

Periodization of the reform of general secondary education in the independent Ukraine (1991–2017)

L. D. Berezivska

V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine, Kyiv, Ukraine
Corresponding author. E-mail: lberezivska@ukr.net ORCID: 0000-0002-5068-5234

Paper received 02.04.20; Accepted for publication 23.04.20.

<https://doi.org/10.31174/SEND-PP2020-228VIII92-03>

Abstract. In the article, based on the basic analysis of the development of education in the independent Ukraine (1991–2017) developed by the Ukrainian scientists in different aspects of the development of education in the independent Ukraine (1991–2017) and taking into account changes in the educational legal and regulatory framework, the division of the general secondary education reforms into periods have been substantiated. Three periods have been defined: I – (1991–2002) – national self-identification in general secondary education; II – (2002–2013) – the formation of the state policy on the general secondary education in a new methodological and socio-economic context; III – (2013–2017) – comprehensive modernization of the general secondary education.

Keywords: *the independent Ukraine, reforming secondary education reform, periodization, pedagogical source study.*

Introduction. The history of the general secondary education in Ukraine knows a significant number of reforms and counter-reforms, during which the structure and content of school education have radically changed in various socio-political and socio-economic realities. One of the results of school reforms was the development of regulatory documents (laws, doctrines, concepts, standards, etc.) that provided or should have provided for the reform of the general secondary education. Over the years of independence, in the process of reforming and modernizing the general secondary education in the context of a democratic society, a significant number of state regulatory documents have also been developed for the development of the field of education, which determined its theoretical and methodological foundations of the general education content in particular. Given this, the development of the periodization of reforming the general secondary education in the independent Ukraine (1991–2017) is being updated.

A brief overview of publications on the topic. A historiographic search showed that modern Ukrainian scientists (specialists in state administration, philosophers, historians, pedagogy historians) began to comprehend various aspects of this important period in the development of the Ukrainian general secondary education: causes, course, basic regulatory documents, sources, periodization and general trends of general secondary education reform in the independent Ukraine (N. Bidenko, 2009; N. Kantor, 2017; G. Kasyanov, 2015; Ye. Krasnyakov, 2009, V. Kremen, 2003, 2016, I. Likarchuk, 1999; A. Makhinko 2010; N. Protasova, V. Lugovyi, Yu. Molchanova, 2012, O. Savchenko, 1998, 2000, O. Sukhomlynska, 2010, etc.) [5; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17]. These issues are raised in our publications as well (Berezivska, 2009, 2012, 2018) [1; 2; 3; 4; 18].

The purpose of the article is to justify the periodization of the reform of the general secondary education in the independent Ukraine (1991–2017) in order to clarify its qualitative changes through the prism of source study and information support of relevant historical and pedagogical research.

Materials and methods. To solve the problem, we have analyzed modern periodicals, on the pages of which the articles by historians and pedagogical historians are presented to identify theoretic approaches to the development of reforms of the general secondary education in Ukraine of the studied period in various dimensions of periodizations. In

this respect, various methods were used: general scientific (historical and pedagogical analysis, synthesis, generalization, chronological), constructive genetic, which made it possible to create a periodization of the reform of general secondary education in independent Ukraine.

Results and Discussion. First of all, we recall that periodization (from the Greek Περίοδος – bypass, circuit, a certain period of time) is a rational way of ordering an array of empirical and theoretical information by time extent in order to deepen cognition and understanding of the variable states of objects of the world. Periodization is used in all sciences as a means of identifying and fixing qualitative and quantitative changes in the object of cognition. It plays a particularly important role in history, where researchers conditionally divide various information into segments (periods, stages, epochs, eras, etc.) which have certain distinctive features [6].

Our study considers relevant periodisations of the development of secondary education in Ukraine developed by scientists according to certain criteria. For instance, the historian N. Bidenko suggests the periodisation that covers the period from 1991 to 2005: the 1st period is the crisis of secondary education (1991–1998), and the 2nd one reflects the years of reformation and improvement of secondary education system (1998–2005) [5, c. 223–224].

N. Kantor grounded the stages of formation and development of legislative regulation of relations in the educational sphere. She stated the 1st stage (1991–1995) as the beginning of legislative regulation of relations in the field of education, since the legal basis of the national education system was created during this period of time. The 2nd stage (1996–1999) covers the development of legislative regulation of relations in the educational sphere, which is marked by improving the basic legislation on education on the basis of the Constitution of Ukraine adopted on 28 June 1996. The 3rd stage (2000–2012) is treated as improvement of legislative regulation of relations in the field of education, as some specific laws were decreed during this period; these laws promote the development of the national system of education in order to achieve the strategic goal, i.e. integration into European education area. The 4th stage (2013–up to these days) presents a conceptual renewal of legislative regulation of relations in education [7].

Scientist Ye. Krasniakov characterised six periods in the development of Ukrainian education legislation from 1991 to 2002, but he didn't mention chronological boundaries for

them. The 1st period is the beginning of formation of education legislative base in Ukraine and establishing of an appropriate independent sector of Ukrainian legislation. The 2nd period is marked by the 1st Teachers' Congress held in the state when the first strategic document regarding the development of the national education system, the State National *Osvita* (Education) Programme (Ukraine of the 21 century), was approved (soon the Cabinet of Ministers of Ukraine adopted this document in the form of a separate decree). The 3rd period reflects a theoretical argumentation for amendments to the Law of Ukraine *On Education*; holding of parliamentary hearings on further development of education; adoption of a new version of the law on 23 March 1996; and establishment of the Constitution of Ukraine on 28 June 1996. The 4th period is characterised by preparing and adoption of laws, which would regulate relations in education subsystems. The 5th period covers realisation of certain principles of education laws through the development of regulatory basis, including standardisation of the content of education, licensing, certification and accreditation of educational institutions, humanisation and democratisation of education, and methodological reorientation of learning process onto the development of an individual. The 6th period grounds further development of education legislation and reflects the adoption of a strategic document, the National doctrine of the development of education, which determined the long-term priorities of the state policy in the field of education [9].

The researcher Ya. Melnik gave a reason for seven main periods of the state educational policy development in the independent Ukraine, having established a chronological framework and designating the main legislative documents: I (May 1991 – March 1996) – the adoption of the Law of the Ukrainian SSR “On Education”, which defines the political course of the state in the field of education, the purpose, principles and the content of education, the conditions for creating educational institutions and their diversity; Ukraine's recognition of education as a priority area of socio-economic, spiritual and cultural development of the society and the adoption of the State Education National Program (Ukraine of the XXI century); II (March 1996 – December 1998) – the improvement of the basic legislation on education, adoption of the Law of Ukraine “On Amendments and Additions to the Law of the Ukrainian SSR “On Education”, which in its essence, content and directions became actually a new version of the law “On Education”; III (December 1998 – January 2002) – the adoption of the laws of direct action that determine the strategy for the development of the national education, consolidate its normals, requirements, standards, legislatively regulating the relations of all structural divisions of education, in particular, “On General Secondary Education” (1999); IV (January 2002 – October 2002) – the implementation of certain provisions of direct laws through the formation of a regulatory framework in the field of education, the development of a strategic document for the development of education; V (October 2002 – July 2010) – the approval of the strategic action plan – the National Doctrine of the Development of Education and the formation of an appropriate regulatory framework aimed at implementation; VI – ensuring the improvement of the functioning and innovative development of education, improving its quality and accessibility, adjusting tasks and activities in accordance with modern needs (the introduction

of an 11-year period of study in secondary schools and compulsory preschool education for children of 5 years of age), integration into the European educational space; VII – (October 2011 – 2014) the adoption of the National Strategy for the Development of Education of Ukraine for 2012 – 2021, which defined the main areas, priorities, tasks, mechanisms for implementing the state educational policy [13, p. 311–313].

The research publication *The national report on the state and prospects of the development of education in Ukraine* (2016), produced by the National Academy of Educational Sciences of Ukraine, covers tendencies, achievements and mistakes of public policy in the field of education during the period from 1991 to 2016. Three main periods of the development of the national education were stated in the report. The 1st period (1991–2002): the national self-identification in education, the 2nd one (2003–2013): the formation of state policy in terms of new methodological, social, and economic contexts, and the 3rd one (2014–2016): complex modernisation of educational sphere [14, p. 8–10].

As we see, the given multidirectional periodizations differ among themselves primarily by the number of reasoned periods, the upper limit. At the same time, the periodization from the crucial year of 1991 in the development of Ukraine, the intensification of the development of the national education system, and the development of the Ukrainian educational legislation are logical. For these periodizations a common criterion – the change in the basic legal documents which declared the strategic vectors of educational development in the independent state of Ukraine.

Based on this criterion, we propose defining three periods of reforming general secondary education in Ukraine in 1991 – 2017. The first period (1991–2002), in our opinion, can be described as the time of self-identification of the general secondary education. The lower bound is approval of the Law of Ukraine “On Education” in 1991. The upper limit is the adoption in 2002 of the National Doctrine of the Development of Education, which at the same time is the lower boundary of the second period (2002–2013). We evaluate it as the period of formation of state policy on general secondary education in a new methodological and socio-economic context. As the upper limit we have chosen the development of the National Strategy for the Development of Education in Ukraine for the period until 2021 (2013), which simultaneously is the lower boundary of the third period (2013–2017) – the time of comprehensive modernization of general secondary education. We consider the adoption of the Law of Ukraine “On Education” the upper limit. These documents are the result of intensive creative work of teachers, scientists, public figures, and a significant contribution to the national lawmaking.

Conclusions. Therefore, taking into account the approaches to the developed periodizations of the outlined phenomenon of the Ukrainian scientists (N. Bidenko, N. Kantor, V. Kremen, Ye. Krasnyakov, Ya. Melnyk and others), we suggest defining three periods of reforming general secondary education, namely the development of the corresponding educational Legislation in Ukraine in 1991–2017, each of which was marked by the development and adoption of a number of strategic regulatory documents: I – the period of the national self-identification in general secondary education (1991–2002); II – (2002–2013) – the period of formation of state policy on general secondary education in a new methodological and socio-economic

context; III period – (2013–2017) – the period of comprehensive modernization of general secondary education. We believe that justified periodization will allow streamlining of an array of empirical and theoretical information about the process under consideration in order to

deepen its knowledge and understanding of the changes and features. The further study requires the periodization of reforming the content of general secondary education in the independent Ukraine, which will be discussed in the subsequent publications.

ЛІТЕРАТУРА

1. Березівська Л. Д. Журнал «Рідна школа» як джерело історії реформування загальної середньої освіти в Україні: концепції і проекти (1991–2002) // Педагогічні науки: зб. наук. пр. Херсон, 2018. № 81. С. 13–20.
2. Березівська Л. Д. Реформування загальної середньої освіти в перше десятиліття незалежної України: нормативно-правові документи (1991–2002) // Modernization of educational system: world trends and national peculiarities: International scientific conference, february 23rd, 2018 / Vytautas Magnus University. Kaunas, 2018. P. 122–125.
3. Березівська Л. Д. Реформування шкільної освіти в Україні у ХХ ст.: історіографія питання // Історико-педагогічний альманах / Уман. держ. пед. ун-т ім. Павла Тичини. Київ, 2009. № 1. С. 15–28.
4. Березівська Л. Д. Шкільна реформа в Україні початку 90-х років ХХ століття як перехідний період до особистісно орієнтованої парадигми освіти // Педагогічна і психологічна науки України: зб. наук. пр.: в 5 т. / НАПН України. Київ, 2012. Т.1: Загальна педагогіка та філософія освіти. С.180–190.
5. Біденко Н. Розвиток загальної середньої освіти в Україні в період незалежності // Наук. зап. Серія: Історичні науки / Кіровоград. держ. пед. ун-т ім. Володимира Винниченка. Кіровоград, 2009. Вип. 12. С. 213–225.
6. Зашкільняк Л. О. Періодизація в історії // Енциклопедія історії України / Ін-т історії України НАН України. URL: http://www.history.org.ua/?termin=Periodyzatsiia_istorii (дата звернення: 23.02.2020).
7. Кантор Н. Нормативно-правове регулювання відносин у сфері освіти: загальні риси та особливості // Актуальні питання гуманітарних наук: міжвуз. зб. наук. пр. молодих вчених Дрогобиц. держ. пед. ун-ту ім. Івана Франка / Дрогобиц. держ. пед. ун-т ім. Івана Франка, Рада молодих вчених. Дрогобиц, 2017. Вип. 17. С. 282–289.
8. Касьянов Г. Освітня система України 1990–2014: аналіт. огляд. Київ: ТАКСОН, 2015. 52 с.
9. Красняков Є. В. Перспективи освітнього законодавства // Державне управління: теорія та практика: електрон. наук. фах. вид. / Нац. акад. держ. упр. при Президентові України. 2009. № 2. URL: http://academy.gov.ua/ej/ej10/doc_pdf/Krasniakov.pdf (дата звернення: 25.02.2020).
10. Кремень В. Г. Освіта і наука України: шляхи модернізації (факти, роздуми, перспективи). Київ: Грамота, 2003. 216 с.
11. Лікарчук І. Закон України про загальну середню освіту і перспективи її функціонування. *Світло*. 1999. № 3. С. 13–16.
12. Махінко А. І. Освітні реформи в сучасній українській школі: стан, проблеми, перспективи. *Сторінки історії*. 2010. Вип. 31. С. 214–220.
13. Мельник Я. В. Нормативно-правове забезпечення державного управління галуззю освіти України // Ефективність державного управління: зб. наук. пр. / Львів. регіон. ін-т держ. упр. Нац. акад. держ. упр. при Президентові України. Львів, 2014. Вип. 39. С. 310–315.
14. Національна доповідь про стан і перспективи розвитку освіти в Україні / Нац. акад. пед. наук України; за заг. ред. В. Г. Кременя. Київ: Пед. думка, 2016. 448 с. (До 25-річчя незалежності України).
15. Савченко О. Я. Зміст шкільної освіти на рубежі століть. *Освіта України*. 2000. 12 квіт. (№ 15). С. 4.
16. Савченко О. Я. Основні напрями реформування шкільної освіти. *Шлях освіти*. 1998. № 1. С. 2–6.
17. Сухомлинська О. В. Програми національного виховання в умовах освітніх цивілізаційних змін. *Шлях освіти*. 2010. № 4. С. 4–8.
18. Berezivska L. D. Secondary education reform in the independent Ukraine (1991–2017): concepts, programmes, doctrines and strategies // Science and Education a New Dimension. Pedagogy and Psychology. Budapest, 2019. Vol. 7 (76), Iss. 187. P. 20–22. <https://doi.org/10.31174/SEND-PP2019-187VII76-04>.

REFERENCES

1. Berezivska, L.D. Journal “Ridna shkola” as a Source for the History of Reforming General Secondary Education in Ukraine: Concepts and Projects (1991–2002) // Pedagogical Sciences: Collection of scientific works. 2018. № 8. P. 13–20.
2. Berezivska, L.D. Reforming general secondary education in the first decade of independent Ukraine: legal documents (1991–2002) // Modernization of the educational system: world trends and national peculiarities: International Scientific Conference, February 23rd, 2018, Vytautas Magnus University, Kaunas, 2018. P. 122–125.
3. Berezivska, L.D. Reforming school education in Ukraine in the twentieth century: historiography of the issue // Historical and pedagogical almanac. 2009. № 1. P. 15–28.
4. Berezivska, L.D. School reform in Ukraine in the early 1990s as a transition period to a personally oriented education paradigm // Pedagogical and Psychological Sciences of Ukraine: Collection of scientific works: 5 volumes, Vol. 1: General Pedagogy and Philosophy of Education. 2012. P. 180–190.
5. Bidenko, N. Development of General Secondary Education in Ukraine in the Independence Period // Scientific Notes, Series: Historical Sciences. 2009. № 12. P. 213–225.
6. Zashkilnyak, L.O. Periodization in History // Encyclopedia of History of Ukraine. Retrieved on February 23, 2020 from http://www.history.org.ua/?termin=Periodyzatsiia_istorii.
7. Kantor, N. Legal regulation of relations in the field of education: general features and features // Actual issues of the humanities: inter-university collection of scientific works of young scientists. 2017. № 17. P. 282–289.
8. Kasjanov, G. Educational system of Ukraine 1990–2014: analyte. Review. 2015. 52 p.
9. Krasnyakov, Ye. V. The prospects of educational legislation // State administration: theory and practice: electronic specialized edition. 2009. № 2. Retrieved on February 25, 2020 from http://academy.gov.ua/ej/ej10/doc_pdf/Krasniakov.pdf.
10. Kremen, V.G. Education and Science of Ukraine: Ways of Modernization (Facts, Reflections, Prospects). Gramota, 2003. 216p.
11. Likarchuk, I. Law of Ukraine on general secondary education and its prospects // Svitlo. 1999. № 3. P. 13–16.
12. Makhinko, A.I. Educational reforms in the modern Ukrainian school: the state, problems, prospects // Storinky istoriyi. 2010. № 31. P. 214–220.
13. Melnyk, Ya.V. Regulatory and Legal Support of State Administration of the Ukrainian Education Sector // Efficiency of Public Administration: Collection of scientific works. 2014. № 39. P. 310–315.
14. National report on the state and prospects of the development of education in Ukraine (To the 25th anniversary of Ukraine's independence). ed. by V.G.Kremen. Pedagogichna Dumka. 2016. P. 448.
15. Savchenko, O. Ya. The content of school education at the turn of the century // Osvita Ukrainy. 2000. № 15. P. 4.
16. Savchenko, O. Ya. The Main directions of school education reform // Shlyakh osvity. 1998. № 1. P. 2–6.
17. Sukhomlynska, O.V. National education programs in the context of educational civilizational changes // Shlyakh osvity. 2010. № 4. P. 4–8.