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МЕЖДИСЦИПЛИНАРНОСТЬ ПЕДАГОГИЧЕСКОЙ БИОГРАФИСТИКИ  
В ИЗМЕРЕНИИ НАУЧНОГО ДИСКУРСА

*В статье раскрывается опыт разработки биографического подхода в различных областях знаний и возможности его творческого использования в историко-педагогических исследованиях. Актуальность проблемы обусловлена тем, что историко-педагогическая наука накопила большое количество научной, учебной, научно-популярной литературы о жизни и деятельности выдающихся педагогов. Поэтому их изучение требует разработки соответствующего научного инструментария. Показано, что биографический метод активно разрабатывается в психологии, социологии, исторической науке, литературоведении, других отраслях знаний, однако еще не стал предметом глубокого комплексного исследования в педагогической науке.*

*Ключевые слова: биографический метод, педагогическая персоналия, педагогическая биографистика, историко-педагогическая наука.*

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INTERDISCIPLINARY ASPECT OF PEDAGOGICAL BIOGRAPHY  
IN THE DIMENSION OF SCIENTIFIC DISCOURSE

*The article reveals the experience of developing a biographical approach in various fields of knowledge and the possibilities of its creative usage in historical and pedagogical research. The urgency of the issue determines to the fact that the historical and pedagogical science has accumulated a large number of scientific, educational, popular science literature about the life and activity of prominent teachers and educators. Therefore, their investigations need the development of appropriate scientific tools. It is shown that the biographical method is actively developed in psychology, sociology, historical science, literary criticism, and other branches of knowledge, but it has not yet become the subject of a deep integrated research in the pedagogical science. In each scientific field this method has its own priorities. In psychology it aims to find out the internal psychic states of the individual. Historical science uses this method to objectively reconstruct the life path and social activity of a prominent figure, and sociology – for the typology of participants in the social process.*

*The procedure for applying this method in research practice involves, firstly, the consideration of the inherent features and properties of it, and secondly, the consistent use of certain methods and techniques of research. It is concluded that for the development of pedagogical biography as the biographical method is of interest and value from two main points: a) as a scientific and theoretical tool for the analysis of source materials and the study of pedagogical personalities in the historical retrospective; b) as a practical-experimental tool for the study of various social groups. It turns out that the biographical method should find its place in the research complex of methods of pedagogical science.*

*Key words: biographical method, pedagogical personality, pedagogical biography, historical-pedagogical science.*

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PRINCIPLE OF HISTORICISM IN INVESTIGATION OF MARITIME EDUCATION  
DEVELOPMENT IN UKRAINE (PRE-REVOLUTIONARY PERIOD)

*The article deals with the history of maritime education in Ukraine, specifically with its pre-revolutionary period. Types of navy and merchant fleet schools and their peculiarities are analysed and described. Special attention is paid to the list and specifications of curricula disciplines of different navy schools. Requirements to the entrants and demands to their practical training was one of the objects of description. Having the aim to reveal the essence of historical approach with regard to processes of developing maritime professionals training system in the pre-revolutionary period there was made a conclusion that geopolitical and socioeconomic factors determined the dynamics of the development*

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*of the system of maritime educational institutions in the pre-revolutionary period.*

*Key words: history, maritime education, cadet classes, discipline, south of Ukraine, professional training.*

For the recent decades there have been implemented reforms in Ukraine, the main of which are the sociopolitical reform that presupposes radical activation of social movements; the socioeconomic reform aimed at achievement of stability and living standards improvement; the military reform intended to enhance dramatically the defense capability of the country; the educational reform directed at founding a conceptually new school (a secondary and higher one). The chosen guidelines of country development are widely discussed in the society, determined by international programs (such as «Horizon 2020») and declared by state documents: overall strategic (e.g. «Doctrine of Development of Ukraine – 2030») and sectorial – war, maritime, educational doctrines (e.g. «National Doctrine of Education Development»). A special place in the mentioned documents is taken by training of professionals of different specializations, in particular – navy and merchant fleet, which is topical nowadays not only for the safety of Ukraine but also for its economic recovery. It is doubtless that the effective organization of maritime education system would enable the state with 1,300 km of maritime boundaries and 13 sea ports (including 3 deep-water ports) to solve defense and geopolitical tasks and occupy a worthy place among the states which determine global maritime affairs.

In the opinion of many Ukrainian and foreign scientists, it will be valuable to consider the background of productive experience and national traditions while reforming maritime professionals training system. Moreover, it is the historical approach applied in study of maritime education system that provides scientific objectivity and validity of decisions on its modernization.

The aim of this article is to reveal the essence of historical approach with regard to processes of developing maritime professionals training system in the pre-revolutionary period.

The level of scientific development of the issue. The foundation and development of the fleet has always attracted the attention of historians, political scientists, military experts and teachers. According to priorities of the state policy, intense social and scientific interest was observed alternately in military or commercial fleet, in development of ports and shipyards as well as in shipbuilding. Over the years of independency many problems connected with genesis of maritime professionals training system acquired new perspectives and nuances, and some issues got a different interpretation in view of the archive documents revealed.

Elaborating of the mentioned issues can be also found in the works written by scientists of the Imperial and Soviet periods of development of Ukraine. Thus certain problems connected with formation of maritime education system are considered in the works of the famous historians of pre-revolutionary period such as: F. Veselago «Brief History of Russian Fleet» (1893), some parts of «Materials for the History of Russian Fleet» [3] and H. Voldemar «Survey of Issues on Merchant Fleet of Russia» [5] (1868). The problems of maritime specialists training are revealed in the works of the Soviet historians L. Beskrovnyi, A. Voronkov, V. Zolotaryov, I. Kozlov, A. Shevryov and others [8; 9; 19; 13]. The monographs of E. Arens «Sea Power and History» (1912), E. Druzhynina «The Southern Ukraine in 1800-1825» (1981) and V. Khodakovskiy «Marine Chronicle» [20] (2011) are of great interest for analysis of maritime education in Ukraine; these works represent the issues connected with education at Maritime Academies of Nikolaev and Kherson. It is also worth mentioning the works of the foreign authors Israel U., Gebauer J. «Segelkregsschiffe» and «Kregsschiffe unter Segel und Dampf» [22], which contain the attempts of comparative analysis of experience in organizing foreign and native maritime education. The extensive material on the specified problem is also represented in the range of the magazine editions «Marine Anthology» and «Marine Fleet» [16].

Presentation of the material in the article. The term «historicism» was first mentioned by the German historian F. Schlegel in 1797 meaning by it «individual changes of an object

in time» [21, p. 542]. Nowadays this term denotes the general methodological principle that is included in the structure of materialistic dialectics as a kind and way of a historical thought and that contributes to the establishment of historical studies. In the most general case, the principle of historicism reflects universality of historical approach to society development analysis, i.e. the necessity of considering social phenomena in terms of their origin and development; in the narrower comprehension, historicism designates the system of rules, which specifies direction for the process of retrospective research [21, p. 549].

The study of history of the Imperial Russia, where the Azov and Black Seas were situated, demonstrated that initiation of maritime education – both military and civil – is one of the most important processes that took place at the turn of the 17-18<sup>th</sup> centuries. Exactly at those times the Russian Empire waged wars with Sweden and Turkey with the purpose of getting the access to the Baltic and Black Seas. We will consider the prerequisites for emergence of such education as preliminary conditions for the origin of objective and subjective character [2, p. 1204], and will distinguish as a main condition the demand of the state of that time for navy professionals. It is well-known that after the Russian-Turkish War (1710-1713) it was necessary to build fortifications and new shipyards, ships and river crossings, i.e. the whole complex of measures directed towards keeping of the Black Sea littoral. The victory in the war 1768-1774 caused the annexation of Crimea (1783) and active land development in the south – building of the cities of Zaporizhya (1770), Kherson (1778), Mykolaiv (1789) and Odessa (1794). A sound reason to train maritime professionals was also the increased need for native naval staff due to general process of development of production method, military art and trade (first of all, selling agricultural products from vast fruitful lands of Ukraine).

At the end of the 18<sup>th</sup> century the authorities of the newly created Novorossiia Governorate – an administrative-territorial and a military unit – began to open among gymnasiums and public schools maritime educational establishments of national standing by Imperial Edicts, such as: Kherson Naval Cadet Corps (1783-1798), Artillery School (1795–1837, from 1798 on was transferred to Mykolaiv), School of Merchant Shipping (1834, presently – Kherson State Maritime Academy), Black Sea Navigational School (Mykolaiv, 1798-1862) and Black Sea School of Naval Architecture (Mykolaiv, 1798-1803), School of Fleet Cadets (Mykolaiv, 1852-1860), Marine Cadet Classes (Mykolaiv, 1871-1882). We will consider their activity in more details.

By the Decree of Catherine the Great as of 1783 the Naval Cadet Corps was opened in Kherson, to which the pupils of Petersburg Gymnasium for Foreign Coreligionists from Greece, Italy and Poland (Petersburg) were transferred. The minimal course of study at the corps lasted four years and included such disciplines as Arithmetic, Algebra, Geometry – for calculation of sailing ships parameters; History, Political Geography and God’s Law – aimed at patriotic upbringing, as well as dancing, drawing, fencing and shooting – for physical and spiritual development. So long as in the 18<sup>th</sup> century the ships were used both as military and merchant fleet, each cadet during his study had to acquire at least two foreign languages: Greek, Italian, German, French, Turkish. After final examination cadets obtained the rank of a warrant officer or an ensign bearer and served in army during one year – afterwards those who wished to become marine officers or artillerymen finished one year’s highest classes at the gymnasium. Other school-leavers got a navigator specialty and started serving in fleet as midshipmen and naval cadets [20].

It should be mentioned that the emergence of the cadet corps determined the beginning of transition of training for navy sailors and shipwrights from spontaneously situational practice (in the shipyards built earlier and Cossack hosts) to organized and centralized pedagogical process.

After death of Catherine the Great, Kherson Naval Cadet Corps was closed in 1798, and those who wished to get maritime education, studied at Black Sea School of Naval Architecture (Mykolaiv), in which nine-years-old boys from families of noble servicemen and commons were accepted. At the school there was training for naval architects, shipwrights,

apprentices, carpenters, wood workers and ship engineers. The study lasted 8 years and included such subjects as Algebra, Arithmetic, Geometry, Trigonometry, Higher Mathematics, Geodesy, Navigation, Astronomy, Drawing and Painting, Hydraulics, Mechanics, Theory of Shipbuilding, Orthography and English. Apparently the educational program was expanded, especially with regard to specialized subjects. The school-leavers had to be able to use navigation charts and instruments. During study period pupils passed sailing practice participating in sea campaigns at admiralty shipyards and workshops, i.e. they were offered the opportunity to take part in every stage of ship building, and afterwards – to study technical characteristics of a ship while sailing. In order to acquire qualification, pupils had to make presentation of a sailboat operating model at their final exams. After that, the most talented pupils were sent to accomplish their skills not to St. Petersburg, but to England or France [20].

In the same year of 1798 one more maritime educational establishment was opened in Mykolaiv – Black Sea Navigational School (in the same building with School of Naval Architecture). At that school they established a printing house, founded a library, equipped physics and astronomy laboratories; for practical classes the training frigate «Dennitsa» was constructed in the school yard. According to the testimony of contemporaries, it was one of the most powerful training and production facilities at that time. There existed system of rewarding for model pupils and punishment for negligent pupils – records were entered into so-called «Golden Book» (for the pupils «showing excellent achievements in study, noble behavior, obedience and exemplary neatness») and «Black Book» (for the pupils «who were in the school for a long period of time, showing idleness, impropriety and incorrigible behaviour») [10]. With regard to pedagogy, it is remarkable that the pupils entered in the «Black Book» were to be expelled from the school (assigned as soldiers, sea cadets or seamen). In 1805 the school underwent certain changes – the following subjects were added to the curriculum: God’s Law, Grammar, Rhetoric, Logic, Geography, History, Algebra, Higher Mathematics, Hydraulics, Basics of Physics and foreign languages, such as French, Italian, Turkish (English was excluded, and later Turkish was substituted for Greek, and then – for English). Every summer senior pupils (cadets) and naval cadets had their sailing practice in the Black Sea ports on board frigate «Schastlivyi», corvette «Svyatoy Pavel», brig «Orpheus», sloop «Diana» and brigantine «Mikhail».

The naval cadets who had finished the course of disciplines, successfully carried out three campaigns at sea and passed final examination, were promoted to warrant officers in quantity of 7-8 persons and started working onboard merchant vessels. The naval cadets and the cadets who had finished the course with distinction, were promoted to navigational officers 14<sup>th</sup> class; those who had finished the course with good marks – to navigational officers of non-commissioned (sergeant) rank (it should be noticed that final examination for naval cadets was conducted by the special committee of Navigational School – an independent authority) [12].

In 1826, by Emperor’s Decree, the school was reorganized into Black Sea Navigation Company. From that time the educational institution started to train specialists solely for Fleet Navigators Corps that supervised educational process and assigned school-leavers to military ships. The pupils of the company could now be promoted to a warrant officer only after training in frontline service in St. Petersburg (studying abroad became financially hard). Changing status of the educational establishment caused alternation of admission rules: they accepted only noblemen’s 10-16-years-old children, which were divided into three groups: naval officers’ children, Admiralty officials’ children and the rest. The selection requirements were high: after applying for a position it took 2-3 years to wait for a vacancy. Preference was given to those who knew Russian Grammar (studied mainly by native people), History, Geography, Mathematics and God’s Law. The course of study lasted 8 years: great attention was paid to practical exercises in watching celestial bodies at the observatory, navigational calculations, ship model making, chart drawing, conducting physical experiments, poetry and written translations from foreign languages [16]. In summer practical lessons were continued during

training sailings. It is interesting that educational manuals used by pupils of Black Sea Navigation Company were approved by the commission under Black Sea fleet commander (the books were available at the library of the Navigation Company that numbered about 5700 volumes in different languages) [12].

In 1852 School of Fleet Cadets was opened in Mykolaiv, which became the first educational institution in training of high command personnel. According to its status and curriculum, the school was equal to Naval Cadet Corps in the capital, but at the same time rather differed from it in some aspects. For example, admission was given only to noblemen older than 16-years-old, who had successfully passed entry examinations; education was carried out on commercial basis and lasted only one year (considerable shortening of study term was achieved due to cancellation of some general subjects – approximately from 27 to 17). The rest subjects were specialized courses in Astronomy, Theoretical and Practical Artillery, Mechanics, Navigation, Shipbuilding, Tactics and Fortification (Geography, English and God's Law remained). In order to be promoted to a warrant officer rank, after one-year course it was necessary to gain 2 years of sailing practice, during which the pupils of the school comprehended nuances of sight shooting from ship guns, carried out rigging and lashing works (in peacetime ships were utilized as merchant vessels), mastered the skill of maneuvering among reefs and shallows [14].

During its existence School of Fleet Cadets was renamed twice: for the first time – at the end of the Crimean War (August, 1855) – Black Sea Naval Cadets Company, where priority was given to children of lost, wounded, contused people as well as of servicemen distinguished in combat operations; for the second time, in 1860 – Black Sea Company of Fleet Cadets, which existed 2 years long and was abolished in view of considerable reduction of the Black Sea Fleet.

In 1871 Maritime Cadets Classes were opened in Mykolaiv for young people who came from families of nobles, staff officers, officials and honorary citizens of the Novorossiia Region. The education was conducted on state-financed basis, the curriculum was intended for three years and was similar to the educational program of St. Petersburg Maritime School; the general course included Algebra, Analytical Geometry, Plane and Spatial Trigonometry, Differential and Integral Equations, Physics, Drawing, Russian and English (other foreign languages – optional), Law (International Maritime Law, Admiralty and Russian State Legislation), Geography, God's Law, History of Navy. Among specialized subjects there were Theoretical and Practical Steamship Mechanics, Theory and Practice of Shipbuilding, Navigation, Meteorology, Methods of Taking Measurements at Sea, Astronomy, Fortification, Acting Procedure in Emergency Situations, Amphibious Operations, Marine Artillery. Theoretical knowledge turned into skills and habits applied during summer training campaigns of about 4 months duration and included obligatory firing practices. The status of a naval cadet could be given only after passing final examination in St. Petersburg at Naval Cadet Corps, and only starting from 1867 it became possible to do it straight at the school.

It is worth mentioning that at the beginning of the 19<sup>th</sup> century fundamentals of capitalism were rapidly developing, what set the stage for industrial upheaval, triggered market growth and external trade development, specialization deepening of certain provinces as well as for division of labour and escalation of sociopolitical crisis. In historical studies there took place institutionalization (process of establishing convention for social relations– rules, norms of law and morality [3, p.674]) that led to orientation of humanities towards people's vital needs changing in time and space, to forming a prevailing opinion on conditionality of people's actions by external circumstances, to wide utilization of historical reconstruction methods in scientific investigations and to complying with the form of historiographical description.

The Novorossiia Governorate was split into the Taurida Governorate, the Yekaterinoslav Governorate, the Mykolaiv and Kherson Governorates, where the network of maritime educational establishments continued to develop (as was mentioned above). At the beginning of the 19<sup>th</sup> century life and infrastructure in big cities of Black Sea littoral kept on orienting

towards needs and development of the fleet, therefore range of educational establishments of naval affairs significantly expanded at that time and included schools and training crews intended for training of officers of different specializations, special seamen schools, institutions for training specialists of noncombatant units – training detachments, mine classes, cadet schools and even female educational establishment. The Black Sea Fleet Command Centre was gradually transferred from Kherson to Mykolaiv (the Admiralty and the office of the Commander-in-Chief of fleet and ports), and exactly for this reason most maritime educational establishments worked here. Sebastopol acquired the status of the main navy base of the Black Sea Fleet, while the shipyards and admiralty settlements of the Kherson and Mykolaiv Governorates remained centre of shipbuilding, likewise in the 18<sup>th</sup> century.

At the beginning of the 20<sup>th</sup> century the fleet was reinforced with qualified junior command personnel and officers – the officers' classes in advanced training of artillerymen and electrical engineers were opened in Sebastopol; also the specialized summer schools appeared in Sebastopol (1910) and Odesa (1914). The last educational establishment in training of marine professionals in the Novorossiia Region, that was opened before the revolutionary events, was Naval Cadet Corps in Sebastopol (1916).

Thus, within the indicated period, the infrastructure of the training system for the Black Sea Fleet personnel included four groups of educational institutions:

1) for training of the Black Sea Fleet officers - Black Sea School of Naval Architecture (Mykolaiv), School of Navigation (Mykolaiv, Black Sea Navigator's Company (Mykolaiv), School of Naval Cadets (Mykolaiv), Navy Cadets Classes (Mykolaiv), the Navy Classes (Sebastopol) and Naval Cadets Corps (Sebastopol);

2) for training of non-commissioned officers and ratings – colleges and schools for ship's boys, Black Sea Artillery School (Kherson), Second Training Crew (Mykolaiv), School of Helmsmen and Signalmen (Mykolaiv), School of Ship Superintendents (Mykolaiv), School of Machinists and Stokers (Mykolaiv), Machine School of the Black Sea Fleet (Mykolaiv), Training Mine Detachment (Mykolaiv), Training Detachment of the Black Sea Fleet (Mykolaiv, Sebastopol);

3) for advanced training of seamen – Black Sea Training Artillery Crew and Officers' Classes in Sebastopol;

4) for training of workers of non-combatant units – Mykolaiv Hospital School, port craft schools (Mykolaiv, Sebastopol), girls' schools (Mykolaiv, Sebastopol).

The characteristic feature of the work of these educational establishments is that they were oriented towards the formation of comprehensively developed and professionally trained specialists. An important role was assigned to swimming practice and combat exercises. From the middle of the 19<sup>th</sup> century there was a tendency to reduce the general disciplines and deepen the cycle of specialized subjects.

*Conclusions.* Taking into account the aforesaid, we state that geopolitical and socioeconomic factors determined the dynamics of the development of the system of maritime educational institutions in the pre-revolutionary period.

The presented excursus to the past creates prerequisites for understanding the regularities of the formation and development of marine education in Ukraine, provides guidelines for delineating the contours of present-day educational policy.

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#### ПРИНЦИП ИСТОРИЗМА В ИССЛЕДОВАНИИ РАЗВИТИЯ МОРЕХОДНОГО ОБРАЗОВАНИЯ НА УКРАИНЕ (ДОРЕВОЛЮЦИОННЫЙ ПЕРИОД)

*Статья раскрывает историю морского образования в Украине, в частности ее дореволюционный период. Проанализованы и описаны типы военных и торговых морских учебных заведений и их особенности. Особое внимание уделено перечню и особенностям программных учебных дисциплин в морских школах разного периода. Описаны требования к поступающим и особенности их практической подготовки. Имея целью раскрыть суть историзма касательно процессов в развитии системы обучения морских специалистов, был сделан вывод, что геополитические и социально-экономические факторы определили динамику развития системы морских учебных заведений в дореволюционный период.*

*Ключевые слова: историзм, морское образование, юнкерские классы, дисциплина, профессиональное обучение, юг Украины.*

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**ПРИНЦИП ІСТОРИЗМУ В ДОСЛІДЖЕННІ РОЗВИТКУ  
МОРЕХІДНОЇ ОСВІТИ В УКРАЇНІ (ДОРЕВОЛЮЦІЙНИЙ ПЕРІОД)**

*Статтю присвячено дослідженню розвитку морської освіти в Україні в дореволюційний період з точки зору історичного підходу. Були проаналізовані впливи внутрішньополітичного, соціально-економічного та міжнародного характеру на формування форми й змісту морської освіти на півдні України. Особливу увагу звернено на перелік навчальних дисциплін у морських навчальних закладах і динаміку їх змін залежно від вимог часу та суспільства. Розкрито вимоги до вступників того часу. Надано перелік умінь та навичок, якими мали володіти випускники таких навчальних закладів. Проаналізовано зміну напрямків морської підготовки залежно від промислового та наукового прогресу, а також відповідно до вимог суспільно-політичної ситуації. Надано обґрунтування географічному розташуванню та переміщенню морських навчальних закладів з плином часу. Зроблено висновок, що інфраструктура системи з підготовки кадрів для Чорноморського флоту в дореволюційний період мала чотири групи навчальних закладів: з підготовки офіцерського складу, з підготовки унтер-офіцерського та рядового складу, з підвищення кваліфікації моряків та з підготовки працівників нестройових підрозділів; динаміка розвитку морських навчальних закладів була визначена геополітичними та соціально-економічними чинниками.*

*Ключові слова: історизм, морська освіта, юнкерські класи, дисципліни, професійне навчання, південь України.*

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**ПЕРІОДИЗАЦІЯ РОЗВИТКУ ПОЧАТКОВОЇ ОСВІТИ В УКРАЇНІ В 1932-1958 РР.**

*Статтю присвячено розгляду проблеми періодизації розвитку початкової освіти в Україні в 1932-1958 рр. Досліджено та схарактеризовано різні періодизації провідних учених сучасності й минулого, присвячені виділенню та обґрунтуванню певних етапів у розвитку української освіти в ХХ ст., зокрема початкової. Акцентовано, що виокремлення вченими певних періодів та етапів здійснювалося, як правило, у контексті змін, які відбувалися в суспільстві. Проаналізовано основні нормативно-правові документи, які мали безпосередній вплив на початкову освіту, зумовлювали її зміни. Обґрунтовано авторську періодизацію розвитку початкової освіти в Україні в 1932-1958 рр.*

*Ключові слова: початкова освіта, етап, період, періодизація, школа, нормативно-правові акти.*

На сучасному етапі входження України до європейського простору надзвичайно великого значення набуває проблема освіти та самоосвіти населення нашої держави. Як відомо, сьогоднішні зміни в системі освіти насамперед торкнулися початкової ланки (хоча кожне нове покоління відрізняється від попередніх, а наукові підходи до організації освіти мають постійно вдосконалюватися), і загальноосвітня школа, без сумніву, має змінюватися з урахуванням набутого в попередні історичні періоди досвіду.

Дослідженню зростання ролі початкової освіти та розвитку її змісту приділяли увагу діячі радянської доби (І. Богданов, А. Каїров, Н. Константинов, Ф. Корольов, О. Пчелко та ін.) і сучасні вчені (Л. Березівська, Л. Бондар, В. Гринько, Л. Ключко, В. Кузьменко, С. Пальчевський, О. Сухомлинська та ін.). Вони зробили неабиякий внесок у розроблення періодизації розвитку освіти (зокрема початкової) як у період УРСР, так і сучасної України.

Треба зазначити, що питання періодизації розвитку освітнього процесу було й залишається одним із найскладніших і найсуперечливіших в історії педагогіки.

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