

**Октавія Фізеші,**

доктор педагогічних наук, професор, професор кафедри педагогіки дошкільної, початкової освіти та освітнього менеджменту, Мукачівський державний університет (м. Мукачево, Україна)

Oktaviia Fizeshi,

Doctor of Pedagogic Sciences, Professor, Professor at the Department of Pedagogy of Preschool and Primary Education and educational management, Mukachevo State University (Mukachevo, Ukraine)
oktaviia.fizeshi@gmail.com
ORCID ID 0000-0003-0423-3154

УДК 373.3(477.87) «1868/1919»**ВПЛИВ МОВНОЇ ПОЛІТИКИ НА ФОРМУВАННЯ МЕРЕЖІ ЗАКЛАДІВ ПОЧАТКОВОЇ ОСВІТИ ЗАКАРПАТТЯ В СКЛАДІ АВСТРО-УГОРСЬКОЇ ІМПЕРІЇ**

Анотація. Особливої актуальності в умовах сьогодення набуває питання реалізації права рідномовного навчання в умовах полікультурного та багатонаціонального регіону, яким є Закарпаття. Реалізація права на забезпечення рідномовного навчання на закарпатських землях має довгу й суперечливу історію, та особливої гостроти воно набуло в період їх належності Австро-Угорській імперії (1867-1919 рр.).

Мета дослідження – вивчити особливості впливу мовної політики Австро-Угорської імперії на формування мережі закладів початкової освіти Закарпаття.

Методи дослідження: контент-аналіз архівних матеріалів, освітніх і мовних законів з метою виявлення ретроособливостей впливу мовної політики на організацію діяльності початкової школи Закарпаття; історико-компаративний – для виявлення тенденцій регіонального розвитку початкової школи.

У статті проведено огляд впливу мовної політики на формування мережі початкових шкіл. У 1867 р. Угорщина домоглася рівних прав з Австрією у складі Австро-Угорської монархії й активно почала впроваджувати реформи. В сфері освіти в 1868 р. прийнято Закон XXXVIII «Про народну освіту», прогресивність якого полягала в запровадженні обов'язкової початкової освіти та можливості здобувати її рідною мовою. Мовна політика, здійснювана угорським урядом у складі Австро-Угорської імперії впродовж 1867-1919 рр., носила яскраво виражений національний характер. Упровадження освітньої реформи 1868 р. сприяло утвердженню демократичних ідей у плані реалізації права кожного народу на рідномовне навчання. На закарпатських землях це привело до суттєвого збільшення шкіл для дітей русинів, а також представників інших національностей, які проживали на території краю. Загальна кількість їх сягнула понад 500. Діяли також школи з двомовним навчанням. Прийняття мовних законів 1879 р., 1893 р., а особливо 1907 р., стимулювало впровадження державної мовної політики в плані утвердження державної (угорської) мови як основної мови навчання, що, в підсумку, призвело до повного скорочення шкіл з національними мовами навчання та позбавило природного права закарпатських русинів, словаків, румунів на рідномовне навчання.

Ключові слова: рідномовне навчання, початкові школи, Закарпаття, Австро-Угорщина.

THE INFLUENCE OF LANGUAGE POLICY ON THE FORMATION OF A NETWORK OF PRIMARY EDUCATION INSTITUTIONS OF TRANS-CARPATHTHIA WITHIN THE AUSTRIAN-HUNGARIAN EMPIRE

Abstract. The issue of realization of the right of native language education in the conditions of multicultural and multinational region which is Transcarpathia acquires special urgency in the conditions of today. The realization of the right to provide native language education in the Transcarpathian lands has a long and controversial history, and it became especially acute during the period of their belonging to the Austro-Hungarian Empire (1867-1919).

Purpose: to study the features of the influence of the language policy of the Austro-Hungarian Empire on the formation of a network of primary schools in Transcarpathia.

The methods are the content analysis of archival materials, educational and language laws in order to identify retro-features of the influence of language policy on the organization of primary school in Transcarpathia; the historical and comparative methods to identify trends in regional development of primary school.

Results. The article is reviewed the influence of language policy on the formation of a network of primary schools. In 1867 Hungary achieved equal rights with Austria as part of the Austro-Hungarian monarchy and began to actively implement reforms. In the field on education the Law XXXVIII "On Public Education" was adopted in 1868 and the progressive nature of which was the introduction of compulsory primary education and the possibility of obtaining it by the native language. The language policy pursued by the Hungarian government as part of the Austro-Hungarian Empire during 1867-1919 had a pronounced national character. The introduction of the educational reform of 1868 contributed to the establishment of democratic ideas in terms of realizing the right of every people to native language education. In the Transcarpathian lands this fact led to a significant increase in schools for Ruthenian children, as well as representatives of other nationalities living in the region. The total number of such schools reached



more than 500. There were also schools with bilingual education. The adoption of language laws in 1879, 1893, and especially in 1907, stimulated the introduction of state language policy in terms of establishing the state (Hungarian) language as the main language of instruction, which ultimately led to a complete reduction of schools with national languages of instruction and deprived natural right of Transcarpathian Ruthenians, Slovaks, Romanians to native language education.

Keywords: native language education, primary schools, Transcarpathia, Austria-Hungary.

INTRODUCTION

The problem formulation. Today in our country a broad legal framework has been created (National Strategy for Education Development in Ukraine for 2012-2021) (2011), the Concept of State Language Policy of Ukraine (2010), the Concept of Language Education in Ukraine (2011), the Law of Ukraine "On Education" (2017)). This legal framework outlines the main tasks of expanding the Ukrainian-language educational space, meeting the language and educational needs of national minorities, establishing the idea of competent, personality-oriented and communicative-activity language learning, and forming a modern citizen with a high level of communicative culture. The priority of language policy in Ukraine is the establishment and development of the Ukrainian language - the main feature of the identity of the Ukrainian nation, which historically lives on the territory of Ukraine, makes up the vast majority of its population, gave the official name to the state (Shevchuk, 2019). Of particular importance is the question of the implementation of the right to native language learning (the term "native language" is used to denote the language that a person learns from childhood, with the lullaby, in the language environment in which she/he was born) in a multicultural and multinational region as is Transcarpathia. The realization of the right to provide native language education in the Transcarpathian lands has a long and controversial history, and it became especially acute during the period of their belonging to the Austro-Hungarian Empire (1867-1919). Austria-Hungary has implemented its language policy, that is a system of political, legal, administrative measures aimed at regulating language relations in the state, changing or maintaining the language situation in the state (Shevchuk, 2019), which inevitably affected the educational sphere. The importance of implementing the idea of teaching in the native language was pointed out by such authors as Ya. Komenskyi and A. Disterweh, K. Ushynskyi, O. Dukhnovych and A. Voloshyn, S. Rusova and B. Hrinchenko and others. A significant contribution to the historical and pedagogical science of the genesis of the history of the development of native schooling in the period of entry of modern Ukrainian lands into other states made G. Bilavych, L. Bozhuk, O. Dzhus, T. Zavorodnya, Yu. Zayachuk, Z. Nahachevska, S. Romanyuk, I. Rusnak, M. Chepil and others. The issue of conducting native language education in educational institutions of Transcarpathia was the subject of scientific research of such scientists as S. Melnyk, R. Ofitsynskyi, H. Rozlutska, Ch. Fedynets, O. Fizeshi, S. Chernychka and others.

AIM AND TASKS OF THE RESEARCH – to study the peculiarities of the influence of the language policy of the Austro-Hungarian Empire on the formation of a network of primary schools in Transcarpathia.

RESEARCH METHODS: the content analysis of archival materials, educational and language laws in order to identify the retro-features of the impact of language policy on the organization of primary school in Transcarpathia; the historical and comparative to identify trends in regional development of primary school.

RESULTS OF THE RESEARCH

In 1867, after lengthy negotiations, Hungary achieved equal rights with Austria as part of the Austro-Hungarian monarchy, and began to actively develop and implement new laws and reforms. Education was no exception and in 1868 the Hungarian Ministry of Education and Religions passed Law XXXVIII "On Public Education". The progressiveness of the Law was manifested not only through the introduction of compulsory primary education, but also through the possibility of obtaining it in the native language: "Every student has the right to receive education in their mother tongue..." Depending on their abilities, teachers or assistant teachers who speak different languages can be hired in multilingual communities " (1868. évi XXXVIII. Törvénycikk a népiskolai közkutatás tárgyában. Retrieved, 1868), which in turn had a positive effect on the educational situation in Transcarpathia in general, after all, representatives of different nationalities lived compactly here (Table 1):

Table 1

ETHNIC COMPOSITION OF THE POPULATION OF TRANSCARPATIA IN 1880 – 1910

Nationality	1880		1910	
	Persons	%	Persons	%
The Rusjki (Ruthenians / Ruteny)	244742	59,8	330010	54,5
The Hungarians	105343	25,7	185433	30,6
The Germans	31745	7,8	64257	10,6
The Romanians	16713	4,1	11668	1,9
The Slovaks	8611	2,1	6346	1,0
Another nationality	1817	0,5	8228	0,4
The whole population	408971	100,0	605942	100,0

Source: (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura (Transcarpathia 1919-2009: history, politics, culture), 2010, p. 638).



According to Table 1 the quantitative advantage belonged to the Ruthenians and Hungarians, who in 1880 accounted for 59.8% and 25.7% of the region's population, respectively. The difference of 5% in the quantitative composition, formed in the early XX century in the direction of declining Ruthenians and increasing Hungarians, due primarily to the assimilation of the Ruthenian population, because "increasing interference in the education of nationalities explained [here: Hungarian government – O.F.] that all citizens of Hungary are interested in learning the state language, because it helps in social self-affirmation" (Zakarpathia 1919-2009 rokiv: istoriia, polityka, kultura (Transcarpathia 1919-2009: history, politics, culture), 2010, p. 638). Changes in the ethnic composition of the local population also contributed to the increase of Austrian, German and Hungarian capital, which led to an increase in the number of other ethnic groups living in Transcarpathia and necessitated an increase in Hungarian and German as well as bilingual schools. Despite the right declared by the education law of the nationalities that were part of Austria-Hungary to implement native language education, the Hungarian government shifts responsibility for the activities of schools to local communities, which in the mountainous and remote regions of Transcarpathia were already in difficulty: "The biggest obstacle to the establishment of rural schools is the obvious poverty of our people... How can we demand that our people, who very often do not have enough money to live and pay taxes, build a school building and pay for a teacher?" (Bondar, Chuma, 1967, p. 61). However, the number of primary schools in the region is gradually increasing, mainly with the assistance of public figures and patrons (A. Dobryanskyi, O. Dukhnovych, etc.). But it was also obvious that where the community did not have the funds to maintain the school and the school teacher, the school was opened by the state, and this in turn provided the right to realize the state interest in education, namely - teaching in the state (Hungarian) language. In 1874-1878 there were more than 500 primary schools in the Transcarpathian lands, only 43 of these schools were state-owned (Ukrainski shkoly v buvshii Uhorshchyni vid 1868 do 1914 roku, 1929, p. 29-30). The rest of the schools taught in their native language or bilingually.

With the adoption in 1879 of Law XVIII "On the study of the Hungarian language in public education institutions" the number of native-language primary schools began to shrink in the Transcarpathian lands. After all according to the law the Hungarian language becomes a compulsory subject in all primary schools regardless of the form of ownership (1879. йві XVIII. Тървйнысикк а magyar nyelv tanitбsбryl а нйpoktatбsi tanintйzetekben, 1879). The enactment of this law was somewhat delayed as there was a shortage of qualified primary school teachers who could teach in Hungarian. To address this gap steps have been taken to introduce compulsory Hungarian language teaching in teachers' seminaries. But since 1882 the position of teacher and assistant teacher in primary school in both state and municipal or parish could be held only by a teacher who is fluent in Hungarian which school inspectors reported in a separate section in the annual statistical reports on the state of education and schooling. For example, for the 1902/1903 school year in the report of the school inspector of Uzhanska parish (zhupa) it is noted: "Of the 294 teachers working in primary schools, they are fluent in Hungarian: 79 in state schools, 7 in municipal schools, 41 in Roman Catholic schools, 36 in Greek Catholic schools, and 36 in Reformed schools; total: 209 teachers. 78 teachers read and write, and 7 speak Hungarian "weakly"" (Korolivskiy shkilnyi inspektorat Uzhanskoi zhupy m. Uzhhorod, 1902 – 1903 rr., 1903, p. 25). According to the language of instruction, 153 (52%) out of 294 schools were Hungarian-speaking, 31 (11%) were Slovak-Hungarian, and 53 (18%) were Ruthenian-Hungarian. Hungarian was successfully taught in 49 (17%) national schools, and it was not taught at all in 7 (2%) schools. Thus, we can state that the implementation of the state language policy first of all contributed to the "Madarization" of the teaching staff of Transcarpathian schools.

In 1893 the Law XXVI "On the Regulation of Salaries of Teachers of Parish and Municipal Schools" was adopted, which materially stimulated teachers to master the state language and teach it. Subsequently the Ministry of Public Education and Religion issued an order for "full implementation of the requirements of the Law XXVI of 1893, a major role is given to the domestic educational system. This law gives municipal or parish communities, which due to poverty are unable to maintain a qualified teacher, the opportunity to gain state support in terms of providing schools with certified teachers with knowledge of the Hungarian languag" (Korolivskiy shkilnyi inspektorat Uzhanskoi zhupy m. Uzhhorod, 1894 r., 1894, p. 22). The state paid for the work of only those teachers who spoke Hungarian. According to the law in schools where one Hungarian-speaking teacher taught all students were forced to switch to Hungarian-language education, the effectiveness of which was questioned: "As for the internal life of the pre-war school in Subcarpathian Rus, all training was mechanical, there was no internal flexibility, there were no expressed ideals, there were no deep moral feelings, there was no spirit in it. It only taught, but did not exercise the mind, did not cultivate feelings, did not develop character, everything was aimed at making the people lose their national characteristics, become dependent, indecisive, oppressed. The school was the first means of these aspirations" (Klyma, 1936, p. 102).

The implementation of the state Hungarian language policy was fully facilitated by Law XXVII "On Legal Relations in Non-State Primary Schools and Remuneration of Teachers of Municipal and Parish Schools" (1907) according to which a teacher who received a corresponding position could hold a teacher's position in a non-state primary school. Education was a citizen of Hungary, was able to read and write in Hungarian and teach it and took an oath of allegiance to Hungary (the text of the oath is presented in § 32 of the same Law) (1907. йві XXVII. тървйнысикк а nem бllami elemi нйpiskolбk jogviszonyairyl йs а кузсйги йs hitfelekezeti нйptanitik jбrandysбgairyl, 1907). The main purpose of education according to this law was "to instill in the souls of children loyalty to the Hungarian homeland and their awareness of belonging to the Hungarian nation, understanding and strengthening of religious values" (1907. йві XXVII. тървйнысикк а nem бllami elemi нйpiskolбk jogviszonyairyl йs а кузсйги йs hitfelekezeti нйptanitik jбrandysбgairyl, 1907).

This law introduced compulsory education in all primary schools in the state language so all schools with national languages of instruction and bilingual schools switched to teaching in Hungarian. This trend persisted until 1919 when after the events of World War I Transcarpathian lands became part of the Czechoslovak Republic.



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The language policy pursued by the Hungarian government as part of the Austro-Hungarian Empire during 1867-1919 had a pronounced national character. The introduction of the educational reform of 1868 contributed to the establishment of democratic ideas in terms of realizing the right of every people to native language education. In the Transcarpathian lands this led to a significant increase in schools for Ruthenian children as well as representatives of other nationalities living in the region. The total number of schools reached more than 500. There were also schools with bilingual education. The adoption of language laws in 1879, 1893, and especially in 1907, stimulated the introduction of state language policy in terms of establishing the state (Hungarian) language as the main language of instruction, which ultimately led to a complete reduction of schools with national languages of instruction and deprived natural right of Transcarpathian Ruthenians, Slovaks, Romanians to native language education. Promising areas of research may be the study of positive retro-experience of the introduction of native language learning in a multicultural region and ways to avoid the mistakes of the past in the implementation of the principles of education and upbringing – ethnicity, nature and cultural conformity.

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