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## CHAPTER «HISTORICAL SCIENCES»

### A NEW CONTENT OF SCHOOL HISTORICAL EDUCATION IN UKRAINE IN THE 90'S OF THE 20TH CENTURY

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**Abstract.** At the end of the 80s, a new stage in the historiography of historical science began in Ukraine, which characteristic features were the expansion of the source base, the conceptual rethinking of history, first of all, domestic one, and also the consideration of the historical process throughout the prism of the human dimension. These processes allowed to follow the formation and implementation in the school historical course a holistic updated system of knowledge, based on the modern achievements of world historical science. It is known that each historical epoch forms its own educational requirements that play a leading role in creating the world outlook of people, their ideological beliefs, morals, etc. Therefore, the educational process and its methodological support are an important historiographical source, which reflects not only the achievement of historiographical science at a certain time, but also views and ideas that prevail in society. In Soviet times, in the educational literature of history, a peculiar phenomenon was formed: «Soviet book of history», which contained such features as high ideology and politicization, conformity to the content of the policy of the ruling Communist Party, class intransigence, intolerance to dissent, leveling national peculiarities. Only in the context of the national revival that began in Ukraine in the late 80's, the scientific community and educators were able to turn to a critical analysis of books of history, correcting mischief and falsifications that were in books, and creating a new generation of truly scholarly literature. This process became much more active after the proclamation of Ukraine as an independent country in 1991. The overcoming

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of the myths of Soviet historiography, the liberation of the school course of history from falsifications were the consequence of the departure of historians from Marxism-Leninism, which was considered in Soviet times as the «only true theory» of historical development, and the development of new scientific conceptual foundations of historical science based on methodological multi-vector. During the research period the transition of Ukrainian historians to the new methodological platform – the methodology of pluralism, tolerance, open dialogue of representatives of various historical schools and currents – was completed. Authors of curriculums and history literature during this period expanded their methodological tools through the development of a better world experience, in particular mastering such methodological approaches as civilizational approach, culturological approach, and stage approach, which, together with the formation approach, began to be actively used in writing history materials. A remarkable trend that appeared in the historiography of educational literature on history in the early 90's was the return of historians to the conceptual foundations of national science, developed in the pre-Soviet period by M. Hrushevsky by his pupils and scientists from the Ukrainian diaspora. This became an important factor that influenced positively to the process of changing the content of school history. The historiographical reconstruction of the Ukrainian historical science of the last two centuries, which was made in works of S. Bilokon, I. Girich, V. Gotsulyak, Y. Dashkevich, L. Zashkilnyaka, Y. Kalakuri, S. Kulchytsky, V. Smoliy, Y. Shapoval and other scientists, contributed to the formation of a new theoretical and methodological model for studying the history of the Ukraine and its implementation in history books. Therefore, the revival of Ukrainian statehood, reform of social and humanitarian education in the country, including the development of the modern concept of history education and implementation in the education system the new structure of historical subjects, caused a real explosion in areas such as the creation and publication books on history.

### 1. Introduction

The excessive centralization of management and residual principle of financial custody of education, its long-term isolation from the worldwide educational experience and pedagogical science, led to the crisis in the late 80's in Ukraine. The projects that were developed under the leadership Party in 1984, 1987-1988, were not embodied. The proclamation of the

reformation of educational system did not give any results, since it was not possible to change the school, without changing anything in the society. School reforms were prepared very fast and it was corrected by the relevant Party and state documents. Its content was not put forward for a public discussion, that is why proposals of teachers, scientists, parents and activists were not taken into account, because they were not the same as the Soviet methodological schemes. With such conditions, teaching history in schools in Ukraine was without any changes. The national programs on history did not change, except the last themes of the course of the Soviet Union, which had a list of new developments and party resolutions. Although the programs contained set of skills and abilities that should be formed in pupils, the main thing in the methodology was work with books of the scientists of Marxism-Leninism, government officials, and materials of Party congresses and plenums of the Central Committee of the CPSU.

In the defining main goals of education, the priority was given to the formation of the communist outlook, the soviet patriotism, the proletarian intransialism, devotion to the Communist Party and intransigence to bourgeois ideology. During the process of studying it was supposed to develop knowledge, first of all, about the vital role of communist way of production, the change in the society and economic forms, the power of communism, and the class struggle as the driving forces of history [34].

On the teaching of historical disciplines, the process of «internationalization» had a negative effect, and in reality, this process was called as the Russification, which became more active in the 70's. At that time, the discipline «History of the USSR and the Ukrainian SSR» in schools were replaced by «History of the USSR». For many years the teaching of the history of the Ukrainian SSR was actually stopped: books and manuals on the history of Ukraine were not published. Since additional hours to study the history of Ukraine were not allocated, teachers were forced to independently, at their own decision, decide on how to study the history of the Ukrainian SSR. Some of them, having no additional hours, reloaded students with additional material, and the majority just refused the course of history of the Ukrainian SSR in general.

In April 1984, the Central Committee of the CPSU and the Council of Ministers of the USSR, in their decision, decided «to streamline the teaching of the history of the Union Republic» [41, p. 67]. But real changes in the teaching of history until the late 80's never happened, although since

1984 the publication of books and manuals on the history of the USSR [9; 10; 12; 19; 46], and some topics began to be recommended for study at school lessons, but these materials were submitted selectively. During the political course of Gorbachev, the tendency towards the reduction of materials on the history of Ukraine was continued during the study of history: the school curriculum for 1986-1987 academic year recommended «a more economical selection of important facts specific to the history of the republic» [35; 36].

Ideological interrogations forced authors of the programs, books and methodical manuals, to lie about real historic facts, thus imposing unilateral assessments on students that corresponded strictly to the Party's interests. Due to this, history lost its attractiveness, which led to the decrease of students interest to subject and amount of students on the historical faculties of higher educational institutions of the republic [47].

### **2. Update the content of school history education in Ukraine**

The impetus for further improvement of the teaching of the history of Ukraine at school was the development in 1990 the concept of a secondary school in Ukraine, the project of which for a broad discussion was published in the newspaper «Soviet Education». The concept aimed to the teacher's for the formation in pupils a person with a deeply conscious civic position, a system of knowledge about society, and a sense of national consciousness. The main component of this was the national component of the content of education, an important part of which was the history of Ukraine [14].

Only in the 1989-1990 academic year the history of the Ukrainian SSR was included among the compulsory subjects at the school. On its study was allocated one hour per week in 8 and 11 form [21, p. 9], and only 102 hours, of which 51 are additional, and 51 at the expense of the reserve of all courses of history [37, p. 1]. However, the history of the Ukrainian SSR continued to be studied along with the general course of the history of the USSR, since there was no separate program on the history of the Ukrainian SSR for schools. In such difficult circumstances, the Ministry of Public Education was forced in 1990 to recommend teachers to creatively use educational programs on history [40, p. 5]. In order to focus teachers on the deep study of the history of Ukraine, the Ministry of Public Education sent in April 1990 a letter «The final exam on the history of the USSR and social science in secondary schools and vocational schools of the republic in 1989-90 academic year»,

which formulated the main problems to draw attention on of students. Of the 23 problems, 14 were related to the history of Ukraine [39, p. 30].

In 1990, the first draft of the program on the history of the Ukrainian SSR [25] appeared. It took into account that the history of the USSR was studied in parallel with the history of the USSR and world history. To overcome the duplication of the material, the most important events covering the history of a number of countries, it was recommended to study in the course of history of the USSR, the USSR, a new and up-to-date history in the combined lessons. So, in the 10th form, the themes «First World War in 1914-1918» (new history), «Participation of Russia in the First World War» (history of the USSR) and «Ukraine in the time of the First World War» (history USSR), «The culture of foreign countries in the XIX-XX century» (new history), «The Culture of Russia in the era of imperialism» (the history of the USSR) and «Development of the culture in Ukraine at the beginnings of the twentieth century» was united. In the 11th form, students studied in great detail new history and the history of the USSR for example such theme as «Ukrainian SSR during Great Patriotic War» and others [25, p. 3].

In early 1991, the Ministry of Public Education developed a draft curriculum for the first year of history of Ukraine for the 5th grade, designed for 62 hours, in which new issues covered the many problems of national history [26, p. 3-8]. Since 1991, the educational process in the school was carried out on the basis of the letter of the Ministry of Public Education of Ukraine from 15 of May 1991 «On the teaching of the humanitarian and socio-political disciplines in the highest educational institutions and the secondary schools of the republic». The concept of teaching humanitarian and socio-political disciplines in the highest educational institutions and the secondary schools, that was made due to the letter, was ordered to develop a new structure for teaching humanitarian disciplines in 1991-1992 years [1]. For the formation of such a structure, the Ministry of Public Education of Ukraine in September 1991 approved the «The concept of the Secondary School in Ukraine», which clearly defined the main goal of the school: «the formation and development of a socially active humanist – oriented personality with a deeply conscious of social position, with a system of knowledge about nature, human, society, a sense of national consciousness, ready for self-determination» [15, p. 6]. This goal was fully realized only after the declaration of independence of Ukraine in 1991, when radical changes in the teaching of history began.

The key of a new humanitarian sphere was the development of a new kind of educational policy, through which it would be possible to bring education to the needs of civil society. In December 1992, the first congress of pedagogical workers of Ukraine took place, which approved the conceptual principles of reforming Ukrainian education, implemented in the state program «Education. Ukraine in XXI century», which was launched in 1993 [4]. This concept gave a total reconstruction to all educational system, from kindergarten to high educational institutions.

The program envisaged updating of all parts of education and bringing it in line with the modern needs of the individual and society. One of the tasks in the field of humanitarian knowledge was the comprehension of the historic facts, events and phenomena, different ways of human development. Special attention was paid to learning domestic history.

The sign of the early 90's was the introduction of the history of Ukraine as a separate subject in the history, that contributed to the formation of a truly national education in the state. First who did a course of Ukrainian history were schools of western part of Ukraine. Together with the main «The concept of the Secondary School in Ukraine», scientific and educational collectives based in Lviv developed a project of a national school [45]. In the third section of their project, they made changes in the study of the specific disciplines. Thus, the history of Ukraine was introduced as a separate discipline, that should be studied from the 5th form, where the main material was about the heroes of the Ukrainian nation. In the 6-9th forms along with the history of Ukraine pupils studied world history, and in the 10-11th forms – continued studying history of Ukraine in XIX-XX centuries and also world history. The process of studying was made by themes, as the project of subject of history of Ukraine developed by the Ministry of Public Education of the Ukrainian SSR, was issued only in 1991 [48].

The conceptions of the national school were also developed by the teachers of Kyiv and Ivano-Frankivsk pedagogical universities. In general, with the creative work from all regions of Ukraine, new scheme, that contained all historic realities, was created.

The introduction of history of Ukraine in Easter and Central part of Ukraine was developed much more slowly. In these regions the teaching process was made by conceptions from the Ministry of Public Education, which recommended three variants of educational plans: for schools (classes) with deep study of the social and humanitarian disciplines, for

schools (classes) with advanced study of history and social disciplines, for specialized schools with deep study of the social and humanitarian disciplines. In plans were provided two historic disciplines – «History of Ukraine» and «History». The amount of hours spent on their study, came from the professional education of the school (Table 1).

Changes in the teaching of historical disciplines took place very quickly although in the 1991-1992 academic year in most schools as a separate subject the history of the USSR still remained; the history of Ukraine in 8-10th forms was taught in parallel [22, p. 5]. Since 1992, in the 11th form, for the first time, two separate marks were introduced – from the history of Ukraine and world history [7, p. 6].

Due to the need for changes in historical education at secondary schools, the Ministry of Education of Ukraine developed in 1992 «The concept of School Historical Education», the draft of which was published in the mass media for a broad discussion [18].

In this concept, the aim and content of all educational process, its structure, forms and methods were recognized. Due to the concept school historic education should formed fully developed socially active person. The choice of materials for new program of history of Ukraine was made by principals

Table 1

**The amount of hours allocated to history in secondary schools of Ukraine in 1990**

Types of school	Subjects	The amount of hours per hour in classes			
		VIII	IX	X	XI
Schools (classes) with deep study of the social and humanitarian disciplines	History, History of Ukraine	3	4	4/5	4/5
Schools (classes) with deep study of the history	History, History of Ukraine	5	5	6/8	5
Specialized schools with deep study of the social and humanitarian disciplines	History: - lectures	1/2	3/2	3/2	3
	- practical lessons	1/0	1	1	0/1
	History of Ukrainian SSR: - lectures		0/1	0/2	1/0
	- practical lessons		0/1	0/1	1/0

Source: the table is completed by the author on the basis of instructional materials of the Ministry of National Education of Ukraine) [3]

of humanization and formal, civil and cultural methods. This approach made it possible to disclose the development of the cyclical «vertically», and the internal diversity of the development of the countries and civilizations of one or another era on the «horizontal» aspect of history [18, p. 3].

Due to new methodological principles the structure of historic education changed. For example, in the second and third stage of the secondary school, the government component of the methodical plans made history of Ukraine as one of the most important subjects. The process of studying history was made by linear principal (every topic was taught only once, without repeating in the next classes). In general schools were implemented two different subjects – World History and History of Ukraine. Its studying was made in parallel due to chronological calendar. For the study of the History was dedicated 629 hours, from which 374 were for World History, 255 hours – were for History of Ukraine. In 5-7th forms there were 68 hours, in 8th form – 85 hours, 9-10th forms – 119 hours, in 11th form – 102 hours (calculated by the author). Starting from 1992-1993 years, the process of studying history in schools was made according to new science methods and new structure of school history education, which was awarded by the Ministry of Education of Ukraine. Due to this structure, there was a simple course of History of Ukraine in the 5th form by the program of 1991 year [27], with the use of a new book [16]. In 7-11th classes, there were two independent subjects: History of Ukraine and World History.

To prevent gaps in students' knowledge, there was a regrouping of the educational material, and also proposed a new order of studying. Thus, the chapters I-IX of the program was studied in 7-8th forms, the chapters X-XIII in 9-10th forms and the chapters XIV-XXV – in 11th form.

Thus, the process of studying of History of Ukraine was made in such order: in the 7th form – from ancient times till the end of XIV century, in the 8th form – from ancient times till the end of XVIII century, in the 9th form – from the beginning of XIX century till 1917. In the 10th form – from the beginning of XIX century till 1945, and in the 11th form – from 1939 till 1992 years [28]. The process of studying World History in the 6-8th forms was made by special program, and in the 9-11th forms – by thematic planning of the lessons [23], made by the Department of humanitarian disciplines by the Ministry of Education of Ukraine. On the whole, the process of studying the World History was made in such order: in the 6th form – ancient times, in the 7-8th forms – early years, in the 9-10th form – new history, in the 10-11th form – recent history.



### **3. Formation of the modern concept of school historical education**

In 1995 the Ministry of Education of Ukraine published a project of the concept of the continuous historic education [13], which was prepared by authors: L. Artemov, O. Ganzha, Y. Kalakyra, G. Kirka, V. Kodenko, I. Kolyada, B. Korolov, S. Kilchitsky, O. Maliy, S. Osmolovskiy, D. Cherednichenko, S. Chernenko.

The complexity of the conceptual restructuring of historical disciplines in the education system of Ukraine was due not only to the inadequate development of ways to overcome these problems in Ukraine, but also to the fact that the restructuring process coincided with radical transformations in education in European countries. The rapid development of science, the introduction of the latest technologies not only in production, but also in education, the transition to the information society – all these conditioned the need for changes in the education of developed countries. The main thing now is not just the mastering of previous knowledge, but the preparation for mastering of new methods and content of knowledge.

Under these new conditions, as well as in terms of changing the ideological and value paradigm in Ukrainian society, the rejection of pseudo-optimism, the introduction of an orientation towards a particular person, the authors of the concept identified the concrete ways of transforming historical education in Ukraine.

They proposed the school historical education on the principles of humanization, the revival of Ukrainian mentality, the unity of civilization and cultural approaches in modeling the content of historical material, the combination of linear and concentric approaches, the use of alternative-problem approaches [13, p. 17-18].

One of the difficult methodological problems to be solved by the authors was the problem of the correlation of world and national history in historical education in Ukraine. The development of mankind as a whole, as well as the history of an individual people can be correctly understood, viewing them everywhere in the prism of world history. The history of an individual may not be clear if it is closed when it is considered within the framework of events of this country alone. Is it possible, for example, to understand the history of Ukraine, without considering events in neighboring countries, especially Russia, Poland, Lithuania, Czechoslovakia, with whose fate it has been inextricably linked for many centuries. Historians V. Tkachenko and A. Reent rightly wrote on this subject: «Any national history will not

be fully elucidated until it is considered in comparison with the histories of the national states, forming in the aggregate a wider community. Only by thinking of the categories of the whole, and not of the partial, it is possible to find the order in the misty chaos of events, as well as to understand what previously seemed unfinished» [44, p. 26-27].

Based on these considerations, in some countries the priority in historical education is given to world history. In September 1996, the Council of Europe adopted a new project on the teaching of European history, which provided for an increased interest in the study of contemporary European history (in this project Ukraine also participates) [11, p. 21].

Nevertheless, the authors of the concept expressed themselves for separate study at the Ukrainian school of world and national history. Explaining this fact that for many years the Ukrainian lands in the composition of Russia, Poland, Czechoslovakia, Romania, etc., had a negative impact on the formation of national consciousness of the Ukrainian people. According to sociological studies of that time, 60% of senior pupils in Ukraine did not identify themselves with the Ukrainian state [17, p. 6]. To get rid of this state, in the opinion of the author of the concept, it was possible by means of the purposeful formation of a young person's system of values based on national pride and dignity. In the formation of such values an extremely important role belonged to the course of Ukrainian history. Therefore, the authors of the concept of the priority of historical education proclaimed the study of the history of Ukraine: «The priority in the system of historical disciplines is given to the history of Ukraine. It is studied in the context of world history» [13, p. 23].

According to this concept the acquaintance with national history began with kindergarten, where children, studying the basic of Ukrainian language, folklore, artistic and musical art, rituals, as well as literary historic works, paintings, etc. Due to the project the history of Ukraine as a subject didn't appear in kindergartens. It supposed to be updated with the children's books, such as national, theatrical, the role-playing, the didactic and pseudo-games, paintings, songs and poems. Thus, the pre-school institutions began to learn how to educate children with historic materials, preparing them for a better perception of history in future.

In the first three classes, the acquaintance with domestic history made with the help of materials, such as lessons of reading, Ukrainian language, music. In the fourth class the concept proposed to start learning such subject

as «Introduction to History», which in a way of stories acquainted pupils with history, gave first imaginations about lands and culture of Ukraine, and this process prepared students for further learning history in high school.

In the main school (5-9th classes) and high school (9-11th classes) the process of studying history supposed to be organized due to linear and concentric methods, and exactly in 5-9th classes – with the linear method, during 9-11th classes – in a way of repeating already learned material in special courses (regional history, archeology, ethnography, historical demography and other special historic disciplines). All this should be learned in course of domestic history. Due to the concept it was supposed to create books of all historic disciplines [13, p. 24].

In the study of the world history, the concept shifted to other priorities. Firstly, the proper program of the school program was to convey the title of «sacred history», that is, the epochs and times, the affairs in the Bible. Secondly, it was necessary to keep some of the sections that contribute to the full development of the achievements of European civilization, including the history of the ancient world and the Roman Empire and Osman Empire, as well as the crimes that arose in the realm of the Roman Empire. Thirdly, it was anticipated that the study of history of countries should be carried out thoroughly, in which Ukraine at least once took part: Russia, Rich Pospolita (Lithuania and Poland), Austria, Hungary. In this way, the concept proposed to study domestic and foreign history, in the same chronological forms. At the same time, the appearance of the domestic history as an independent subject made it clear that it should be studied more detailed than any other kind of history. The result of the study of the history due to such course was two exams in secondary and high school.

Besides the basic level of the historic education, which was provided in accordance with the structure discussed above, in the high school it was suggested to study the practical and facultative courses. They submitted to the following: the systematical («History of culture of Ukraine», «International relations in XX century»); applied («The basic of archeology of Ukraine»); specialized («Political Portraits of the Ukranian Activists», «Problems of industrial society»); integrated («History of state and laws of Ukraine», «History of worldwide culture») [13, p. 19].

The concept also highlighted the importance of national interventions. Due to the reduction of hours dedicated for studying world history and history of Ukraine in Russian schools it was proposed to study Russian

history and in Hungarian school – history of Hungary, in polish schools – history of Poland and etc.

As we can see, the proposed concept of education provided full changes in educational system. But in the middle of the 90's, it was impossible to carry out all forms of reform in full measure for a number of reasons. Firstly – there were no right methodical literature, created from modern methodological positions. Secondly, schools were not prepared for a new kind of educational system. Thirdly, there is no readiness to implement the concept between teaching staff. That is why concept was tightly closed. But, it was established a transitional period (about five years) during which all mentioned changes could be done.

In the next years, some authors, returning to the concept of historical education, tried to clarify some of its parameters. E. Smotrytsky, for example, tried to substantiate the basic levels of historical education, depending on the age of students and students. He sees the following five: 1) mythological heroic, appealing to the emotions of the child in order to lay the foundations of historical consciousness (carried through legends, tales, stories, and designed for children under 12 years of age); 2) rational-informational, designed for systematic study (students 12-18 years of national and world history); 3) rational-informational, designed for in-depth study of history by students of humanities (17-22 years old); 4) in-depth study of history by students of humanities (not historians, taking into account the specifics of the profession (17-22 years); 5) the study of history by student historians [42, p. 14].

The introduction of the concepts developed in 1995 on its individual elements was successfully implemented in schools in Ukraine in the next years. So, general and facultative courses of history were tested in schools with deep study of history, as well as in those educational institutions, which are organized in such a way with a satisfactory level of teaching. Other schools, before publishing new law, refused to read history as a subject from the 4th class. Instead of the subject «Basic of History», it was started to learn history of Ukraine in the 5th class in a way of telling stories about life of famous Ukrainian people in Ukrainian history. From the 6th to the 11th classes, there is a systematic course, which contains two independent subjects – «History of Ukraine» and «World History». The study of these subjects was carried out in parallel. An exception was history in 6th class that was mainly history of ancient times.

At that time it was started to create national standards of education, that was needed due to deprivation of subjectivity in teaching history and other disciplines.

The adoption by the Verkhovna Rada of Ukraine the law «On general secondary education» noted the problem of concrete concept of historic education based on Government standard of secondary school, the establishment of norms and regulations that fulfill the essential requirements for the education of people and people from school on a regular basis, basic and complete secondary education and the virtues of the law and its admission [6, p. 56].

This law has formed the most important law norms, which contains a process of studying social and humanitarian subjects in general secondary schools. They should be based on principals of science, multiculturalism, character of education, democracy, hymanism, respect between countries and nations [6, p. 58].

In 1997, a project of State Standard for Secondary Education in the field of history was drafted in Ukraine. Its clearly defined the elements that should be mandatory in the study of history in general education, which should be the optimal load for students, which knowledge of history should be obtained by a graduate of a secondary school [5].

Experimental history programs for a comprehensive school that meet the requirements of the new concept of historical education appeared in early 1995-1996. A group of historians, authors of textbooks on the history of Ukraine for high school (Y. Hrytsak, O. Lyakh, P. Panchenko, I. Pidkova, N. Teploukhova, F. Turchenko, G. Shvydko, V. Shust) compiled an experimental program on the history of Ukraine for 6-11th classes, and V. Misan, Yu. Oleksin – for 5th classes [8].

A program was created for the world history of 6-11 th classes of secondary educational establishments [30]. The study of world history led to 391 hours. The programmed material was divided in chapters, which contains topics, based on lessons. The programs included the sections and chapters that were studied in the course of history of USSR. A characteristic feature of the program was to increase the volume of educational material about the history of Asia, Africa, Latin America. In 1996, the Ministry of Education of Ukraine prepared new programs of the history of Ukraine and the world history [31; 32]. In order to study the history of Ukraine in the 5th classes, it was proposed two programs for 68 hours, one of them was as experimental. In this program, each chapter was an independent,

thematically completed structure. Instead of traditional final lessons after learning every new topic, it was provided lessons of control with using tests, in a way so that pupil can check himself without help of teacher. The program also proposed to have special excursions to historical places. After some time, a special textbook was written based on this program [20].

Thus, in the middle of 1990s, the curriculums completely changed both the content and the structure of teaching. Teaching began to be carried out on the principle of parallel, synchronous study of two courses – the history of Ukraine and world history.

According to this, in the 1996, based on the first national programs on history of Ukraine, the Ministry of Education of Ukraine created the thematic plan of the studying of domestic and foreign history [24]. Such a reflection, on the part of the governors, corresponded to the principles of partial symphony, the study of both periods in the chronological order (from the ancient times till nowadays) in terms of the regions and countries. For the teachers of historic subjects, it was important that material could be regrouped in general topics and chapters. The thematic plan of history of Ukraine and world history gave an opportunity not only to pay attention on concrete topics but also made a transformation of the main way of teaching history and its total changing.

This approach corresponded to scientific ideas about the combination of the teaching of world history and national history. For example, participants in the regional Carpathian seminar «Central and Eastern Europe as a Historic Region: Problems of Integration in the World History of the Twentieth Century» (Chernivtsi, October 1997) considered the main priority of the content of school history to be the history of their country and the history of Europe as a common habitat, general events and phenomena that have influenced the development of European countries [11, p. 23].

In 1998, a new version of the program of the school teaching came out [33]. Compared to the previous years, there were only a few news. In it, the material was not one in one, it was grouped as it was taught in secondary school. Topics were grouped in lessons, and was cancelled all additional not useful material. It was announced more clearly what main abilities and skills pupils should get during studying. The teachers were given recommendations how to examine knowledge of pupils.

The study of history of Ukraine began from the 5th class which prepared pupils for further learning. From the 6th grade, the world history was studied.

From the 7th grade, the study of the world history and history of Ukraine is carried out in a parallel and synchronous manner. In the study of the history of ancient time a lot of attention was paid to history of Greece and Rome. In course of history of early times attention was paid to Osman Empire and Rome Empire. In late medieval times most information was about history of the Moscow State, Poland, Austria, Hungary and Rich Pospolita [33, p. 5].

Thus, the program explicitly outlined three priorities: the study of the history of Ukraine, the history of the twentieth century, the history of the countries which were had any connections with Ukraine. Such a transition contributed to the admission and the abatement of both courses. The domestic history is considered in worlds wide context, and for the world history the history of Ukraine is one of the systems that created a civilization. In both cases, Ukraine considered as one of the countries of the world.

In 1999-2000 years, 340 hours were reserved on the process of studying the history of Ukraine , and was saved the main local methodological approaches, which were practiced during all this time [38].

#### 4. Conclusions

Thus, characterizing school curriculums in history that determine the content of modern historical education in schools of Ukraine and have a decisive influence on the content and even the form of educational literature, it should be noted that they were not deprived of the disadvantages, such as the congestion of factual material, lack of clarity in some definitions, etc. As noted, the authors of the program were not always familiar with the most recent discussions in science. Exactly on this L. Taran drew attention to, analyzing the periodization of world history adopted in the program for schools recommended by the Ministry of Education of Ukraine [43, p. 90]. This negatively affected the content of relevant textbooks.

The new set of rules for the history caused serious changes in the method of teaching. As mentioned above, the main aspect of learning process was a lesson. Novelty was based on some method of persuasion. This could be a part of a course, a lesson – a lecture, a lesson – a conversation, a lesson – a seminar, etc. The main thing that united them is the desire of pupils to learn history. The teacher should not be able to say his own opinion as only one right opinion. The monopoly on the lessons of history, as it showed time, does not give any positive results, that is why the way of teaching nowadays bring all set of abilities and skills for pupils so that they can share

their own opinion. If earlier lessons of history developed in pupils only skills to memorize, now lessons can develop also skills of thinking, logics and creativity. This contributed to the fact that the knowledge of the life of the ancient generations give more opportunity for pupils to understand life before. Thus, the education in Ukraine in the 90s of the twentieth century, was based on knowledge, free from ideological pressure.

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