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PRIMARY EDUCATION CONTENT REFORMING IN UKRAINE UNDER THE CONDITIONS OF THE STATE INDEPENDENCE REVIVAL (1991-2001)

The restoration of Ukraine's state independence in 1991 led to transformations in all spheres of social life including education. Important attention was paid to the development of primary education as the first level of school education which is the basis for a child's entry into the socio-cultural and educational space focused on the formation of competencies necessary for further successful learning and self-realization of the individual. Among the many problems that faced primary education in the first decade of Ukraine's state independence that is a special role was assigned to reform the content of education because it is a kind of model of society's requirements for preparing young generations for life.

Having analyzed various types of sources, we state that in 1991-2001 the construction of the content of primary education was based on new methodological (democratization, depoliticization, de-ideologization, national orientation, child-centrism, compliance with the social demands of society) and didactic (variability, humanization, humanization, differentiation, integration) principles. The achievement of this period should be considered the separation of the state and school components in the curricula; creation of variable educational plans and programs; the emergence of new types of textbooks - alternative, two-level, integrated, general development; introducing the study of new subjects and courses in the humanities, social sciences and health sciences; filling the content of education with a national focus, strengthening its axiological component.

A qualitatively new way of updating the content of education was its standardization which under the conditions of the variability of the educational system, contributed to the provision of a single educational space in the state, the determination of the mandatory and sufficient level of general education training of younger schoolchildren, the departure from subject-centrism and allowed to present the content of education holistically.

Along with the positive dynamics in the development of the content of primary education, the question of involving specialists in its development in particular educational programs and textbooks, became relevant. The problem with the publication of educational literature deepened which forced the government to return the payment for the use of textbooks. We believe that in the conditions of the transition to the information society ignoring the study of informatics in elementary grades has become a short-sighted step of state policy in matters of reforming the content of education.

In general, reforming the content of primary education as one of the major tasks of educational policy under the conditions of the revival of the Ukrainian state met the contemporary requirements of society was based on universal and national values which are the actual needs and interests of the child and created the basis for the development of the content of primary education in the following decades.

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