowed to found 1-3 four-year schools [3, p. 17-21]. The Decree of the Eighth Convention of the Second Session of the Central Executive Committee of Ukraine “On Measures Against Children Homelessness” (1924) suggested the Council of People's Commissars consider the establishment of children's agricultural colonies, a new type of educational institutions affiliated with sovkhozes (Soviet state farms) [3, p. 26-29].

Among important tasks, the Council of People's Commissars of the Ukrainian SSR stressed the creation, at least in the cities, of “schools for retarded, emotionally disturbed children whose needs cannot be met in regular educational settings” (*differentiation by psycho-physiological or physical condition of the child*), as well as the development of methods of teaching various skills [4, p. 45].

At the same time, the Regulations on the Private Tutoring with Children (1924) reinforced the ban on the operation of private institutions (schools, kindergartens, etc.) on the territory of Ukraine. However, in accordance with the Resolution of the People's Commissariat for Education, private persons were allowed to teach no more than three children (*individual approach*) [3, p. 143-144]. As a temporary measure, the People's Commissariat for Education of Ukraine later issued the Decree “On the establishment of private short-term courses on accounting, typing, shorthand, calligraphy, and foreign languages” (1926), allowing private courses on accounting, typing, shorthand, calligraphy and foreign languages (no more than one year in duration).

It should be noted that the tuition fees were also differentiated. The Regulations on Tuition Fees in Social Education Schools (1925) introduced three categories of tuition fees depending on the financial and social status of parents. Some of them (war and labor veterans, the military, police, teachers, unemployed, etc.) were exempt from paying tuition fees [3, p. 58].

We mentioned these legal documents because they memorialize the state educational policy, which aimed at expanding the school system in order to maximize the access to education, diversifying the types of secondary education with consideration for social and psycho-physiological condition of children, their health,

and future career aspirations, as well as maintaining individual approach regardless of the family's income (nevertheless, the children of workers, peasants and low-income citizens were afforded preferential treatment).

As might be expected, upon the resolution of the issue of where to teach, i.e., the organization of schooling, there surfaced the need to address the question of what to teach, i.e., to develop the content of education. Thus, during the Academic Year 1924-1925, the People's Commissariat for Education of the Ukrainian SSR attended to the adaptation of the content of secondary education to "the production tasks of the Soviet government", which led to the introduction of a comprehensive system of education, characterized by "the study of the labor activity around children, adaptation of the rural schools to the requirements of agriculture and urban schools – to the needs of industrial engineering" (*territorial and economic professional differentiation*). Such approach justified the introduction of comprehensive curricula in 1924-1925 [4, c. 28]. Individual teachers, however, had been implementing such curricula even before the official launch of this initiative in 1924-1925 following the example of the Russian Soviet Federative Socialist Republic. The People's Commissariat for Education of the Ukrainian SSR developed comprehensive curricula for the 1st and 2nd concentra of labor schools, defined "the universal formal standard of knowledge and skills that should be acquired by the child regardless of the theme of the school" [4, p. 43]. For the 1st centrum, comprehensive textbooks were developed.

Experimental study of the topical educational issues on the basis of experiment pedological stations (Kharkiv, Kyiv, Yekaterinoslav, Odessa), as well as affiliated with them model secondary schools, orphanages, participating district schools, etc., was diversified with the organization of the State Scientific and Methodological Committee at the People's Commissariat for Education of the Ukrainian SSR on February 2, 1925. Understandably, the implementation of the differentiated approach was a priority among the various tasks addressed by the Committee. In these regard, the following issues were studied: comprehensive educational system; scientific

organization of pedagogical work; giftedness in pedagogy; educational assessment, measurement, and evaluation; Dalton-Plan, etc. [4, p. 100-101].

The Decree of the Fourth Session of the Central Executive Committee of Ukraine of the Ninth Convention “On Measures of Improving General Education. The Results of Improving General Education and the Immediate Prospects” (1926) is yet another example of the differentiation of the organization and content of secondary education. It described the increase in the number of new schools in Academic Year 1925-1926 compared to the previous one, stressed the need to continue the construction of new schools and introduction the schools for minorities, give practical agricultural specialization to rural seven-year schools in order to turn them into the centers of agricultural propaganda [3, p. 33-35].

This period also enjoyed further development of mass vocational education based on *professional differentiation*. Thus, Ya. Ryappo, the Deputy People's Commissar for Education, in the Report entitled “State and Development of Mass Vocational Training in the Ukrainian SSR” (1925) defined the following organizational forms of mass vocational training: industrial and technical, agricultural, commercial, medical, artistic of various kinds. The two-year professional school was institutionalized as a continuation of the seven-year school; it was to complete mass education, after which the majority of graduates would start working, while others transfer to the institutions of higher learning [16, p. 18-19].

It should be noted that the strategic and core document “Code of Laws on the Public Education in the Ukrainian SSR” (1922) was open to changes. New amendments were continually added, especially new decrees, which legalized changes in the development of vocational education. Thus, in 1926, one of the decrees recommended operation of both two- and three-year vocational schools, which were to prepare skilled workforce and lower level administrative and technical personnel for various agricultural sectors, providing students after the seven-year labor school (15-18 years of age) with general and specialized knowledge and skills. These schools were *differentiated by the branch of industry* (industrial and technical, agricultural, social and economic, artistic, and medical schools), as well as

by the *territorial and economic criteria* (concentration of a professional school was defined in accordance with the need for skilled workforce in a certain area). Educational institutions were funded mostly from local budgets, less so from national; they could also earn their own income (from school's production activities, tuition fees). Students could join such schools on a competitive basis (through entrance examination); however, in case of similar academic performance, preference was given to children of factory and farm workers, members of the Leninist Young Communist League of Ukraine. Graduates of such schools were allowed to seek admission to higher educational institutions [12, p. 61-68]. Tuition fees were differentiated in accordance with the social status of parents [3, p. 69-73].

Another decree of the same year regulated the activity of *factory apprenticeship schools (FAS)*, where 14-16 year old teenagers studied special and general curriculum, developed practical skills for a particular branch of industry in order to provide enterprises with skilled workforce. These schools differentiated in accordance with branches of industry and local conditions: schools affiliated with plants, factories, and others entities; independent schools (schools-factories, schools-plants), local schools that served a number of small enterprises, group or individual apprenticeship in the factories, boarding schools for working adolescents. The course of study spanned two to four years (in some cases, the duration could vary). The funding was to come from local or national budgets; those schools that were affiliated with industrial enterprises were to be financed by them. The primary criterion for the selection of students in these schools was their physical health (teenagers had to undergo medical examination to certify their fitness to perform certain functions in industrial enterprises); candidates' academic performance was less important. The content of education in these schools was based on the curricula and syllabi developed by the People's Commissariat for Education of the Ukrainian SSR along with the trade unions and authorities in the sphere of economy. According to this document, "school curricula and syllabi must be based on the unity of production processes, theoretical training, and moral development" [10, p. 73-79].

Rural schools experienced further differentiation as well. The Decree of the Central Executive Committee of Ukraine and the Council of People's Commissars "On the Schools of Agricultural Apprenticeship" (1927) institutionalized, first of all, *agricultural apprenticeship schools*, which were aimed to prepare 14-16 year old teenagers for the development of agriculture and give them practical skills in certain related activities, as well as special and general knowledge. These institutions were founded in order to meet the needs of certain economic sectors: local agricultural apprenticeship school affiliated with small farms and agricultural apprenticeship school affiliated with large farms [11, p. 1-5].

The Decree of the People's Commissariat for Education of the Ukrainian SSR "On Planning of the School System in the Country" (1927) stipulated the changes in the organization of rural schools, as some district departments of education replaced secondary comprehensive schools with schools for village youth, whereas others, on the contrary, professionalized them. Thus, *agricultural integrated schools* had to prepare farm workers who could make a contribution to the development of agriculture. Until 1927, such schools were organized on the basis of both four-year and seven-year schools, whereas, since Academic Year 1927-1928, it was planned to establish them on the basis of seven-year schools only. The curricula and syllabi of agricultural integrated schools were developed in accordance with the characteristics and needs of specific agricultural districts. At the same time, vocational agricultural schools were to provide trained technical workforce for certain industries in the district. The village youth schools were viewed as temporary elementary schools of social education intended for those in the farming communities who failed to obtain secondary education through seven-year labor schools [5, p. 11.10].

During Academic Year 1926-1927, the People's Commissariat for Education in the Ukrainian SSR planned to open 4000 new labor schools of social education, shift the focus of 82 seven-year schools to agriculture, and open two village youth schools per district. It was planned to pay attention to the support schools (it was expected to organize 632 of those) by means of employing qualified teaching staff [8, p. 59-60].

The *national criterion* of school differentiation was also actively implemented in this period. The Decree of the Russian Soviet Federative Socialist Republic and the People's Commissariat for Education in the Ukrainian SSR "On Languages Equality and Promotion of Ukrainian Culture" (1927) was an important state act of its time. It summarized a number of governmental regulations of 1919-1925 on the language policy; it aided further Ukrainization and organization of schooling in accordance with the national criterion, the study of two languages (Ukrainian and Russian) being compulsory. At the same time it should be noted that it contained a contradictory requirement for the compulsory study of Russian in accordance with the established curriculum in all schools and orphanages with non-Russian population, which suggests the intensification of the process of Russification [13, p. 3, 6].

As mentioned above, an important direction of the educational policy in this period was the development of *the content of secondary education* on the basis of *differentiation*. Indicative in this regard are the strategic goals outlined by the 4th All-Ukrainian Educational Scientific Conference on the basis of the report by M. Skrypnyk, the People's Commissar for Education, "Status and Prospects of Education in Ukraine" (1928). Important for our study are the following goals: revision of labor school curricula as they were overloaded and did not correspond to the developmental profile of children (*age criterion*); "addressing in the process of cultural development of national issues, it is important to strengthen Ukrainian cultural process, supporting, at the same time, ethnic minorities that were oppressed before and promoting their cultural development in the acceptable for them manner" (*national criterion*); elimination of the gap between city and rural communities and ensuring gender equality in the area of general compulsory education with the aim to educate 100% of 8-11 year old children in four-year schools; geared to introduction of compulsory seven-year education in the future, ensure the availability of seven-year schools in working-class districts in the nearest future; expansion of seven-year factory apprenticeship schools, transformation of all rural seven-year schools into agronomic seven-year schools; creation of evening schools for village youth (*professional criterion*); promotion of active teaching/learning methods; elimination

of the Russian language from the curricula for national minorities (leaving it as an elective for senior students) in view of the general overload on the curricula; organization of support groups for mentally retarded children and those who exhibit behavioral problems (*psycho-physiological and social criteria*); expansion of the industrial, trade, and agricultural schools; recognition of FAS (being an extension of seven-year schools) as an effective form of training qualified workforce; securing the status of vocational schools as secondary ones; providing all types of vocational schools with curricula and textbooks (*professional criterion*); and improvement of the school teaching staff, etc. [17, p. 6-9].

To this end, the People's Commissariat for Education of the Ukrainian SSR created a joint curriculum commission affiliated with the State Scientific and Methodological Department (SSMD) in order to improve public schools curricula and syllabi. It also issued the Decree "On the Review of the Curricula and Syllabi of Mass Education (which outlined the main directions of SSMD's work in this area)" (December 3, 1928) and introduced the key principles for the content of secondary education. In the first place, three levels of mass education were clearly defined (until this point all documents concerned two-level school), namely: 1st level – 1st concentrum – 4 years for 8-12 year-old students, 2nd level – 2nd concentrum – 3 years for 12-15 year-old students, 3rd level – 3rd concentrum – vocational school (3-4 years) for 15-19 year-old students or 2-3 years of FAS (*the external professional differentiation* at the third level).

The curricula of the first two concentra of the seven-year vocational school were to be based on the polytechnic principle, be comprehensive, ensure maximum convergence with student's prospective occupation (agriculture and industry) by means of students' involvement with community and production projects. It indicates that *the external professional differentiation* slowly penetrated into all levels of schooling.

Another major development was the identification of the "formal knowledge minimum" for the three concentra of labor schools in order to prepare students for transferring to higher educational establishments. It was based on the following

principles: concentricity of giving learning material at three concentra with a certain completeness of each of them; recognition of the 2nd concentrum of the school as the highest level of the Soviet elementary school.

Differentiation proper was implemented on the third concentrum. Vocational schools had a dual purpose here: that to complete secondary education in order to prepare students for higher education and to train semi-skilled workforce (in other words, were to become polytechnic and vocational); FAS was seen as a vocational and polytechnic school, training skilled workforce for various enterprises.

It was recommended that the study at the 1st concentrum be comprehensive, aimed not at giving systematic knowledge of any subject, but at providing minimum knowledge in literacy, mathematics, labor, social sciences, nature as a part of students' functional practice complexes. At the second concentrum, the training was to be comprehensive as well, but the formal knowledge obtained both through the work with the functional practice complexes and outside them was to be systematized.

It is important to mention that, at the third concentrum, the content of education was differentiated in accordance with the chosen form of training. For this reason it was recommended to build systematic knowledge in accordance with the needs of higher education institutions and the related disciplines taught in vocational schools and FAS; to reduce pupils' academic workload at school and at home by taking into account their age and duration of study or even by curtailing the curriculum; to unify general education and professional components of the curricula offered in vocational schools in an effort to ensure gradual specialization and facilitate the mobility of students transferring from one vocational school to another after the first year of study and, after the second year of study, to schools offering related concentrations; to introduce elements of social education (civic and political, physical, and artistic) into the curricula offered by vocational schools and FAS; to unify general education and general technical education subjects taught in FAS and, simultaneously, develop options for transitional stages of FAS, embedded in the fifth-sixth years of study in labor schools [14, p. 2-3].

The idea of the differentiation of the content of education was stated also in the new edition of *Social Education Guide* (1928) revised by SSMD on the basis of the comments provided by the educational community. It contained curricula for rural and urban labor schools of the 1st concentrum. The authors made sure that these curricula eliminated the most criticized deficiency of the previous comprehensive curricula. Thus, the new version of the comprehensive curricula for urban schools contained the material on agriculture and life in the farming communities, whereas the new version of the comprehensive curricula for rural schools contained the material on industrial production and the development of the country. It is interesting to note that some regional methodological committees suggested issuing not two (urban and rural), but four variants of the comprehensive curricula: an additional one for vocational schools located in small towns and another one for industrial centers, taking into account their specific economic and industrial environment. The authors of these Guide agreed that this suggestion was worthy and recommended supplementing comprehensive themes of each labor school with “their local material” (*differentiation by the local history and economy criterion*).

“The principle of the instruction adjusted to child’s abilities and his/her stage of development” was proclaimed as the main principle of the content of curricula of the junior concentrum [15, p. 4]. Since 1928, the academic year in the urban and rural labor schools of social education was set to start on September 1st and finish on June 15th (it had varied before) [15, p.11-12].

Important for the purpose of our research is to discuss the so-called production concentrations as a sign of *professional differentiation*. The authors defined “concentration” much broader than agronomization of rural schools or industrialization of urban educational establishments. This was the organization of the entire educational system as socio-productive one. At the end of the fourth year of study “children should obtain an elementary concentrum of knowledge about the production in their city, region, as well as the industry of the Ukrainian SSR and the USSR” [15, p. 12-13].

It has already been mentioned that, in implementing national educational policy, the People's Commissariat for Education in the Ukrainian SSR took into account the sentiments of the broader educational community. Indicative of this was the discussion about new curricula and syllabi, organized at the end of the 1920s. Thus, in the article *The Curricula of the 2nd Concentrum Under Discussion. Need for Revision* (1928), Galkin lauded the differentiation of the content of education and the related curricula for urban and rural schools in accordance with the ***territorial and economic criterion*** (rural and urban variants). In particular, he stressed that “the ***differentiation*** of the curricula should be implemented; however, we should not forget that the basics should be worked out perfectly well both in the rural and urban schools”. He believed that it was erroneous to include into the Social Science syllabus in rural schools only the topic Modern Village and in the urban schools – Modern Factory. In his opinion, children from farming communities should be aware of the work in factories and vice versa [2, p. 2-3].

In his article *The Voice of Practice* (1928), O. Laskavy emphasized that the two-way ***differentiation of the content*** (urban and rural variants within comprehensive curriculum) had disadvantages. Students of rural schools of the 2nd concentrum usually continued their education in vocational schools and not necessarily in agronomic schools. For this reason, he proposed to balance formal knowledge for the 2nd concentrum by means of introducing comprehensive component in the rural and urban schools [7, p. 3-5].

In his article *The Discussion of the Secondary School Curriculum* (1929), D. Skurativsky (the head of the Curriculum Commission of SSMD) named the following disadvantages of the proposed curricula: conflict between the content of education and the developmental profile of students; the gap (in terms of curriculum and methodology) between labor schools and vocational schools, overload on the curricula, etc. He also suggested ideological reasons for the introduction of changes into the curricula borne of the general directive to universalize the educational system in the USSR, “Universalization of systems will bring about such curricula that will ensure the same general education standard for the same types of schools across

Soviet republics”. However, D. Skuratovsky saw the main task of improving curricula in the universalization of general education standard for all vocational schools (agronomic schools, schools for village youth, FAS) and insisted on preserving national, regional, and historical features when unifying Soviet school. In his opinion, “universalization of the syllabi for the three concentra does not exclude, but provides for a variety of options: urban and rural”; the syllabi of all vocational schools, however, ought to have the same general education standard in order to “give every child of workers and the poor an opportunity to move along the Soviet educational system towards the university without obstacles” [19, p. 2-3].

In order to unify the Soviet educational system in the context of socio-economic needs of the society, V. Pavlovsky proposed *externally differentiated secondary school system*: I type - factory and agricultural apprenticeship schools and professional courses in different specialties; II type - vocational schools with three- to four-year term of study on the basis of the eight-year school; III type – three-year polytechnic school [9, p. 94].

V. Yastrzhembsky noted in his article *The Educational System of the Ukrainian SSR* (1929) that, “based on the universal model, school nevertheless depends on the working environment and, therefore, on the educational material, which makes it *differentiated* and leads towards true polytechnization”. He explained the essence of the differentiation as follows, “in the light of the close connection between academic and community work, schools of social education, remaining uniform in terms of the amount of formal knowledge, are nevertheless divided into rural and urban. Furthermore, the closer adjustment of labor school to the labor environment creates agronomic schools (in the villages) and industrial schools (in the cities) or schools for village youth and seven-year factory apprenticeship schools” [1, p. 30].

Later S. Siropolko, a well-known historian of education, defined the system of secondary education created by the People’s Commissariat for Education in the Ukrainian SSR as differentiated, “After the introduction of New Economic Policy, when the so-called reconstructive began in Ukraine, the People's Commissariat for Education changed the differentiation of the seven-year schools: seven-year schools

in the cities developed in the industrial direction and turned into seven-year factory schools, while seven-year schools in the villages embraced agricultural direction and became seven-year agronomic schools” [18, p. 675].

What were the results of the secondary school policy of the People’s Commissariat for Education in the Ukrainian SSR in the 1920s? Was it successful? According to D. Skurativsky, in 1929, 70% of 8-11 year old children and 81% of 8-9 year old children were schooled; the salary was 65% of the pre-war reimbursement; the country lacked teachers and school premises. In his opinion, these difficulties did not allow to complete changes in the existing system of secondary education (four-year schools (1st concentrum), seven-year school (2nd concentrum)). For objective reasons many plans concerning the 3rd level of the mass school as part of vocational education could not be implemented [20, p. 90].

Comparing public schools in 1915 and in 1928, S. Siropolko concluded that their number increased by 692 within 13 years, so did the number of students. As of 1928, schools were divided according to the language of instruction: 82,4% were the schools with Ukrainian as the language of instruction, 6,7% – Russian, 2,9% – German, 2,4% – Jewish, 1,7% – Polish, 0,6% – Moldovan, and 3,3% – other languages. Schools with “other” languages of instruction included bilingual (Ukrainian-Russian, Ukrainian-German schools, etc), as well as monolingual national schools (Bulgarian, Czech, Tatar, etc.). 819 schools of the 1st concentrum and 1.075 seven-year schools operated in the cities; there were 16.668 schools of the 1st concentrum and 1.470 seven-year schools in the villages. These data indicate that seven-year schools were a privilege of the urban population. Beginning Academic Year 1929-1930, an additional class in some seven-year schools was introduced; as a result, FAS were to gradually become factory ten-year schools. In 1928, a “zero” (pre-school) group for 7-8 year old children was introduced, and their number was increasing [18, p. 673-675]. As of December 1, 1928, there were 115 schools for village youth [18, p. 676]. Vocational schools were also divided by the language of instruction (Ukrainian, Russian, Jewish, other languages); 21,3% of schools were bilingual (Ukrainian-Russian, Russian-Ukrainian, etc.) or even trilingual [18, p. 712].

S. Siropolko drew attention to one more trend, a negative one. Comprehensiveness of secondary school education introduced by the People's Commissariat for Education in the Ukrainian SSR triggered a wave of indignation among the population, as the students had difficulty assimilating knowledge. At the same time, the project-based learning became popular, "when children under the teacher's guidance choose topics for their own work". It was replaced with the brigade-laboratory method, which required a certain issue to be solved by the 'brigade', i.e., a group of students of 5-10 and more people". However, the November 5, 1931 Decree of the Central Committee of the National Communist Party of Bolsheviks on primary and secondary schools declared that no method can be considered universal and warned against the use of brigade-laboratory method, which "led to distortions, such as depersonalization in academic work, reduction of the teacher's role and ignoring of students". This marked the return to individual lessons in the educational process, actualization of formal knowledge, teacher's active role in educational process, and recognition of the principle of polytechnism at school [18, p. 685-687].

So, in the second half of the 20th Century, the People's Commissariat for Education in the Ukrainian SSR implemented its own practice-oriented, close to life, differentiated model of secondary education. However, despite the attempts of the Ukrainian government to maintain its own model of secondary education, the social and political realities of the Ukrainian SSR (national centralized Soviet government, legislative power, and ideology) and socioeconomic (common economic policy and economic development plan) led to its gradual universalization of the national Soviet educational system, which has occurred under the increasing pressure from the People's Commissariat for Education in the USSR.

Secondary school faced total reorganization in 1931-1934, when two major directions were endorsed: (1) russification of schools and elimination of all features distinguishing Ukrainian educational system from the Russian one, and (2) centralization of control in this sphere in Moscow [6, p. 939].

This said, the educational policy of the People's Commissariat for Education in the Ukrainian SSR in the second half of the 20th Century, as well as in the previous period, included the differentiation of secondary education along with cooperative learning, creative nature of the educational process, development of the initiative and independence of students, individualization of the learning process, study of the individual psychological and developmental characteristics of children, the idea of a universal model of school, and equal rights of all children. Important was the establishment of research and pedagogical, support schools in order to develop and test the various types and forms of differentiation. The SSMD affiliated to the People's Commissariat for Education in the Ukrainian SSR introduced the external differentiation in public schools based on the following criteria: territorial and economic (city and rural seven-year school); vocational (industrial (vocational schools, FAS), and agricultural (vocational schools, schools for village youth) specializations (concentrations) of schools, social, developmental, psycho-physiological and physical health profile of students. The whole system of secondary education was based on the differentiation by the national criterion (educational institutions of various types for ethnic minorities). Unlike the differentiation in 1920-1924, which had a bearing mostly on the organization of school education, in 1924-1930, it related to the content of secondary education, especially to the development of the syllabi and curricula for different types of schools. Widespread in schools, active teaching methods (Dalton plan, project-based learning, brigade-laboratory method, etc.) contributed to the implementation of the internal differentiation. The secondary educational system, created by the People's Commissariat for Education in the Ukrainian SSR, was rather democratic, but, at the same time, quite universalized and politics- and ideology-driven. Other problems surfaced as well, inadequate professional preparation of teachers, lack of material resources, unbalanced learning outcomes as a result of arbitrary redistribution of instruction hours, etc. among them. In the early 1930s, Ukrainian school system began to lose its identity in the context of social and political transformations, national policy directed to the establishment of the school based on the universal model, elimination of active teaching methods,

professional specialization of schools, which will be discussed in our future publications.

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Березівська Л. Д. Ідея організації та змісту шкільної освіти на засадах диференціації (друга половина 20-х років ХХ ст.)

У статті висвітлено організаційно-змістові характеристики диференціації як форми реалізації принципу індивідуалізації навчання в шкільній політиці Народного комісаріату освіти (Наркомосу) УСРР у другій половині 20-х рр. ХХ ст. у контексті суспільно-політичних, соціально-економічних і педагогічних детермінант. Виявлено критерії, за якими здійснювалася зовнішня диференціація навчання в масовій школі (національний, територіально-економічний, професійний, соціальний, віковий, психофізіологічний і фізичний стан здоров'я учня), активні методи навчання, за допомогою яких реалізовувалася внутрішня диференціація.

Ключові слова: Наркомос УСРР, шкільна освіта, диференціація навчання.

Березовская Л. Д. Идея организации и содержания школьного образования на основе дифференциации (вторая половина 20-х годов ХХ в.)

В статье раскрыты организационно-содержательные характеристики дифференциации как формы реализации принципа индивидуализации обучения в школьной политике Народного комиссариата просвещения (Наркомпроса) УССР во второй половине 20–х годов ХХ в. в контексте общественно-политических, социально-экономических и педагогических детерминант. Определены критерии, по которым осуществлялась внешняя дифференциация обучения в массовой школе (национальный, территориально-экономический,

профессиональный, социальный, возрастной, психофизиологическое и физическое состояние здоровья ученика); активные методы обучения, с помощью которых осуществлялась внутренняя дифференциация.

Ключевые слова: Наркомпрос УССР, школьное образование, дифференциация обучения.

Bereziv's'ka L. D. The Idea of the Organization and Content of Secondary Education on the Basis of Differentiation (second half of the 1920s)

The article covers organizational and content characteristics of differentiation as a form of the realization of the educational principle of individualization in the educational policy of the People's Commissariat for Education in the Ukrainian SSR in the second half of the 20th Century in the context of socio-political, socio-economic, and pedagogical realities. The criteria of the external differentiation of education in the public schools are defined (national, territorial and economic, vocational, social, developmental, psycho-physiological, and physical health profile of students). Active methods of teaching, used as a means of internal differentiation, are discussed as well.

Key words: People's Commissariat for Education in the Ukrainian SSR, secondary education, differentiation of education.

The article was received by the Editorial Office on 12.07.12

The article was put into print on 31.08.12