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THE HISTORICAL ASPECT OF THE ESTABLISHMENT AND DEVELOPMENT OF MUKACHEVO STATE TEACHER TRAINING SEMINARY IN TRANSCARPATIA IN 1914–1938

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The article retrospectively analyses the process of establishment and development of Mukachevo state teacher training seminary in Transcarpathia in the period it formed part of the Austro-Hungarian Monarchy (until 1919) and the Czechoslovak Republic (1919–1938). It has been determined that the establishment and development of the institution of pedagogical education in Mukachevo was conditioned by historical, political, social, and economic factors. Organizational and pedagogical peculiarities of the system of training teachers at Mukachevo state teacher training seminary were revealed within the determined chronological framework.

Key words: teacher training seminary, Mukachevo, Transcarpathia, establishment and development, Austro-Hungarian Monarchy, the Czechoslovak Republic.

Formulation of the issue. In the context of reforming the Ukrainian educational space, both the theoretical understanding of new trends in pedagogy and the comprehensive study, rethinking, implementation, and updating of past educational experience are of paramount importance. The use of the best achievements of the past will enable to modernize and improve the quality of professional pedagogical training of teachers of modern Ukrainian primary school to the level of world standards. We completely agree with O. Sukhomlynska's claim that nowadays it is impossible to start researching a scientific issue without determining first what has been done before, what the starting point is, what has to be developed by building up new knowledge [12].

The organizational and pedagogical peculiarities of the system of training teachers in Transcarpathia in the first half of 20th century were determined by a set of historical, political, social, and economic factors that led to the change of the educational space in Transcarpathia depending on the introduced educational policy of the country the region was part of. The results of studying and analysing historical pedagogical sources on the establishment and development of Mukachevo state teacher training seminary in Transcarpathia in 1914–1938 will enrich modern pedagogic with new facts and theoretical principles.

Analysis of recent research and publications. The history of native educational pedagogical systems was analysed in the works of L. Berezivska, L. Bondar, N. Hupan, V. Kremen, O. Liubar, B. Stuparyk, O. Sukhomlynska, H. Vasianovych, L. Vovk, M. Yarmachenko, I. Zaichenko, T. Zavorodnia, S. Zolotukhina et al. The retrospective of training teachers was the subject of scientific analysis in the works of N. Andriichuk, N. Demianenko, O. Dzeverina, I. Kravchenko, V. Maiboroda, O. Sukhomlynska, M. Zaboloka et al.

The historical prerequisites of the educational processes in Transcarpathia were researched by D. Danyliuk, I. Hbranchak, D. Khudanych, V. Zadorozhnyi et al. The peculiarities of establishment and development of pedagogic, education and schooling in particular chronological periods in Transcarpathia were revealed in the researches (monographs, theses) of: A. Bondar, Cs. Fedinec, V. Homonnai, A. Ihnat, M. Kliap, M. Kukhta, H. Lemko, V. Rosul, H. Rozlutska et al. Some issues on the content of training

teachers for primary schools in Transcarpathia of the second half of 19th century – early 21st century were studied by O. Fizeshi.

Therefore, the increased attention of researchers to the issue of studying the historical and pedagogical aspects of the primary school teachers' training is clear as far as taking into account the best achievements of the past will provide for a high-quality professional training of teachers for the New Ukrainian School.

The article aims at analysing the organizational and pedagogical peculiarities of the establishment and development of Mukachevo state teacher training seminary in Transcarpathia in 1914–1938.

Presentation of the main research material. The analysis of historical and pedagogical literature and archival sources has shown that the formation and development of professional pedagogical education in Transcarpathia was influenced by the socio-political and socio-economic changes that took place in the region. A significant factor was the change in the state-territorial affiliation of the Transcarpathian lands during the study period, in particular the Austro-Hungarian Monarchy (until 1919), the Czechoslovak Republic (1919 – 1938). At the beginning of the 20th century, teachers were trained in the region by two institutions of professional pedagogical education, namely: the Uzhhorod Greek Catholic chorister and teacher training seminary (since 1793) and the Uzhhorod Greek Catholic women's teacher's seminary (since 1902), which were subordinate to the Administration of Mukachevo Greek Catholic Diocese (Uzhhorod). However, during this period in Transcarpathia there was a critical shortage of qualified teachers and, as a result, a new institution of pedagogical education appeared in the town Mukachevo.

On the 1st of December 1902, based on the decision of the Cultural Society of Bereg County (Hungarian: Bereg vármegyei Magyar Közművelődési Egyesület), the presidium headed by the Member of Hungary's Parliament J. Nedeczey (Hungarian: Nedeczey János) applied to the Minister of religion and public education of Hungary with a memorandum. The document specified that starting an educational establishment to train primary school teachers was necessary to overcome the lack of specialists in the region. The expediency of starting an educational establishment was substantiated by statistical indices according to which in the region's 286 primary schools: 16 schools had teachers with a low level of proficiency; in 21 schools teaching was discontinued due to the lack of pedagogues or their insufficient professional level [15, p. 5].

The Minister of religion and public education of Hungary D. Wlassics (Hungarian: Wlassics Gyula; incumbency: 1895 – 1903 – Ch. S.'s explication) in his follow-up letter assured the Society that he would study the issue and see to the possibility of starting a state educational institution to train primary school teachers in Varpalanok (Hungarian: Várpalánka) (herein: Varpalanok was considered a suburb of Munkács at the time – Ch. S.'s explication) as far as he understood the significance of starting an institution of this kind in the region [15, p. 6].

It was only ten years later, in April 1913 that the Ministry of Religion and Popular Schooling of Hungary approved starting a state teacher training seminary in Munkács [15, p. 11]. The new educational institution was named «Munkács Hungarian Royal state public education teacher training seminary (Hungarian: Munkácsi Magyar Királyi Állami Elemi Népiszkolai Tanítóképző-Intézet)». In accord with the Decree of the Ministry of Religion and Popular Schooling of Hungary № 90 037 of the 11th of June 1914, the first director of the educational institution was J. Szondi (Hungarian: Szondi János) who worked as a lecturer of Kiskunfélegyháza state teacher training seminary (Hungarian: Kiskunfélegyházai Állami Tanítóképző Intézet) (herein: the territory of modern Hungary – Ch. S.'s explication) prior to the appointment [15]. Dr. I. Molnár (Hungarian: Molnár Imre) was transferred from the teacher training seminary in Turčianske Teplice (Slovak: Turčianske Teplice, Central Slovakia – Ch. S.'s explication) to the post of a lecturer of Munkács Hungarian Royal State Public Teacher Training Seminary in accord with the Decree of the Ministry of Religion and Popular Schooling of Hungary № 90 119 of the 10th of June 1914 [15, p. 16]. The process of education at the seminary was provided by: its director (J. Szondi), a lecturer (Dr. I. Molnár), a part-time lecturer (A. Demjanovich), an educator (I. Ormai) and 5 clergymen [5, folio 5; 15, p. 30].

The first academic year at the seminary coincided with the breakout of WWI and started on the 14th of September 1914. Enrolment requirements included the following documents: certificate of completing the 4th year of a gymnasium or the full course of a town school (herein: an educational institution where the children of craftsmen, tradesmen, officials received their general education and practical vocational training – Ch. S.'s explication); birth certificate (the so-called «excerpt from parish register» – a document certifying the registration of a birth, marriage, death certificate in a baptismal record book. [1, p. 665]). The entrant could submit this list of documents only after passing his music audition. Only men had the right to enrol at the seminary.

Thus, in accord with the directorate's decision 31 out of 55 candidates enrolled at the seminary for their first year of studies in the 1914 – 1915 academic years. In the course of one academic year 7 students were expelled from the seminary. The enrolled ones received a letter signed by the director enumerating the necessary clothes and individual means to study at the seminary and live in its hostel, viz.: a blanket, a pillow, 3 sheets, 6 shirts, 6 night-gowns, 6 underpants, 6 towels, 24 handkerchiefs, 8 pairs of non colour socks, a toothbrush, soap, a comb, 2 bottles, and an apron. It was also necessary to pay for conducting classes in manual labour, treatment, and recreation (excursions). The full monthly tuition fee at Munkács Hungarian Royal State Public Teacher Training Seminary was 30–32 crowns (herein: the Austro-Hungarian Monarchy's currency unit – Ch. S.'s explication).

According to archive data, the 1914 – 1915 academic years lasted from the 15th of September 1914 to the 12th of June 1915. There were two interruptions in the course of studies related to war events, viz.: from the 01st to 19th of October 1914 and from the 15th of December 1914 to the 04th of January 1915 [5, folio 5].

The educational process at the seminary was provided by its director J. Szondi who undertook extension courses for teacher training seminary lecturers. He taught mathematics and natural sciences. His total teaching experience was 17 years. Throughout the 1914 – 1915 academic years he taught: pedagogic, mathematics, natural science, economics, drawing, calligraphy; his week load amounted to 15 academic hours. Another lecturer – Dr. I. Molnár – had the diploma of a teacher of a secondary educational institution and a qualification of: a teacher of history, geography and additionally to teacher training seminaries – a teacher of the Hungarian language and literature. His teaching experience was 2.5 years. He taught: Hungarian and German, history, geography, singing and music, manual labour and physical culture; his week load was 19 hours. Dr. I. Molnár was freshmen's class master, the secretary of Pedagogical Council meetings, a librarian and was responsible for teaching aids in history, geography, and music [15, p. 30].

As to the content of training teachers-to-be at Munkács Hungarian Royal State Public Teacher Training Seminary, the teaching and learning process at the institution was organised in compliance with the curriculum and recommendations approved by the Ministry of Religion and Popular Schooling of Hungary in 1911 [21]. There is a note to the 1911 curriculum for pedagogical institutions with the language of instruction of national minorities (Hungarian: «a magyaron kívül valamelyik hazai más nyelv, külön miniszteri intézkedés alapján, helyi tanterv szerint / for institutions with mother tongue instruction, different from the Hungarian ones, with a special accord with the Minister» (herein: according to the local curriculum – Ch. S.'s explication)) [21, p. 51]. It can be testified by the class schedule of Munkács Hungarian Royal State Public Teacher Training Seminary for the 1914 – 1915 academic years that besides the general week load (36 hours) has 2 hours for the study of the Ruthenian language (Table 1).

Table 1

The training schedule of Munkács Hungarian Royal State Public Teacher Training Seminary (1914–1915 academic year)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8–9	Natural science	German	Singing and music	Natural science	History	Singing and music
9–10	Mathematics	Geography	Mathematics	Mathematics	Geography	Hungarian
10–11	Hungarian	Pedagogic	Hungarian	Pedagogic	Hungarian	Mathematics
11–12	History	Drawing	History	German	Drawing	Natural science
12–13	Singing and music	Drawing	Religion	Singing and music	Calligraphy	Religion
15–16	Economic	Physical culture	–	Economic	Physical culture	–
16–17	Ruthenian	Manual labour	–	Ruthenian	Manual labour	–

Source: [15, p. 55].

A pedagogue from the main gymnasium of Munkács A. Demjanovich (Hungarian: Demjanovich Andor) was invited to teach Ruthenian at the seminary part-time [15, p. 30].

Teaching at the seminary was conducted according to a six-day schedule. Seminarists' week load amounted to 38 academic hours. The teaching and learning process was performed on a daily basis from 8.00 to 17.00 (herein: Central European Time – Ch. S.'s explication). Having analysed the class schedule of Munkács Hungarian Royal State Public Teacher Training Seminary for the 1914 – 1915 academic years,

one can state that disciplines requiring less mental load from the seminarists were scheduled for the afternoon [15, p. 55]. The analysed reports from the period of 1914 – 1919 testify to the fact that significant attention was paid to seminarists' religious, moral, patriotic, and physical education. With this aim in mind numerous educational talks were conducted, socially beneficial work was organised to support widows and orphans, as well as people who lost their working capacity in WWI. Seminarists prepared festivities for religious and public holidays. Until 1919 instruction at the seminary was in Hungarian (as far as it was a state establishment).

The positive dynamics on the number of seminarists studying at Munkács Hungarian Royal State Public Teacher Training Seminary is presented in table 2.

Table 2

**Statistical data on the number of seminarists
at Munkács Hungarian Royal State Public Teacher Training Seminary
(1914–1919)**

Academic year	The number of seminarists
1914–1915	31
1915–1916	53
1916–1917	62
1917–1918	67
1918–1919	62

Source: [17, p. 28].

Table 2 shows that in the course of five years of its function the number of seminarists at Munkács Hungarian Royal State Public Teacher Training Seminary increased twofold. The first enrolment of female students to the seminary occurred in the 1917–1918 academic year. They were called «privatists» (herein: privatists – students that studied privately and took exams in all the subjects at a corresponding educational establishment – Ch. S.'s explication). In the 1917–1918 academic year the first teaching aptitude exams were conducted after which 16 graduates received diplomas [16, p. 14]. Final examinations were not held in the 1918–1919 academic year that coincided with the end of WWI.

The end of WWI (1914–1918) resulted in the dissolution of states (Austria-Hungary, Germany, Ottoman, and Russian empires), rearrangement of borders in Central and Eastern Europe, as well as the formation of new countries. In accord with the Treaty of Saint-Germain-en-Laye (10 September 1919) and the Treaty of Trianon (4 June 1920) that the Entente allies signed with Austria and Hungary the territory of Modern Transcarpathia was annexed to the newly-formed Czechoslovak Republic. Based on the four former regional comitats (counties) (herein: comitat / zhupa – Latin comitatus, Ruthenian жупа, Hungarian megye / vármegye – an administrative and judicial unit in the Kingdom of Hungary [9, p. 705]) a single territorial-administrative unit was formed – Carpathian Ruthenia with its centre in Uzhhorod. The main aim of Czechoslovak policy in Transcarpathia was to retain and gradually merge the region into the social, political, and economic systems of the republic. The region's state administration was reorganized. One of the first departments in Civil Administration was the School District (department) of Carpathian Ruthenia; in 1928 it was renamed into the District of the Ministry of Schooling and Public Education in Uzhhorod / Referát ministerstva školství a národní osvěty v Užhorodě [20, p. 28].

After the Czechoslovak troops occupied the whole region in 1919 [10, p. 53], in accord with the commandant's order all seminarists of Munkács Hungarian Royal State Public Teacher Training Seminary received their certificates at the end of the academic year without taking qualifying examination; teaching Hungarian was immediately discontinued [18, p. 5]. In 1919 the educational institution was renamed into: Mukachevo state teacher training seminary as attested in the archive document under the title: «Річний звіт Мукачівської вчительської семінарії за 1919–1920 н. р. / Annual report of Mukachevo teacher training seminar for the 1919–1920 academic year» [7, folio 1]. In publications, however, we come across different names of the educational institution, viz:

– «Vysoké, střední a odborné školství a školské úřady republiky československé» (Prague, 1923) was specified as – «Státní koedukační ústav učitelský v Mukačevě / Мукачевська державна учительська семінарія» [22, p. 325];

– «Шематизм учительства всех шкіл державных, церковных и частных Подкарпатской Руси» (Mukachevo, 1925) was specified as – «Руська Державна Учительська Семінарія в Мукачеве / Rusínski státní kvedukační ústav učitelský v Mukačevě / Rusyn (herein: Ruthenian – Ch. S.'s explication) state teacher training seminary in Mukachevo» [14, p. 33];

– «Второй годичный отчетъ Державной коедукациіной учительской семинаріи въ Мукачеве за 1928/29 учебный годъ/ Druhá vztroční zpráva státního koedukačního učitelského ústavu v Mukačevě za školní rok 1928/29 / The second annual report of the State coeducational teacher training seminary in Mukachevo for the 1928/29 academic year» (Mukachevo, 1929) [2].

The Czech language names specify coeducational training (herein: common teaching and education of boys and girls – Ch. S.'s explication), while in Ruthenian not; however, the second annual report of the educational institution for the 1928–1929 academic year mentions common training for boys and girls.

On 3 October 1919 Rev. J. Chromjak (Slovak: Chromjak Josef) [13], who was born on 17 July 1887 in the village of Legnava in Prešov region (herein: Slovakia – Ch. S.'s explication), was appointed director of Mukachevo state teacher training seminary. After graduating from a theological seminary and university he worked as a professor of Greek Catholic teacher training seminary in Prešov from whence he was transferred to Mukachevo. He was the director of Mukachevo state teacher training seminary until he died on the 26th of March 1937 [11, p. 11].

The teachers, who provided the educational process at the seminary before the region was annexed to Czechoslovakia, did not take an oath of office and were laid off. Students were enrolled at the seminary on the 29th – 31st of October and the 1st – 3rd of November 1919. Pursuant to Decree № 492/1919 II A of 21 October 1919 A. Popov (Czech: Popov Aleksandr) was appointed seminary lecturer; on the 30th of October he took an oath of office [13]. Pursuant to Decree № 862 II A/F₉ of the 12th of November 1919 M. Torbič (Czech: Torbič Michal) who had previously worked at Uzhhorod Greek-Catholic chorister teacher-training seminary was appointed lecturer [6, folio 1].

As far as the seminary premises were occupied by a military hospital during WWI, according to the Decree of the School District № 456/19 of the 24th of October 1919 the seminary was situated in the gymnasium. The educational process at the seminary under the new Czechoslovak government started on the 12th of November 1919. All the seminary and gymnasium students were subdivided into three groups. The seminary chronicle specifies that language courses finished on the 31st of January 1920 and subjects were taught from the 1st of February 1920. There is no information on the language of the aforementioned course, however, we presume they were language courses in Czech that was the state language of the Czechoslovak Republic at the time, or they could be courses in the Ruthenian language the study of which was complicated by discrepancies in views on its grammar, as far as «the language issue» of the Ruthenian language's grammar has been discussed since late 19th century. Due to the insufficient number of teachers senior class gymnasium students studied together with seminary students, viz.: 5th year gymnasium students studied with the first-year seminarists, while 6th year gymnasium students studied with the second-year seminarists, etc. [13]. The chronicle mentions that the training was conducted «mutatis mutandis» (herein: Latin mutatis mutandis – with necessary changes, taking into account differences [19, p. 438]) in accord with the syllabi previously used at the aforementioned institutions. The academic year finished on 26 June 1920 [13].

In the annual statistical report for the 1919–1920 academic year, drawn up by the director of the seminary J. Chromjak on 16 July 1921 we find the following information: The language of instruction was «ruská» (herein: Ruthenian – Ch. S.'s explication); the teaching staff included: J. Chromjak, A. Margittai, M. Torbič, K. Strnad, A. Popov; 12 part-time teachers, the number of students in late 1919 – 1920 academic years were: 1st year – 7 students and 1 private, 2nd – 7 students and 1 private, 3rd – 8 students and 2 private, 4th – 4 students and 4 private; the total number was 26 students and 8 private; 8 candidates passed the exam for the degree of a teacher [8, folio 1–2].

It was observed discrepancies in the total number of teachers (17/15) and the number of candidates who had passed the exam for the degree of a teacher (8/7) when we analysed the data of the aforementioned statistical report for the 1919–1920 academic year and the information in the archive document under the title: «Річний звіт Мукачівської вчительської семінарії за 1919 –1920 н. р. / The annual report of Mukachevo teacher training seminar for the 1919 – 1920 academic years» [7]. «The annual report of Mukachevo seminary for the 1919 – 1920 academic years» specified that out of the 7 candidates who had passed the exam for the degree of a teacher 3 received diplomas for Ruthenian public schools and 4 for the Hungarian ones [7, folio 2].

During vacation courses for teachers were organised at the seminary [6, folio 19]. Starting from 1920 the region's School Department organised various extension courses for teachers and it can be testified by numerous archive documents and decrees of the School Department published in «Урядовому віснику шкільного відділу Цивільної управи Підкарпатської Русі / Governmental Herald of the School Department of the Civil Council of Carpathian Ruthenia». Side by side with the diversification of forms,

kinds, terms, specialization of courses Mukachevo state teacher training seminary was being established and developed: In the 1920 – 1921 academic years a boarding school for seminarist girls was started; in the 1921 – 1922 academic years two parallel classes were started for the first time: I–A for boys (13 students and 1 private) and I–B for girls (29 students and 2 privates); in the 1925 – 1926 academic years the seminary started two classes of «training school» (herein: primary public school – Ch. S.'s explication); in the 1927 – 1928 academic years primary public school was expanded to four classes; in the 1929–1930 academic year the first class with the Czech language of instruction was started (the number of students was 28 including 13 boys and 15 girls); in the 1931 – 1932 academic years: on the 22nd of September 1931 classes with the Czech language of instruction were transferred to the newly built building. By the end of the academic year classes with the Czech language of instruction had 118 students, viz.: 1st year – 39 students, 2nd year – 42 students, 3rd year – 37 students [3, p. 16, 41]. It ought to be mentioned that all the information in archive documents, annual reports on classes with the Czech language of instruction was given separately and only in Czech.

The analysis of archive sources, annual reports of Mukachevo state coeducational teacher training seminary testifies to the fact that in the interwar period (herein: 1919 – 1938 – Ch. S.'s explication):

- the educational institution's teaching staff gradually grew (1919 – 1920 academic years – 5 people [8, folio 1], 1934 – 1935 academic year – 14 people [4, p. 4–5]);
- the number of students was growing, parallel classes were started;
- the number of teaching aids was growing (1919 – 1920 academic years: physics – 50 units, chemistry – 42 units, natural history – 292 units, mathematics – 15 units, drawing – 80 units, music – 5 units [7, folio 2], 1934–1935 academic year: physics, chemistry – 516 units, natural history – 448 units, mathematics – 41 units, music – 194 units [4, p. 11]);
- the book collection was growing (1930 – 1931 academic years: the number of publication copies for the teaching staff was 840 copies, for students – 1246 copies [3, p. 19]; in the 1934 – 1935 academic years: the number of publication copies for the teaching staff was 1696 copies, for students – 1523 copies [4, p. 11]);
- the disciplines that the public-school teachers-to-be studied included: religion, pedagogic (practicum), Ruthenian, Czech, geography, history, mathematics, natural history, physics, chemistry, agriculture, calligraphy, drawing, singing and music, playing a musical instrument (violin), female manual labour, gymnastics and optional subjects – handicraft, playing a musical instrument (piano);
- there was a search for ways and means of a close relationship between theoretical teaching and the pedagogical practice of seminarians in basic educational institutions;
- candidates' success was analysed based on semester results and matriculation exams (herein: matura – Ch. S.'s explication) with their further discussion at pedagogical council meetings and seeing to the ways to improve the quality of rendering educational services;
- there was a systematic control over the observance of the requirements of the school district to provide for a proper quality of education at the institution;
- a purposeful national-patriotic education of pedagogues-to-be was conducted;
- students' self-government actively contributed to create proper conditions at the seminary for the candidates' self-realization (organisation of research and artistic activity);
- there were regular walks and excursions to the country, to educational establishments of different types, production sites, museums, sights.

Therefore, in the Czechoslovak period the activity of Mukachevo state coeducational teacher training seminary showed a positive dynamic increase in the number of students, improved facilities and resources, enhanced theoretical and practical training of teachers, as well as diversification of forms to organize training teachers-to-be for the region's public schools.

Conclusion and prospects for further development. Thus, a retrospective analysis of the process of formation and development of the Mukachevo state teacher training seminary in Transcarpathia in 1914–1938 is relevant in the context of reforming Ukrainian pedagogical education in the context of a single educational space, because the search for new effective theoretical and practical developments to improve the professional training of an elementary school teacher is accompanied by a generalization and creative rethinking of pedagogical retro-experience. Of great importance is the historical and regional dimension of studying the experience of educational institutions that trained teachers for different regions of Ukraine, in particular Transcarpathia, where, due to historical circumstances, in addition to own achievements, European educational models of training teachers were implemented. The organizational and pedagogical features of the teacher training system in the Mukachevo state teacher training seminary have

been revealed within certain chronological limits. Promising directions for further historical and pedagogical research on this problem is the study of the experience of organizational forms and means of raising the teacher training level in other historical periods, which will diversify and improve the content and modern forms of training primary school teachers.

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ІСТОРИЧНИЙ АСПЕКТ СТАНОВЛЕННЯ І РОЗВИТКУ МУКАЧІВСЬКОЇ ДЕРЖАВНОЇ ВЧИТЕЛЬСЬКОЇ СЕМІНАРІЇ НА ЗАКАРПАТТІ У 1914–1938 РР.

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Вступ. В умовах реформування українського освітнього простору постає вимога не лише теоретичного осмислення нових тенденцій у педагогічній науці, а й ґрунтовного вивчення, усвідомлення та актуалізації минулого освітянського досвіду. Використання краєвих здобутків минулого дозволить якісно оновити і вдосконалити зміст професійно-педагогічної підготовки вчителів сучасної української початкової школи до рівня світових стандартів.

Мета дослідження – проаналізувати організаційно-педагогічні особливості становлення і розвитку Мукачівської державної вчительської семінарії на Закарпатті у 1914–1938 рр.

Методи дослідження: пошуково-бібліографічний для вивчення архівних, бібліотечних каталогів, фондів, описів та бібліографічних видань; контент-аналізу архівних матеріалів (законів, наказів, розпоряджень керівних органів влади, навчальних планів, навчальних програм, протоколів, особових справ семінаристів, листувань тощо) з метою виявлення ретро-особливостей організації і змісту діяльності Мукачівської державної вчительської семінарії у заявлених хронологічних межах; ретроспективного логіко-системного аналізу – як основи вивчення становлення і розвитку закладу педагогічної освіти в Мукачеві у 1914–1938 рр.

Достовірність історико-педагогічного дослідження забезпечується використанням архівних джерел, що містять вірогідну інформацію щодо подій, явищ минулого і сприяють їх глибокому вивченню, критичному осмисленню та переосмисленню. Ретельне опрацювання фондів Державного архіву Закарпатської області в м. Берегове є запорукою об'єктивного висвітлення організаційно-педагогічних особливостей становлення і розвитку закладу педагогічної освіти в Мукачеві, що були зумовлені сукупністю суспільно-політичних та соціально-економічних чинників, які призвели до змін освітньої сфери краю відповідно до освітньої політики держав, до складу яких входило Закарпаття у першій половині ХХ століття (Австро-Угорська монархія (до 1919), Чехословацька Республіка (1919–1938)).

Результати дослідження. Автором з'ясовано процеси становлення та розвитку закладу педагогічної освіти в Мукачеві в умовах вимушено-змінюваного територіального підпорядкування: 1914–1919 – зародження закладу педагогічної освіти та нормативно-правового регулювання його діяльності (період перебування у складі Австро-Угорщини); 1919–1938 – організаційно-педагогічне реформування системи підготовки вчителів у контексті умов полікультурного регіону (період перебування у складі Чехословацької Республіки).

Наукова новизна результатів дослідження. Здійснено ретроспективний аналіз процесу становлення і розвитку Мукачівської державної вчительської семінарії на Закарпатті у період входження краю до складу Австро-Угорської монархії (до 1919 р.) та Чехословацької Республіки (1919–1938 рр.). Визначено, що становлення і розвиток закладу педагогічної освіти в Мукачеві зумовлено суспільно-політичними та соціально-економічними чинниками. Розкрито організаційно-педагогічні особливості системи підготовки вчителів у Мукачівській державній вчительській семінарії у визначених хронологічних межах.

Висновки та конкретні пропозиції автора. Ретроспективний аналіз процесу становлення і розвитку Мукачівської державної вчительської семінарії на Закарпатті у 1914–1938 рр. є

актуальним в умовах реформування української педагогічної освіти в контексті єдиного освітнього простору, адже пошук нових дієвих теоретичних та практичних розробок щодо вдосконалення професійної підготовки вчителя початкової школи супроводжується, узагальненням і творчим переосмисленням педагогічного ретродосвіду. Вагомого значення набуває історико-регіональний вимір вивчення досвіду діяльності закладів освіти, що здійснювали підготовку педагогічних кадрів для різних регіонів України, зокрема Закарпаття, де в силу історичних обставин, крім напрацьованих власних здобутків, були реалізовані європейські освітні моделі підготовки педагогічних кадрів. Перспективними напрямками подальших історико-педагогічних досліджень з даної проблеми є вивчення досвіду організаційних форм та засобів підвищення рівня підготовки вчителів у інші історичні періоди, що дасть можливість урізноманітнити й удосконалити зміст та сучасні форми підготовки вчителів початкових шкіл.

Ключові слова: учительська семінарія, Мукачево, Закарпаття, становлення і розвиток, Австро-Угорська монархія, Чехословацька Республіка.

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