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PERIODIZATION OF THE UKRAINIANISATION PROCESS IN THE USSR
IN 1920–1938: A HISTORIOGRAPHIC ASPECT

The article deals with the research of the process of Ukrainianization and peculiarities of its defined stages in the period 1920–1938. The relevance of the study of this problem has been indicated. The stages of the defined periods of the Ukrainianisation process in 1920–1930, in particular in the South of Ukraine, have been characterized. It has been noted in the article that the determination of Ukrainianisation periods is based on the conceptual basis of the government policy aimed at solving the national issue in the Ukrainian SSR of the studied period. The stages of the Ukrainianisation of the South of Ukraine in 1920–1938 have been distinguished. The first stage (1920–1922) was the institutional stage that was based on the establishment of educational institutions: a new system and structure of educational process were organized, social education institutions were established, where Ukrainian language was introduced; relatively independent governing bodies of education were formed. The second stage (1923–1930) was the progressive period that was characterized as the period of the highest achievements of Ukrainianisation. The third stage (1931–1938) was the stagnant and regressive stage that was based on intensification of ideological pressure, intervention of the governing bodies of state power of the USSR in the sphere of education of Ukraine, unification of the secondary education system, collapse and total completion of the policy of Ukrainianisation. It has been determined that the socio-political transformations in Ukraine during 1920–1938, which directly influenced the development of the national educational sector, as well as the revival and development of the national culture, were caused by historical conditions. As the basis for determining the periods of Ukrainianisation, the conceptual foundations of the governmental policy of both the USSR and the Ukrainian SSR aimed at resolving the national issue in Ukraine of the defined period have been taken.

Key words: public policy; de-Ukrainianisation; inertial period; national culture; national issue; periodization; Ukrainianisation policy; regression, school reform.

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FORMATION OF MARITIME EDUCATION
SINCE THE INDEPENDENCE OF UKRAINE

The article deals with the formation of maritime education since the independence of Ukraine. Changes in the marine education system have been investigated. The relationship between national education and international maritime education has been revealed. Changes in the economic and social space of an independent state have been observed. During this period, changes have occurred not only within independent Ukraine, but in the world as a whole. Particular attention was given to English proficiency. The requirements for officers have also changed. Much attention has been paid to life savers and the environment. This has all led to significant changes in the maritime system. The article analyzes the state of the research problem in pedagogical theory and teaching practice and reveals the essence of the main research questions. The features of practical training in maritime schools are also disclosed. The Modern Period of Reforming the Marine Education System began with Ukraine's independence and named imitatively renewable. Marine education is a productive achievement of your own past. During 1991–1995 it resolved questions about the future of the Black Sea Fleet and there was a sharp reduction in not only the number of ships and the Ukrainian coastal economy of the state but also vocational technical schools and technical colleges marine professionals, singled out as a pause .

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Due to the integration of Ukraine into the world of educational and professional space and reorientation of the national training system and the certification of seafarers to the standards and requirements of the international maritime industry, the need for introduction into the educational process was actualized competence approach, which is a result of the activities of marine educational institutions defined by the list of competences according to the educational and qualification characteristics of the specialist.

Key words: independent Ukraine, education, maritime education, international conventions, communicative approach.

Ukraine has great potential to provide highly qualified specialists to the international fleet. The global maritime industry is rapidly developing in technical equipment, which enhances the role of fundamental training for workers.

Marine education is tasked with providing quality training for future graduates, taking into account international requirements and standards. The directions of reforming the training of marine specialists are reflected in the general acts: the Laws of Ukraine «On Education», «On Higher Education» [1], the Maritime Doctrine of Ukraine for the period up to 2035 (2009) [2]. And also, the improvement of the national maritime education system is in line with the requirements and standards of the International Maritime Organization (IMO). The source of scientific and pedagogical research on the genesis of the development of training in the maritime educational institutions of Ukraine is the historical and pedagogical experience of their activity since the independence of Ukraine. This period numerous reform processes in the training system of the Navy specialists. Inherent and valuable experience was gained in organizing the training of cadets. Therefore, the practical training of future specialists in the maritime industry comes to the fore. The educational process in maritime establishments is more specific, which necessitates the special study of this problem. Relevance is exacerbated by the contradictions between the need to provide quality practical training cadets of maritime educational institutions at the present stage and the lack of a comprehensive historical and pedagogical study of its development since the independence of Ukraine [6].

There is a need to actively introduce the latest educational technologies with insufficient use of constructive historical and pedagogical experience in the organization of practical training of cadets in marine educational institutions. Another important prerequisite is to bring maritime education up to international requirements and standards, but with the preservation of national traditions of training the Navy. Therefore theoretical and practical significance need to eliminate the identified contradictions. Highlighted object of the article is the educational process in the maritime educational institutions of Ukraine.

The subject of the article is the genesis of practical training of cadets in maritime educational institutions since the independence of Ukraine.

Purpose of the article: to reveal, on the basis of a retrospective analysis, the genesis of practical training in maritime educational institutions during the end of the twentieth century - the beginning of the twenty-first century and to substantiate the expediency of using productive ideas of historical and pedagogical experience in modern practice.

Objectives of the study:

1. To analyze the state of the research problem in pedagogical theory and educational practice and to reveal the essence of basic research questions.
2. Discover the features of practical training in the maritime educational institutions.

The scientific novelty of the study is that for the first time a comprehensive study of the genesis of practical training in the maritime educational institutions of Ukraine was completed at the end of the XX – beginning of the XXI century. The structural components of the preparation were identified marine cadets as a pedagogical system (interactional, content, temporal, functional, technological and control results) and disclosed them genesis in each period. Particular attention should be paid to the fact that since 1991 the revival begins

the Ukrainian Navy and the creation of national ones Naval Officers Training Institutes and specialists.

The Modern Period of Reforming the Marine Education System began with Ukraine's independence and named imitatively renewable. Marine education is productive achievements of own past. During 1991-1995 it resolved questions about the future of the Black Sea Fleet and there was a sharp reducing not only the number of ships and the Ukrainian coastal economy the state but also vocational technical schools and technical colleges marine professionals, singled out as a pause. Ukraine's general socio-economic situation the development of the country created in southern region in 1991.

In the early 1990s, the economy of Ukraine was characterized by lack of competition and market relations, low self-sufficiency through prior (which also concerned maritime transport), degradation of property relations, deformed structure of production, priority of militarization, distorted motivation of work. These and other factors have significantly influenced the actions of individual economic entities and the complex transformation processes that took place in the first decades independence, and have had some consequences. It began a fundamentally new period of public policy, maritime and educational fields in particular. Navy and maritime education of a sovereign country should be oriented to modern European standards against the background of revival national traditions, which should be reproduced in the new legislative framework [4].

The Law on Education, 1991, is the basis the development of each individual and the key to the development of the whole society, united by common values and culture. This the law governed the social relations that arose in the course of implementation constitutional human right to education, rights and obligations of physical and the legal entities involved in the implementation of this and also identified competence of state and local self-government bodies in the field education. Under the new law, the structure of the nationwide system education included the vocational education that young people could get schools of the relevant profile (secondary and higher), professional lyceums, centers for vocational education and training, training centers and retraining of workers, as well as other types of educational institutions, providing vocational education or vocational training. In the same year, the Law on Scientific and Technical Activities was adopted, which outlined the basics (purpose, objectives, results, motivation) of scientific and pedagogical activity and applied ones studies that normalized the activities of university teachers, the Ministry of Foreign Affairs in particular.

Later, in 1998, the Law of Ukraine «On Vocational Education» was adopted, which outlined the general grounds for existence, management and organization of vocational education, system of institutions and organization educational process in them. Determined the content and subjects of vocational education streamlined financial and economic relations. This law interpreted the meaning of the concept of «vocational education» as «complex pedagogical and organizational management measures aimed at ensuring citizens' knowledge, skills and competences in their chosen field of professional activity, development of competence and professionalism, education of general and professional culture» [6]. It defined the legal, organizational and financial principles of operation and development of vocational education system. The sectoral Law of Ukraine «On Transport» (1994) determined the basics of the industry. A year later, it was approved and the Merchant Shipping Code (1995), which provided interpretations basic concepts and categories. Since navigation in the sea is carried out by ships, then it is logical to interpret navigation as the use of ships at sea. Under the Code of Merchant Shipping refers to activities related to using ships to carry goods, passengers, luggage and mail, fishing and other marine activities, exploration and production fossil, towing, icebreaking and rescue operations, cable laying, also for other economic, scientific and cultural goals. Implementation of scientific, economic and cultural needs related to merchant shipping trained professionals. In the Maritime Doctrine of Ukraine (2009) taking into account the length of the sea borders and the area of water space of the

country. The exploration and exploitation of the oceans resources need identification and legislative consolidation of national interests in this field activities and setting priorities for their implementation. In this document merchant shipping defined as related activity using sea and river mixed navigation vessels («river seas») for the carriage of goods, passengers, luggage and mail, fish and other marine activities, exploration and production of minerals, performance of towing, icebreaking and rescue operations, laying cable, as well as for other economic, scientific and cultural purposes. Accordingly, the list of specialists was thus outlined, necessary for solving professional tasks.

In 1995, was approved Code of Merchant Shipping. The definition of merchant shipping under which it is now given activities related to the use of ships for transportation cargo, passengers, luggage and mail, fisheries and other marine industries, exploration and extraction of minerals, execution of towing, icebreaking and rescue operations, cable laying, and for others economic, scientific and cultural goals. To accomplish all these tasks specialists with marine education of different specialties were needed. In addition to the list of documents required for the ship, the code also indicated requirements for minimum crew composition, which also normalized the list necessary specialists in specialties. International Maritime Organization (IMO) defines the main areas development of maritime navigation. In 1995 recognized the main ones seafarer training documents: International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (1978) and International Seafarer Training and Certification Code. Complying with the requirements of these documents allows seafarers of States, signatories to work without restriction on any ship in the world of the Navy [5]. Later, in 2010 Amendments to these two documents (the so-called «Manila amendments») in the maritime education perspective, were identifying new positions for command and crew, and hence, the new competencies of marine specialists (in particular concerning the English language skills) and requirements to improve their professional skills qualifications. Resolution 7 of the Convention establishes liability shipping companies for the selection and training of seafarers as well it is noted that the effectiveness of the selection, preparation and graduation processes sailors can only be assessed on the basis of skills, abilities and competencies demonstrated by seafarers while on board. The amendments referred to training centers - the use of training courses and programs resulting in captains and command staff (navigators, engineers and electricians, ordinary sailors) must possess the necessary competencies. For ships engineers additionally assumed the introduction of management competence machine room resources, ability to manage personnel and management of the ship's systems such as fuel, oil, ballast water and others and on environmental protection. Standards of competence of command staff at management levels and exploitation introduced new competencies, knowledge and skills that provide different types of training that are required in connection with implementation on modern vessels of new technologies and sophisticated modern equipment. Manila Amendments documents contain of minimum requirements for competencies of ship's specialists – navigators and ship engineers when performing certain functions at three levels: service (for ordinary staff); operation (for watchmen assistants and mechanics); management (for captains and senior officers) [7].

As we can see, since the declaration of independence in Ukraine, national way of building the system began vocational education to bring it in line with the requirements market economy. The Concept of Vocational Education of Ukraine (1991) was also directed to this, which defined the strategic directions of its development. The Concept defines the purpose, principles, objectives and priority areas for the development of vocational (technical) education, defined the system of vocational (technical) education, in which the following components are distinguished: the content of education, the process of vocational training and education, management of educational system, activity of teachers, scientific and methodological and information support of the system functioning education and economic principles of development of the system of this education [1].

The Concept covered the objectives of international cooperation and its terms implementation. In addition, the Concept identified the factors that will affect the development of vocational education in the 21st century, and its priorities development, among which: intellectualization, accounting for scientific and technical achievements and implementation of the latest technologies; formation of educational market services; modernization of information, scientific, methodological and material support; development of socio-economic partnership and international cooperation.

The Concept of the State Target Program was also approved in Ukraine development of vocational education for 2011-2015, which was aimed at modernizing the structural and substantive aspects of vocational education as an important component of the national education system, which most substantially integrated into the country's economy through training skilled workforce and professional staff. The study found that in recent years it was accepted a number of national decisions aimed at developing the maritime industry, in particular two strategic documents: «On development measures Ukraine as a Maritime State» (2008) and the Maritime Doctrine of Ukraine on to 2035 (2009), in which maritime economic activity is recognized one of the main components of the economy of Ukraine, which allows to receive the legitimate non-military benefit of using the resources of Black and Azov seas and other areas of the oceans and realize marine potential countries maritime transport, shipbuilding and ship repair, marine natural economic complex, scientific and experimental bases, system of marine education, not only in national interests, but and for the development of world society.

In addition to these, it was approved Comprehensive program for Ukraine's approval as a transit country 2002–2010, Seaport Development Strategy for the period up to 2015, Comprehensive Development Program for the Ukrainian Danube Region for 2004–2010, Concept of development of transport and road complex of Ukraine till 2015 and the subsequent period, as well as the draft law «On Maritime Policy of Ukraine». In order to introduce European standards and principles of security quality of education, taking into account the requirements of the labor market, harmonization of standards legislation in the field of education and social and labor relations, promotion national and international recognition of the qualifications obtained in Ukraine and establishing an effective synergy between education services and the labor market [3]. The National Qualifications Framework (2011) described qualification levels and structured according to competencies. A qualification framework for use was assigned executive bodies, institutions and implementing organizations public education policy and educational institutions for development, identification and correlation of qualifications. Thus, to the list of new regulatory framework, which to 2013 determined the content of modern maritime education, referred to a number documents, namely:

- Laws of Ukraine «On Education», «On Vocational Education», «Higher Education», «About Transport», «About Seaports»;
- National Qualifications Framework;
- the International Convention on Standards of Training and Watchkeeping, for Seafarers, the Manila Amendments to the Seafarers' Training, Certification and Watchkeeping (STCW) Code (2010);
- Code of Merchant Shipping of Ukraine;
- Maritime Doctrine of Ukraine;
- the International Convention for the Safety of Life at Sea, the International Management Code for the Safe Operation of Ships and the International Convention for the Prevention of Pollution from Ships;
- State Standards of Vocational and Higher Education for Various Professions;
- The Concept of Vocational Education of Ukraine.

Thus, the events that took place during the period of 1991 till 2013 in the development of maritime education, state the following: studying the source base made it possible

to establish that the development of a national maritime education system has taken place at a new level based on the synthesis of the productive experience of the past, modern innovations (technical, managerial, pedagogical) and national – their traditions [4]. Study of state documents of the period of independence testified that the south was recognized as a highly effective territory industrial complex related to the development of marine and river transport, shipbuilding and ship repair. Because of this at the state level set out the task of creating an educational and training environment for the maritime industry in the region and marine management systems. In the new state operated maritime educational establishments were opened intermediate, higher and postgraduate levels. This process had two waves: the early 1990s and early 2000s and was shaped by the educational services market. The oldest maritime educational institutions (Kherson and Odessa) have been awarded for years status of academies and have become centers of marine education, to structure which included marine lyceums and colleges, correspondence offices and institutes Certification training. In addition to this meaningful extension in vertical plane, there was an expansion of the marine education system in horizontal plane by opening branches in other cities later became independent educational institutions (for example, Azov Maritime Institute).

New regulatory framework and increasing technological level of operation ships caused changes to the curricula of maritime educational establishments from maintaining a stable core in the form of: general and special training, educational, technological and swimming practice. Ascertained increasing the level of autonomy of leading educational institutions not only in determining the content of the variant component of the curriculum and in perspective material, scientific and methodological support (created own scientific and methodological centers and printing houses).

Analysis of the reporting documentation maritime educational institutions provided the basis for the conclusion that during this period the activity of teachers was aimed at increasing the level of scientific teaching of special disciplines, technologicalization of educational process (creation training centers). Due to the integration of Ukraine into the world of educational and professional space and reorientation of the national training system and the certification of seafarers to the standards and requirements of the international maritime industry, the need for introduction into the educational process was actualized competence approach, which is a result of the activities of marine educational institutions defined by the list of competences according to the educational and qualification characteristics of the specialist.

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СТАНОВЛЕННЯ МОРСЬКОЇ ОСВІТИ З ЧАСІВ НЕЗАЛЕЖНОСТІ УКРАЇНИ

У статті розглянуто питання формування морської освіти за часів незалежності України. Досліджено зміни в системі морської освіти. Виявлено зв'язок між національною освітою та міжнародною морською освітою. Відзначено зміни в економічному та соціальному просторі незалежної держави. У досліджений період зміни відбулися не лише в незалежній Україні, а й у цілому світі. Особливу увагу було приділено вивченню англійської мови. Вимоги до офіцерів також змінилися, центр уваги переміщується на безпеку життєдіяльності та охорону навколишнього середовища. Все це призвело до значних змін у морській системі. У статті проаналізовано стан дослідницької проблеми в педагогічній теорії та навчальній практиці та розкрито суть основних дослідницьких питань. Також розкрито особливості практичної підготовки в морських школах. Сучасний період реформування системи морської освіти розпочався з незалежності України. Морська освіта - це продуктивне досягнення власного минулого незалежної держави. Протягом 1991-1995 рр. вирішувалося питання щодо майбутнього Чорноморського флоту і відбулося різке скорочення не лише кількості суден та прибережної економіки України, а й професійно-технічних училищ та технічних коледжів морських фахівців, виділених як пауза. Завдяки інтеграції України у світовий освітній та професійний простір та переорієнтації національної системи навчання та сертифікації моряків на стандарти та вимоги міжнародної морської галузі, необхідністю впровадження у навчальний процес був актуалізований компетентнісний підхід, що є результатом діяльності морських навчальних закладів, визначених переліком компетенцій відповідно до освітньо-кваліфікаційних характеристик фахівця.

Ключові слова: незалежна Україна, освіта, морська освіта, міжнародні конвенції, комунікативний підхід.

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РОЗВИТОК ПІСЛЯДИПЛОМНОЇ ОСВІТИ ВЧИТЕЛІВ ФІЛОЛОГІЧНИХ ДИСЦИПЛІН ПІВДНЯ УКРАЇНИ В 1984-2014 РР.

У статті на матеріалі нормативних галузевих документів і практичних результатів діяльності інститутів удосконалення вчителів розкрито особливості функціонування закладів, що здійснювали підвищення кваліфікації педагогів Півдня України в 1984-2014 рр. – національноспрямований період розвитку означеної галузі освіти. Проаналізовано вплив освітньої реформи 1984 року на діяльність відповідних закладів підвищення кваліфікації вчителів філологічних дисциплін Півдня України; схарактеризовано основні напрями професійного зростання педагогів, що відбувалося у зв'язку з тодішніми нововведеннями. Стаття містить аналіз чинників розвитку післядипломної освіти вчителів філологічних дисциплін Півдня України в постреформаційний період.

Дослідження дало можливість визначити позитивні і негативні тенденції функціонування закладів підвищення кваліфікації вчителів філологічних дисциплін в досліджуваний період. Такий історико-педагогічний пошук є актуальним для вивчення можливості екстраполяції досвіду післядипломної освіти вчителів філологічних дисциплін Півдня України в сучасний освітній простір.

Зроблено висновок, що система підвищення кваліфікації як одна з підсистем післядипломної педагогічної освіти досліджуваного періоду характеризується частими спробами реформування всієї освітньої галузі й мовно-літературної освіти зокрема та переорієнтацією й перепідготовкою вчителів відповідно до вимог часу. У контексті суспільних

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