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## NATION-BUILDING PUBLIC POLICY AND GENERAL SECONDARY EDUCATION: UKRAINIAN EXPERIENCE

In the context of current socio-political situation around Ukrainian-language school education in Ukraine, the author offers a retrospective analysis of strategic directions of general secondary education development as an important aspect of establishing an independent Ukrainian state. The author also substantiates the preconditions for forming nationally oriented public school policy inextricably related to the status of the Ukrainian language and the strengthening of its functioning (late 1980s – early 1990s). The paper provides the author's version of strategic directions in general secondary school education in Ukraine in subsequent decades that haven't lost their potential. These strategic directions include recognition of education, and first of all, school education, as a factor of sovereign statehood, development of civil-state education management, psychologization of education, informatization of the entire field of education.

**Keywords:** Ukraine; general secondary school; public strategies in school education; the Ukrainian language; nation-building.

**Problem statement.** Since the beginning of the development of Ukraine as an independent state, its education policy was based on the idea that education was a public good, and therefore its development was one of the key tasks of nation-building [1], [2]. However as other countries' experience shows the education policy becomes an integral part of social development strategies and public reform programmes not only in developed countries of the world since the end of the 20th century and especially in the 21st century [3], [4]. To provide a reasoned base for predicting future courses of action in the field of Ukrainian education, as well as for possible preventing negative situations in its progress, it seems logical to identify external and internal factors that caused changes in public education policy in the first decades of its sovereignty.

Relying on the axiom that education has a significant impact on all aspects of social and economic life of the country, we consider it appropriate to undertake a historical and retrospective analysis of the experience gained by Ukraine in making public education policy in the field of general secondary education as the most socially important level of its education system. H. Kasianov who is a contemporary Ukrainian scientist and analyst describes general

secondary education as “the most essential link to ensuring the right of Ukrainian citizens to quality education” [5, p. 14].

**The analysis of recent research and publications on the problem.** Despite the numerous studies on education policy of Ukraine in the era of independence conducted by other authors (A. Vitchenko, S. Dombrovska, V. Kremen, V. Korsak, Ye. Krasniakov, L. Nalyvaiko, D. Petrasenko, V. Ponomarenko investigated the essence and transformations of public education policy in Ukraine; V. Andrushchenko, V. Ohneviuk, S. Shevchenko, N. Huberska analyzed education policy in the field of higher education; V. Halperina, V. Zhuravskiy, V. Luhovyi, V. Saveliev, T. Poiasok, N. Shulha substantiated the theoretical and methodological aspects of the problem of education policy of sovereign Ukraine; V. Bazeliuk, O. Zhabenko, Ye. Krasniakov, V. Luhovyi, N. Protasova studied the theory and practice of education management as a component of education policy; and I. Likarchuk, L. Prokopenko, N. Dichuk highlighted issues concerning historical and theoretical aspects of public policy of Ukraine in the field of education), we have every reason to assert that public policy in the field of general secondary general education is still largely unexplored especially in the historical and genetic context.

**Purpose of the article.** Thus, the article’s objective is to determine the preconditions for forming public policy in the field of general secondary education<sup>1</sup> (late 1980s – early 1990s) and to substantiate the key (or strategic) directions of its implementing during the first decades of Ukraine’s sovereignty. We believe that the choice of the studies that relate to exactly this timespan of the recent history of Ukraine is appropriate, firstly, because the strategic shifts in public policy on general secondary education laid down at that time remain relevant and they will still be of paramount importance, so we raise a problem to identify these directions and try to prove their imminence. And secondly, in order to generalize setbacks and successes in public education policy of school objectively, we should step back in time (facing the recent past, so to speak). However, we shall notice that we do not set a task to characterize tactical (local) educational strategies, since it is a topic of a separate study.

Also, we have to explain that taking into account the large number of interpretations of the concept of “public education policy” we accept the following definition, namely: “Public education policy is the system of government’s strategic goals and programmatic actions aimed at maintaining and developing of education” [7, p. 9].

**Presentation of the main material.** To establish objectively the strategic directions of PPGSE in the first decades of Ukrainian sovereignty mentioned in the objective of the article, it is important to specify preconditions that significantly influenced their formation. We’ll start the retrospective analysis referring to the enactment of the Law on Languages in the Ukrainian Soviet Socialist Republic in October 1989 which established the Ukrainian language as the official one. Its functioning and development was recognized as “one of the decisive factors of the national identity of the Ukrainian people” which guaranteed it a “sovereign national-state future” [8]. It is worth recalling that the need to “shape understanding of the social mission of the Ukrainian language as the state language in the Ukrainian SSR among its citizens regardless of their nationality” was provided in the Law on Languages [8]. And the issue of the development of Ukrainian-language education has become almost the first of the important nation-building processes.

It should be noted that over the resistance of the communist authorities this Law was adopted due to mass protests of the members of the public movement for national sovereignty and national (Ukrainian) priorities in all spheres of life. Although Ukraine had long been a real reserve of stagnation [9, p. 4], since the mid-80s of the twentieth century there had been an increase in activity by the nationally oriented citizens. According to L. Deshchynskiy, it was under the influence of the national liberation movement, although heterogeneous in the composition of its participants, their beliefs and demands, the democratic changes had been made in the republic and “writers were at the forefront” [9, p. 5], and the people stood up for the Ukrainian language and culture from

<sup>1</sup> To make this phrase shorter we will use either the abbreviation PPGSE or the word combination “general secondary school education policy” in the text.

russification. In V. Kulik's view, it was the writers who were able to force Horbachov's perestroika "to speak Ukrainian" [10, p. 4], "raised" the problem of narrowing the scope of the native language usage, initiated and achieved the adoption of the Law on Languages in the Ukrainian SSR [8]. This created legal grounds for initiating the study of such new ethnographic courses as "Ethnography and Folklore of Ukraine", "Culture and Art of Ukraine", "Ethnography", "Native Land" at the choice of pedagogical councils at general secondary schools [11, p. 82].

And on 16 July, 1990, responding to public pressure, the Congress of the Communist Party of Ukraine was forced to adopt the Declaration of State Sovereignty of the USSR [12]. The Declaration recognized the independence of the republic in addressing the issues relating to science, education, cultural and spiritual development of Ukrainian nation. The part VIII of the Declaration – "Cultural Development" – stated: "The Ukrainian Soviet Socialist Republic is independent in addressing issues relating to science, education, cultural and spiritual development of the Ukrainian nation, and it guarantees all nationalities living in the Republic the right to their free national and cultural development. The Ukrainian Soviet Socialist Republic ensures the national and cultural revival of the Ukrainian people, its historical consciousness and traditions, national and ethnographic features, the functioning of the Ukrainian language in all spheres of public life" [12].

And in August, on the eve of the 1990-1991 school year, the commissions on public education and science, culture and spiritual revival of the Verkhovna Rada of the Ukrainian Socialist Soviet Republic from the columns of the newspaper "Education" appealed to Ukrainian citizens namely pupils' parents with a call to send their children to Ukrainian schools to be taught in the native language whose functioning was low at that time [13, p. 1]. It was also stated that the majority of Ukrainian children (especially in cities) did not know the Ukrainian language, and in society there was the practice of "repudating the native language, ignoring the history of the native people, forgetting national roots" [13, p. 1], which caused a deep spiritual and moral crisis in the Ukrainian society. The commissions proclaimed that to change such a situation the priority task was to reshape the work of schools as their role was considered to be "great or even crucial in relation to what our Ukraine would be in the future" [13, p. 1].

Due the enactment of the Law on Languages 176 Ukrainian-language schools were opened in 1990, and the number of hours for studying History and Geography of Ukraine was increased in the content of general secondary education [11, p. 82].

But the most important thing was that intensification of the process of national self-identity recognition among Ukrainians stimulated the launch of a broad public debate of the need to restructure the general secondary school on the national basis, which led to the development of both civil and official projects [11, p. 82-83]. On the basis of a debate on updating school activities opened up among the public, the Board of the Ministry of Public Education of the USSR approved the draft of "The Conception of General Secondary School of Ukraine" prepared by the team of scientists from the Research Institute of Education of the USSR in August 1990<sup>2</sup>.

It was widely discussed at both the August Teachers' Conferences and the public hearings during the school year. The Conception basing on the thesis that "school is the model of society" declared the need to restore the cultural function of school, to revive national cultural traditions in the content of teaching and educating, to refrain from imposing political and religious dogmas to schools, the autonomy of schools in choosing forms and methods of teaching [14]. In September 1991 the Board of the Ministry of Public Education of the Ukrainian Soviet Socialist Republic approved the finalized version of "The Conception of General Secondary School of Ukraine". We should note that among ideas declared in the Conception some of them appeared in further education documents of independent Ukraine though modified and detailed – principles of nationality, differentiation and individualization

<sup>2</sup> Now – Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine.

of education and upbringing schoolchildren, variability of content, forms and methods of teaching.

We should note that apart from writers, the active core of the national movement, which influenced changes in education, included historians, public figures, human rights activists. Their speeches in the press stimulated public opinion and public activity, raised national awareness and eventually shifted the process of nation-building. Thus, in January 1989 due to the efforts of Ukrainian historians in the Ukrainian Communist Party' Politburo decision-making the fact that “many complex phenomena and facts (history of Ukraine – note) are incomplete, contradictory or biased”, and “the study of Ukrainian history in general secondary schools and vocational training schools does not provide pupils with a holistic view of the ancient and modern history of Ukraine” [9, p. 8-9] was recognized almost for the first time. And as a result, the decision was made to develop the “Programme for the Development of Historical Research, Improving the Study and Dissemination of the History of the Ukrainian Soviet Socialist Republic for 1991-2000”. And although this Programme was approved only in July 1990, it had important cultural and nation-building significance described in 1994 by V. Lytvyn who was a modern politician, academician and historian: “... everything which is being done thoroughly in the field of research and dissemination of the history of Ukraine is a consequence of the implementation of the mentioned program” [15, p. 47].

Adoption of the Law “On Education” according to the Resolution of the Verkhovna Rada №1144-XII on 4 June 1991 became another factor and engine of change in school education in the Soviet era. It would be no exaggeration to consider that this Law was a breakthrough step in initiating democratic changes in the development of the education sector at that time, as it legalized state appropriateness to transform the system of education basing on the principles of humanism, national interests and universal human values as opposed to class communist interests. Thus, Article 4 of the adopted Law “On Education” stated: “Ukraine recognizes education as a priority area of social and economic, spiritual and cultural development of society” [16]. And such principles as “humanism, democracy, the priority of universal spiritual values; organic connection with world and national history, culture, traditions” were among the fundamental principles of education (Article 6) [16]. With the development of democracy and the change of social needs in the country in 1993, and in more detail – in 1996, the Law was specified (edited), and later it had been amended and specified until it was expired after adoption of the new Law “On Education” in May 2017 [2].

It is possible to claim that the need to protect the Ukrainian language, to expand the area of its functioning and studying initiated by writers intensified the problem of constitutional proclamation of Ukraine's sovereignty [17]. It happened on the 24<sup>th</sup> of August 1991 when the Verkhovna Rada adopted the Declaration of Independence of Ukraine and Ukraine became independent.

Thus, the preconditions that both affected the public education policy-making of independent Ukraine and became internal factors of cultural, education, political changes and engines of their development are as follows:

- firstly, the gradual disappearance of absolute state monopoly on addressing important issues concerning humanitarian sphere of human life. And the outlined decisive influence of public opinion through public activists on defining public education policy in Ukraine is its real evidence.

- secondly, expressing the desire of society to develop nationally oriented education started being implemented by authorities through completely targeted activities, first of all, in the field of general secondary education;

- thirdly, gradual formation of psychological and pedagogical basis for the comprehensive humanization of educating and upbringing children and youth process manifested in recognizing the need to take measures for external and internal differentiation of general secondary school education, as well as increased attention to gifted youth [14].

The collapse of the USSR has to be regarded as the external factors that influenced the formation of school education policy.

The most important documents that determined the key strategies for developing education in already independent Ukraine were the State National Programme “Education” (Ukraine in the 21<sup>st</sup> century) (1993) and the National Doctrine for Education Development (2002). Despite the fact that over time they were criticized for being declarative and poorly designed for achieving the desired outcomes [18, p. 90], [19, p. 277], [20, p. 215], in our opinion, we still have to remember and appreciate the fact that it is due to the ideas elaborated in these Programmes, school education built on the national and Eurocentric basis continues to develop.

The State National Programme “Education” (“Ukraine in the 21<sup>st</sup> century”) became the first new document, national in spirit, on strategic ways and priority areas for reforming the education sector in independent Ukraine, including general secondary school education. It was approved in November 1993 by the Cabinet of Ministers of Ukraine. The draft of the Programme was discussed with civil society, and its final version was approved at the Congress of Teachers of Ukraine in December 1992. The Programme reported on the need to reproduce the intellectual and spiritual potential of the people, the need for domestic science, technology and culture to achieve the world level, the national revival, statehood and democratization of society in Ukraine [21]. This document became the first ideological guideline in developing an independent public education system.

The main objective of the Programme was stated as “defining strategic directions of education development in the context of state independence”, in doing so, the national focus on education was on “the creation of such an integral system of continuous training and education which would provide formation of the nation’s intellectual and cultural potential” [21, p. 2]. The fundamental principles of the Programme were as follows: giving education a priority status from the national perspective, democratic decentralization of the education system and ensuring its openness, humanization and humanitarization of education and upbringing aiming at implementing national component in the content of education, its continuity and variability. Updating of the content of education and aligning it with the needs of the individual, the new needs of society, as well as with the standards of the world scientific and pedagogical experience was recognized as a crucial component of education reform.

We believe that the humanistic commitment to human-centered education which priority was the fullest possible satisfaction of personal needs began in Ukraine.

We also refer to the need to create psychological and socio-pedagogical services in “general secondary educational institutions” approved in the Programme to the inevitable decisions of the national importance [21, p. 5]. The organization and provision of their work was considered to be one of the main ways to reform school education in the context of its individualization, and hence its humanization. And although the first steps in providing psychological support to pupils were taken at the initiative of Ukrainian scientists from the Research Institute of Psychology of the Ukrainian Soviet Socialist Republic<sup>3</sup> in 1991 [22], the ideas on large-scale individualization and differentiation, first of all, in the field of general secondary school education by means of practical psychology proclaimed in the Programme became a strategic direction aimed at “increasing the level of education process at educational institutions” through creating “conditions for self-education and self-development of each pupil” [23, p. 7].

We believe that the institutionalization of the psychological service of the education system in Ukraine began with the adoption of the Regulations on such a service in 1993 [24], which were subsequently redrafted on several occasions in connection with changes in legislation and the practical needs of society. And although the educational psychological service had been legitimized, its implementation was slow due to the fact that the Ukrainian “education system existed without any psychological service for a long time, and that was why it took a long time to become a part of its structure” [25, p. 74]. V. Panok who is a famous scientist, an active participant of the introduction and development of the educational psychological service in Ukraine, and its head since 2000, argues that “difficulties in the interaction between the psychological service and its customer namely

<sup>3</sup> Now – Institute of Psychology named after H. S. Kostyuk of the National Academy of Educational Sciences of Ukraine.



the system of education were due to lack of clarity of such social order” [25, p. 74]. In his opinion, the establishment of psychological service was complicated by the fact that it simultaneously began to encompass the whole range of psychological problems that had to be solved at school, while in foreign countries the inclusion of its various aspects was gradual according to the social order of education at a certain time [26]. However, the initiated psychologization of school education has gradually developed into a system of institutions and establishments which provide individualization of educational process and protection of the mental health of its participants” [25, p. 120].

Such internal factors as the thoughts and attitudes of the Ukrainian public associated with the growing trend of the nationally oriented part of society to participate in public policy decision-making that began in the mid-1980s, as well as the activity of education community engaged in public education policy, especially, concerning general secondary education, greatly influenced the choice of key directions for upgrading general school education defined in the Programme. We consider this to be the evidence of establishing civil-state management of educational sphere development that replaced its totalitarian one. Gradually, the concept of “civil-state management” as the form of control at all levels of managerial hierarchy was introduced into the educational legislation of independent Ukraine” [5, p. 11].

Characterizing the nation-building significance of the Programme, it was no accident that the word “declared” was used repeatedly. Unfortunately, although declared in the document the ideas and principles extremely important for nation-building and development of education as its important component remained merely words (for instance, the provision on giving education a priority status has not been implemented yet [20], [5]). We do not consider it appropriate to blame the developers of the Programme that they did not anticipate an increase in economic crisis that happened in Ukraine in the 1990s, and did not take into account the inertia of the education system itself in terms of rapid innovation.

Underfunding of education sector led to the closure of the non-school education institutions network, the introduction of austerity measures to preserve existing equipment and to extend its utilization, as well as the failure to implement plans covering publications. The analysis of the archives of the meetings of the Board of the Ministry of Education of Ukraine held in the 1990s conducted by M. Semenova [27] shows that the constant management’s attention was paid to the deployment of reform processes in the sphere of education, while a number of educational problems “became chronic” (the condition of the education institutions network, lack of logistical support and staffing, low salaries of education employees and delays in their payments) [27, p. 12].

At the same time at the turn of the 21st century a new strategic line appeared in the education policy of Ukraine under the influence of foreign policy factors – the development of reforms based on the education and philosophical concept of anthropocentrism aimed at European integration [28]. It should be noted that nation-building in Ukraine coincided with a time of enhancing globalization processes, the rapid change of factors influencing the lives of any individual and the country as a whole. Ukraine chose its path in the context of the development of the global information society and identified European integration as the main direction of change both in foreign and domestic reform policies, including education. That’s why the need “to restructure radically the education sector” arose [29, p. 178]. It followed the decision of the Board of the Ministry of Education and Science of Ukraine №2/1-2 on 17 August 2000 adopted in the context of the Message of the President of Ukraine (Leonid Kuchma) to the Verkhovna Rada [30]: “the scope and complexity of problems regarding formation and development of national education exceeded the positive changes... we failed to use economic mechanisms to stimulate the development of education” [31, p. 4-5]. Therefore, the need to develop the next strategic paper to adapt public education policy to the new conditions was timely and appropriate [31, p. 5].

The National Doctrine for Education Development become a state document that formed the basis for a new paradigm of Ukrainian education – orientation towards the new type of humanistic, innovative and competitive education in Europe and the world [32]. The content of this document

approved by the delegates of the Second Congress of Educators of Ukraine (2001) identified the key directions of education development consistent with the requirements of that time and orienting it towards European traditions and humanist values. The Doctrine defined the development of education and science as “a strategic resource for overcoming crises, improving human life, ensuring national interests, strengthening the authority and competitiveness of Ukraine in the international arena” [32].

It should be noted that the Doctrine specified the ways for developing education in the European context as well as stated that “the system of education will be managed in a civil-state manner taking into consideration public opinion” [33, p. 12].

And what is more important that the ideology of the nation-oriented education was further developed in the document: “... education is based on the cultural and historical values of the Ukrainian people, its traditions and spirituality. Education affirms the national idea that promotes national self-identity, development of Ukrainian culture, formation of world culture values and universal heritage. National education is one of the main priorities ... . The system that guarantees the command of the State language is being developed in the country” [32].

V. Kremen, the Minister of Education, delivering the report at the Second Congress of Educators of Ukraine, substantiated the thesis that “the development in the national and global contexts causes changes in education, the variability of the world has become a constant of the historical process” [34, p. 8] and placed emphasis on the shifts in the paradigm of human progress which main dimension and key lever was the person’s development.

To strategically significant directions of changes we attribute the issue on informatization of education and computerization of schools which was essential for Ukraine and which was raised in the Doctrine. This issue was considered not only as a means of mastering computer literacy that regarded as a competence required to a person living in the information society, but also as empowerment for realizing the individual approach to pupils [34, p. 12]. V. Kremen’s idea of the need to create a network of “special and integrated classes” for children with special physical or psychological needs in general secondary schools would intend to serve the practical development of the strategic aim to humanize general secondary school education [34, p. 14], i.e. he actually formulated the idea of inclusive education launched only in 2009 ([35], [36], [37]), and intensified in 2018.

To transform the Doctrine’s ideas into everyday action, since the early 2000s the Ministry of Education and Science of Ukraine has taken “the measures to integrate the system of general secondary education into the international educational space” [38, p. 19]: intergovernmental agreements with 9 countries on the recognition of certificates of general secondary education have been prepared and signed; contacts with many international organizations and institutions concerning educational exchanges have been established [38, p. 19]; participation of general secondary schools of Ukraine in the international Project of UNESCO Associated Schools in order “to educate children and youth in the spirit of peace, democracy, human rights, tolerance and mutual enrichment of cultures” has been provided [39, p. 28].

**Conclusions and prospects for further research.** The conducted retrospective analysis of preconditions and factors for forming strategic directions of nation-building through improving nationally oriented school education during the first decades of the development of Ukrainian independence even limited by the requirements to the length of the scientific paper proves the importance of educational and political advancements. The development of general secondary education was based on implementing the national idea and promoting cultural advancement of Ukrainians. These strategic directions, especially in measuring country’s sovereignty, are still significant in public education policy of Ukraine.

Such documents as the State National Programme “Education” (Ukraine of the 21st century) and the National Doctrine of Education Development outlined ways of humanization and improvement of education (including general secondary school education), focused on the needs of Ukrainian state and, first of all, an individual (a person) for years to come.

The most important strategies declared in these documents are lengthy and should be pursued in the future. Among these strategies we include:

- recognition of education as a factor of nation-building (financial priorities should be given for implementing this strategy effectively);
- formation and development of civil-state education management (to strengthen this public institution the procedures for public decision-making and their legitimation should be improved);
- provision of psychological support while educating, upbringing and socializing children and youth in the form of psychological service for Ukrainian education system as effective means of furthering humanization of its educational process and individualization (the increase in funding and the reduction in practical psychologists' workload should be provided to raise the profile of this service in schools);
- informatization of the entire field of education as a guarantee of state competitiveness.

Research conducted in previous years ([40], [41]) shows that most of local (tactical) strategies in terms of school reforms during the historic period under review have been implemented. Let's remember for instance almost complete Ukrainization of educational content and the content of school curricula, implementation of 12-year general secondary school education and its standardization, establishment of procedures for external independent examinations, informatization of school education. We would like to emphasize without idealizing the obtained results that they have been achieved despite difficult financial and economic circumstances of life in the country. We join the opinion expressed by H. Kasianov that "most of the problems of Ukrainian education are directly or indirectly caused by factors that have nothing to do with education, and are connected, first of all, with low productivity of country's economy (as evidenced by the World Bank data" [5, p. 38]).

We might note that contemporary reformers of general secondary school education should turn to the documents mentioned in the paper, as the potential of ideas set out in them is far from being exhausted. Tactical solutions to problems, indeed, should be modernized, but strategies for establishing Ukrainian national idea on the basis of the Ukrainization of general secondary education remain relevant.

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### ГОСУДАРСТВЕННАЯ ПОЛИТИКА СОЗДАНИЯ НАЦИИ И ОБЩЕЕ СРЕДНЕЕ ОБРАЗОВАНИЕ: УКРАИНСКИЙ ОПЫТ

В контексте сегодняшней общественно-политической ситуации вокруг украиноязычного школьного образования в Украине в статье предложен историко-ретроспективный анализ стратегий развития среднего образования как важного аспекта создания Украинского независимого государства. Обоснованы предпосылки формирования национально ориентированной государственной школьной политики, неразрывно связанной со статусом украинского языка и усилением его функционирования (конец 1980-х – начало 1990-х гг.). Предложена авторская версия стратегических направлений школьной политики в Украине в последующие десятилетия, не утративших своего потенциала. К ним отнесены признание образования, в первую очередь школьного, фактором суверенной государственности, развитие государственно-общественного управления образованием, психологизация образования, информатизация всей сферы образования.

**Ключевые слова:** Украина; средняя общеобразовательная школа; государственные стратегии в школьном образовании; украинский язык; создание национального государства.

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### ДЕРЖАВНА ПОЛІТИКА НАЦІЄТВОРЕННЯ І ЗАГАЛЬНА СЕРЕДНЯ ОСВІТА: УКРАЇНСЬКИЙ ДОСВІД

У контексті сучасної суспільно-політичної ситуації довкола україномовної шкільної освіти в Україні у статті запропоновано історико-ретроспективний аналіз розгортання освітнього аспекту українського державотворення, пов'язаного саме з середньою загальноосвітньою школою, як певною «моделлю суспільства», і наданням українській мові статусу державної. Обґрунтовано передумови формування національно орієнтованої державної політики в галузі середньої освіти (кінець 1980-х – початок 1990-х рр.), до яких автором віднесено поступове зникнення під тиском громадської активності національно орієнтованої частини населення України (письменники, історики, правозахисники, пересічні патріоти) тоталітарної монополії влади на вирішення важливих питань гуманітарної сфери життя людей; увираження прагнення суспільства до розбудови національно орієнтованої освіти; поступове формування психолого-педагогічного підґрунтя для різнобічної гуманізації навчання і виховання дітей та молоді.

З позицій сучасної візії історії освіти автором визначено найвагоміші стратегічні напрями державної політики у галузі середньої загальноосвітньої школи, здійснювані у перші десятиліття суверенності України, які досі не втратили актуальності і мають реалізовуватися й надалі. Доведено, що завдяки першим, розробленим уже в незалежній Україні, стратегічним документам (Державна національна програма «Освіта» («Україна XXI століття») (1993) і Національна доктрина розвитку освіти (2001) було сформовано стратегії державотворення засобами розвитку національно орієнтованої шкільної освіти. До таких стратегій, задекларованих у цих документах, автором віднесено: визнання освіти чинником національного державотворення (для подальшої ефективної реалізації цієї стратегії необхідне надання їй пріоритету у фінансуванні); становлення і розвиток державно-громадського управління освітою (для посилення цього суспільного інституту необхідне вдосконалення процедур прийняття громадськістю важливих рішень та їх легітимізації); запровадження психологізації навчання, виховання і соціалізації дітей та молоді у формі психологічної служби системи освіти України як дієвого інструменту гуманізації й індивідуалізації освітньо-виховного процесу; інформатизацію всієї освітньої сфери як запоруки конкурентоспроможності держави.

**Ключові слова:** Україна; середня загальноосвітня школа; державні стратегії у шкільній освіті; українська мова; націєтворення.