

REFORM OF HISTORY EDUCATION IN POST-SOVIET ARMENIA

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Аннотация: статья посвящена тому, что образование всегда было приоритетным в Армении - в стране, которая имеет 1600-летнюю историю грамотности. С самого начала школа была основой политического и культурного выживания страны и стимулом для национального прогресса.

Нынешняя образовательная сеть была создана в течение короткого периода существования первой Республики Армения (1918-1920 гг.). Он получил дальнейшее развитие в годы Советской власти (1920-1990 годы).

Традиционно образование в Армении было высоко оценено. Сегодня также важнейшим национальным вопросом считается поддержание и развитие системы образования, обеспечение ее совместимости в международной среде. Это можно доказать законами и декретами, провозглашенными после провозглашения независимости.

Abstract: the paper is devoted to education and to its role in Armenia. The education has always been a priority in Armenia - in a country, which has 1600 years old history of literacy. From the very beginning, the school has been the basis of

the nation's political and cultural survival and the incentive for national progress.

The current education network was established during the short existence of the first Republic of Armenia in /1918 –1920/. It has further developed during the years of Soviet Union /1920 – 1990/.

Traditionally, education in Armenia has been highly appreciated. Today as well, the most important national issue is the maintenance and development of the education system, ensuring its compatibility in the international environment. This can be proved by the laws and decrees proclaimed after the independence.

Ключевые слова: образование, реформа, постсоветский, история, учебник, образовательные успехи

Keywords: Education, reform, Post-soviet, history, textbook, educational successes

Education has always been a priority in Armenia - in a country, which has 1600 years old history of literacy. From the very beginning, the school has been the basis of the nation's political and cultural survival and the incentive for national progress.

Article 35 of the Constitution of the Republic of Armenia /RA/ adopted in 1995 says that all RA citizens have the right to education; the secondary education in public schools is free; and every citizen has the right to get higher or other professional education on competitive basis.

On April 14, 1999, the National Assembly adopted RA “Law About Education”, which gave a definite direction to the development of

the education system based on the constitution principles. However, depending on education priorities, it is adjusted and amended from time to time.

In May 2000, RA Government Decree approved the national standards for general education, according to which the education quality in national schools is controlled. The “National Plan for Education Development 2001-2005 was approved by the Parliament in June 2001, the main goal of which is to ensure progressive education development, as it is a decisive factor for statehood enforcement and socio-economic development of the society.

Besides, a series of legal norms and regulations have been adopted, that regulate the legal issues. Nevertheless, adoption of laws during the recent three years cannot smoothly ensure the development of education system. The inadequate quality of enforcement of laws and regulations, the absence of operating mechanisms for the right protection of those involved in education, as well as the financial, institutional and human resource, and content issues that are seeking for resolution, hinder with the natural development of the education network.

The education network includes:

- Elaboration and implementation of new programs for students
- Elaboration of a new strategy for higher education institutions
- Providing life-long learning

The education system in Armenia represents a regular incessant wholeness of institutions and enterprises, the main components of which are; the preschool education for the children at the age of 3-6; general secondary education comprising the primary school /grades 1-3/, middle or basic school /grades 4-9/: and the high school /grades 10-11/; also the specialized, vocational and higher education; teacher training institutions. The graduates of basic and high school have the right to continue their education in vocational or higher education institutions. The structure of the education system in the Republic of Armenia and the links between its institutions are presented in Annex 1.

Besides there are also non state sector education institutions: schools, colleges and universities, that not only ensure the existence of the education services market in the education system, but also bring a substantial contribution into the development of the education system.

The general education now experiences ongoing reforms, which include all the aspects of this field: structure, content, management, finance, etc. All available funds-both the budget and out of budget facilities (Pan Armenian Foundation “Hayastan”, Armenian Social Investment Fund) and the projects of several international and national organizations are directed to reforms.

Within the general reform implementation the World Bank Credit funded “Education Finance and Management Reform” project is highly

prioritized. It was implemented all through 1997-2002 and had two main directions in its strategy:

content aspect-targeted to the improvement of the general education content development and compliance to the current needs of the society. It includes curriculum revision by disciplines, textbook publishing and distribution, textbook provision to all the students, etc.

structural aspect-targeted to the decentralization issues of education management and increase in institution autonomy. This includes introduction of new mechanisms in general education finance and management, revision of the organizational and legal status of the institutions, top management performance quality increase, etc.

These are the main reforms that have been implemented in the education system of the Republic of Armenia. The above mentioned reforms have highly contributed to the development of the education system in the country.

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