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Historical and Pedagogical Overview of non-formal Education in the USA

Abstract

THE ARTICLE draws attention to issues of school education in the United States. The author presents the historical and pedagogical overview of informal and afterschool education of the United States, highlighting the chronological stages of school education and by searching the types and forms of informal and afterschool education and the process of identification. Special attention is paid to the analysis of the impact of historical, political and social conditions in the country on the purposes and forms of after-school educational institutions. A separate analysis of the role of government, community and business in the development and transformation of extracurricular activities in America is provided.

Key words: school education, informal education, extracurricular activities, after-school institutions in the USA.

Introduction

Analysis of historical sources suggests that the first rudiments of informal training is the Indian tribes' teaching the British colonialists, residents of Jamestown in 1607–1608, and the first settlers of America – pilgrims from England, the passengers of the ship “Mayflower” in 1620, the basics of growing corn. That knowledge helped them survive the first year. George Tyndall in his book “History of America” wrote that the primary task of survival has led to “self-sufficiency” of family farms and colonists who have not only grown foods produced tools, furniture and other things, teaching and raising children: “parents taught their children to cultivate the land, to hunt, to fish ... mothers teach girls housekeeping”. It should be noted that many of these skills colonists owe to the Indians, who taught them well, new methods of hunting, fishing, “tan skin, tinkering canoe, get paint from trees”¹.

¹ Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 76.

The main points

Education was of great importance for the English colonists, as indicated by the law of the colony of Massachusetts Bay, an act which bound to create a grammar school in a settlement with more than 50 families². However, only large cities were able to maintain the school. For example, in New York, the New York Public School Society launched in 1805, established a free school system, which was later supported at the state level. But such cases were rare, because children were taught at home, in church or private “ladies’ schools”. Wealthier colonists sent their children to study in England or hired private teachers³. But it is worth noting that the “fathers of the nation” considered public education of great importance in the spread and intensification of national sentiment and thought that public schools supported by the state will give children the best “moral and civic education”, in which they, in addition to literacy, “learn to put the public good above any private interest”⁴.

In particular, “Bill of Dissemination of Knowledge” of Thomas Jefferson in 1779 was one of the original plans for school funding at the state level. But the resistance of wealthy parents pushed this initiative to a later period, while at the same time there existed already such famous colleges now as one of the first schools of Harvard, the College of William and Mary, Yale College, College of New Jersey (later Princeton University) and others institutions mostly founded by religious communities.

It should be noted that school education received a boost during the development of the factory system in the 1820s, in particular Lowell factory where lecture halls and libraries were established, which, in the statement of owners had to “enhance public system”.

Later, women, as the majority of factory employee were women, created study groups and began to produce literary magazine.

Thus, on the basis of the resources, we can conclude that school education in the United States originates from the beginning of active colonization of America, covers children and adult population, the topic of education has received much attention and was very important for the fathers of the nation; and can underline the active role of community and church in establishing educational initiatives and institutions. As in Ukraine, the US after-school was developed and modified according to historical, economic and political changes and challenges, social expectations and needs of the society.

The issue of the historical experience of adult education in the United States was focuses of research for various scholars, among them are: Robert Halpern (University of Chicago), Joseph L. Mahoney (University of California), Mary E. Steamed (University of California) and Edward F. Ziegler (Yale Universi-

² Ibidem.

³ Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

⁴ Ibidem.

ty). The Professor of Erickson Institute of Postgraduate Studies in the Field of Child Development in Chicago Robert Halpern identifies nine stages in the history of American after-school, namely: the first stage – the 1870–1892, the second phase – 1920–1950, the third stage – 1960–1990, the fourth stage – in 1994, the fifth stage – 1998, the sixth – 1998–2001, the seventh stage – 2001, the eighth – 2002, the ninth stage – 2009 present⁵.

However, in our opinion, chronological stages of historical development of afterschool should be consolidated with the extension of its frames and establishing of periods : first stage – 1850–1920 ; second stage – 1921–1959, including the following periods: 1921–1928; 1929–1939; 1940–1945, 1946–1954, 1955–1959; third stage – 1960–1990; fourth stage – 1991–2008, including the following periods: 1991–1997, 1998–2001, 2002–2008; the fifth phase – 2009 to the present.

It was found that the first stage, which began in 1850 and lasted until 1920, was characterized by the opening and development of the first school educational institutions.

The first after-school institutions were “clubs for boys” (“boys’ clubs”), which emerged in the early XIX century through church efforts. Robert Halpern points out that first institutions served evangelization purposes were conducted by mostly volunteers with no special education, there were no specific programs; they were flexible in working with children, giving them more freedom⁶. Clubs for boys were initially focused more on the guys, worked with a large number of children, which has steadily increased, which resulted in their expansion and increase in facilities and programs. It is found that clubs were created mainly for children from families of workers, and then for the children of immigrants aimed at reducing the rate of adolescent delinquency. America realized that it is important to work with children and youth, as crime prevention is more effective than punitive measures. Then “settlements” appeared. One of the first American settlements is the Hudson Guild Settlement in Manhattan (from the English. Hudson Guild Settlement), which was founded by John Elliott. The Ukrainian scientist Olena Bykovska in her monograph “School Education: Theoretical and Methodological Foundations” refers to the use of the US experience in creating of Shatsky and Zelenko’s settlements in Ukraine⁷. These organizations were based on the idea of creating conditions that help children live emotional and mental life and stressed the importance of mastering the relevant knowledge for children.

However, American settlements were somewhat different from American clubs for boys and Shatsky and Zelenko’s settlements. American settlements

⁵ You for Youth //Afterschool Timeline /About 21st Century Community Learning Centers. – p. 1–3.

⁶ Halpern R. A Different Kind of Child Development Institution: The History of After-School Programs for Low-Income Children / R. Halpern. – Teachers College Record, vol.104, no. 2, March 2002. – p. 178–211.

⁷ Биковська О. В. Позашкільна освіта: теоретико-методичні основи : моногр. – К. : ІВЦ АЛКОН, 2008. – с. 167.

were more compact, family type, practiced an individual approach, working with fewer children smaller groups, believing that “it is better to know well fewer children than to know more superficially”⁸. However, they were more closed and exclusive compared to clubs for guys who have worked with more diverse population and ethnic groups. It is worth noting that the US settlements worked with both boys and girls. During this period, the number of after-school educational institution increases due to urbanization, economic boom during the First World War and the reduction of child labor due to state laws on education, prohibiting the employment of children and their primary purposes were to organize free time of children after school, take them from the “street” while parents worked.

The second stage of afterschool education in the US lasted from 1921 till 1959. Taking into account manifold changes taking place within its framework we offer such periods within the stage: 1921–1928, 1929–1939, 1940–1945, 1946–1954, and 1955–1959.

During the second phase the need to involve children of immigrants of different ethnic groups and races increases to meet the need of urgency of the education and involvement of children of immigrants to American values and it varies depending from different waves of immigration and social-demographic changes in the neighborhoods where the after-school institutions were located. Some extracurricular educational institutions, mostly clubs for boys, particularly in New York, began working with African-Americans.

It is found that at the beginning of the second phase of the first period, which dates back to the 1921 and lasts until 1928, after-school educational institutions and the programs already have some experience and achievements. In particular, after-school educational institutions in the form of after-school clubs and classes 5 days a week with summer break, with some working during the calendar year; sports clubs as a form of adult education have developed at this time in the United States; the curricula of after-school programs was tailored to the age and interests, or even ethnicity or nationality; kids clubs established their own rules, defined projects and events and sometimes even had the right to choose its members. Robert Halpern points out that girls attended such classes as sewing, embroidery, etiquette, home improvement, “small club of mothers”⁹. The boys were taught skills to work with wood and metal, repairing radio and electrical appliances, wireless telegraphy, the basics of photography, publishing newspapers, hairdressing skills, etc., and learned the basics of parliamentary law. Both boys and girls could attend driving skills, debate, drawing, making posters, hygiene, cooking, making pottery, dance, choir, orchestra, making hammocks, music lessons and theater. Thus, the curricular of afterschool classes in 1921–1928 was aimed at children acquiring practical knowledge and skills and developing social competence. It should be noted that at that time scouting, travel and tour clubs appeared as well as

⁸ Woods and Kennedy. – 1922. – p. 73.

⁹ R. Halpern, *op. cit.*, p. 178–211.

rooms where children can do their homework or read a book. Analysis of the teaching staff shows that it comprised of primarily volunteers and a part-time staff: college graduates for whom work with children in extracurricular school is an opportunity to gain experience and an internship and members of youth organizations to gain work experiences.

The second period during the second phase – the 1929–1939 – is characterized by a large decline in the economy and a decrease in activity in the extracurricular activities of universities. The lower border of this period – 1929 coincides with the “Great Depression” that caused the crash on the stock market when “many people lost all their savings, and one out of four Americans was unemployed”¹⁰. Of course, this socio-economic changes impacted the non-school institutions and as a result, many clubs and classes were closed due to a lack of funding and facilities needed to engage in fundraising and again work with sponsors and explain the need and importance of after-school programs (ASPs).

During this period, school educational institutions dealt with emotional sphere of children and with the impact of depression on the psychological health of families and children. However, institutions also provided hot food and sometimes medical examinations. As children felt and reflected such adults’ emotions as apathy, frustration, anger, different fears according to Tindall and D. E. Shay, “extracurricular institutions tried to provide children with shelter, an island of stability, an atmosphere of acceptance and understanding”¹¹. It is important to use that U.S. afterschool experience of providing acceptance, empathy and psychological support, food in Ukraine in a current situation in work with children – IDPs and those who are still at the ATO (warzone area).

At that time the government started to allocate state funding for after-school. The funds were allocated in the form of wages through such programs as Employment Administration (Works Progress Administration WPA), the Federal Theatre Project (The Federal Arts Project), the National Youth Administration (The National Youth Administration, NYA) which created millions of jobs. A U.S. President Franklin Roosevelt believed that support in the form of employment will be much better than direct payments, as they are “like a drug, gradually destroying the human spirit”, and the work raising a “habit of self-respect and rely on themselves”¹². It is found that the National Youth Administration is (The National Youth Administration NYA) to support unemployed young people, particularly students, provided the salaries of more than 10,000 young people who worked in the school educational institutions. Furthermore, this program has helped to create a club for boys

¹⁰ Історія Сполучених Штатів : нарис. – Інформаційне агенство Сполучених Штатів.

¹¹ Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

¹² Ibidem.

in African-American district Birmingham and has resumed private clubs for boys.

The third period of the second stage of the American afterschool – 1940 and 1945 – took place in the Second World War when Japan's attack on Pearl Harbor defined the American entry into the war¹³. It was found that at this time a concept of “extended day” appeared as the newly government program known as a Lanham Act which provided assistance to start new groups, curriculum and teaching materials at schools. These groups were conducted by college or high school students and were popular among children and supported by local communities, parents and local school districts. State supported after-school in this period also through newly created defense committees of health and child care and recreation. But in general, there was a lot of criticism of its limitations.

During the war a mass relocation of Americans occurred, including a relocation of a large number of black people in the western states, where they worked at the defense companies. Accordingly, it had an impact on demographics and social life of the state and schools and after-school educational institutions had to consider that in their work. Therefore, school educational institutions implemented a policy of “strengthening American values in times of external threat”, and the content of their activities aimed at ensuring that children “sang patriotic songs, recited the oath, discussing democracy and tolerance in society with racial diversity”¹⁴.

Next, the second stage of the fourth period includes 1946-1954, a post-war period. Unlike other countries America comes from the war as victorious, leading country with improved economic situation. Tindall and David E. Shay in their book “History of America” wrote that “military mobilization stimulated the phenomenal growth of productivity and eliminated unemployment, what ended the Great Depression and built the foundation for a new era of unprecedented prosperity”. Thus, this period is characterized by the “Great American boom” which was characterized by improvement of economic development, crime reduction, optimism and confidence in the future and development of the “baby boom”. In particular, between 1946 and 1960 the number of America's population increased by 30 million. By the way, according to Tindall and David E. Shay, America after 1940 is the story of a baby boomer generation¹⁵.

Extracurricular education at this time was trying to debug their normal work, which they did before the war. However, in this period, after-school educational institutions are more gender-oriented; include more girls so that their number was equal with the guys.

¹³ Ibidem.

¹⁴ Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

¹⁵ Ibidem.

The fifth period of the second stage includes American afterschool in 1955-1959 and is characterized by the intensification of the struggle for civil rights, including the struggle against segregation which was conducted in schools and in after-school educational institutions. Segregation was influenced by the fact that many people, mostly black, moved from the countryside to the city and townspeople relocated in the suburbs, with better living conditions and better education in the suburbs. Thus, during this period downtown areas with black population was characterized by poor quality of educational services, problematic students.

Afterschool educational institutions in response to such socio-economic conditions started to work more with minorities and African Americans. Though at schools desegregation was not promoted smoothly in spite of the explanation of the U.S. Supreme Court in 1954 that in the field of civil (or civic) education “apart, but equal” doctrine does not apply. Thus, despite the fact that the President stopped the court’s decision in the southern states in 1955 the South reacted very sensitively to the removal of racial separation in schools. Even after the adoption of the Act on Civil Rights in the 1957 Arkansas governor called the National Guard to prevent entering of nine blacks students one of the central schools. Even the President’s personal intervention hasn’t helped and the President introduces paratroopers to protect the students who remained in the city for 1 year¹⁶.

The above mentioned suggests that during the second stage of school education in the US, which runs from 1921 to 1959 in hard times for the country, the U.S. afterschool is responsive to the challenges and adapt their activities to the needs of the time. In particular, after-school educational institutions take over the functions of educational institutions, introducing elements of patriotic education, based on the education of American values and continue to serve as an “island of refuge and stability”, working with the emotional state of children. American government, in turn, begins to understand the importance and role of afterschool and fund ASPs.

The third stage – 1960–1990 – is characterized by the need to help in combating juvenile delinquency which was influenced by the growth of a gap between rich and poor as a result of economic recession, the emergence of consumer culture and the growing prosperity of the small number of Americans. Also during this period, new opportunities for women, African Americans and other minorities have appeared and became a culmination of the movement for civil rights 1960 and the feminist movement of the 1970s. It should be noted that in this period the difference between the richest and the poorest 20% of the population has doubled. However, proposals of the President Harry Truman to support education funding and federal law “On Civil Rights” under the “New Deal”, unfortunately, does not find support in Congress.

Thus, the lower border of the third stage of ASP in 1960 is characterized by the explosion of human dissatisfaction, shortsightedness and consumer cul-

¹⁶ Ibidem.

ture as a result of economic downturn. “Tindall and Shay indicate that children from families with low income possessed feelings of inadequacy and inferiority... have problems in school and with police. Also there is an increase in the number of teenage crimes, committed by teenagers and young people from affluent families who have more time, money and mobility”¹⁷. As a result, schools are out-of-state partner and declare themselves “advanced against juvenile crime” (UNH, Box, folder 27). Meanwhile, the struggle for teenagers starts, they again become “an island of refuge” for children and young people with “negative identity”, as during the Great Depression¹⁸. In that period after-school educational institutions attempt once again to understand the causes of feelings of “rejection” and experiences of children through art therapy and give them a sense of security, identity, belonging and significance. However, at the same time, the U.S.A created the Commission on Youth, held a special session of Congress and others. A significant event of this period was the First Conference on Children and Youth initiated by the White House in 1969 as a result of broad public discussions on education, including extracurricular activities.

70–80 years are characterized by the growing popularity of school educational institutions due to the increased number of women who went to work and increased government’s attention to education. However, as noted by J. Mahoney, M. Parenti and E. Ziegler in their review of adult education at the time “the nation was not ready” for the implementation of this program¹⁹. This is shown by the first National Report of the National Council of Jewish Women on the quality of services of a childcare facility. E. Ziegler, who at that time held the office of President of the Bureau of American children, initiates a conference on the care and education of children. The conference takes place to discuss the needs and solutions for all age groups of children and developing “recipes” of children’s programs for preschool and school age. In particular, it emphasizes the importance of afterschool education programs as the best means of quality children’s upbringing using small funds.

It was found that as the result of conference discussions the Act of Extended Development of the child was adopted in 1971, which was “the most balanced educational policy of the U.S.A”²⁰. This document provided the right to quality care and education for all children and supported the entire spectrum of education – pre-school, school and extracurricular. However, this document, despite the Congress support, was vetoed by President Nixon, who in 1974 had to resign because of Watergate scandal.

¹⁷ Тіндал Д. Б. Історія Америки : научне издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

¹⁸ Ibidem.

¹⁹ Mahoney J. L. Afterschool Programs in America : Origins, Growth, Popularity, and Politics / J. L. Mahoney, M. E. Parente, E. F. Zigler. – Journal of Youth Development. – 2009. – vol. 4, no. 3.

²⁰ Биковська О. В. Позашкільна освіта: теоретико-методичні основи : моногр. / О. В. Биковська – К. : ІВЦ АЛКОН, 2008. – с. 336.

Discussion of school education is restored in the 1980s when a question of extra-curricular, after-school programs for children again becomes relevant due to changes in the demographic situation – increase of single mothers. In particular, in 1983 the First Congress on Children, which raised one of the most urgent problems of the American family – the closure of the children at home and to provide alternative programs for children with adult supervision²¹.

An open discussion is renewed in 1988 when Bruce Babbitt, who supported the children education issues as a former governor of Arizona and one of the potential candidates of the Democratic Party for president in his election program initiates a round table of experts to determine “the most urgent and achievable” problems of child development. However, as indicated by D. Mahoney, M. Parent and E. Ziegler, “although B. Babbitt defeated in the presidential election, the public interest in after-school has been increased”²². As a result of these discussions, it was decided to include the issue of afterschool programs for funding. And this led to the next stage of afterschool education in the U.S.A.

So the third stage of school education in the US belongs to 1960-1990 and is characterized by a growing popularity and an increasing number of after-school education. However, at this time protests of the 60s and 70s are renewed as a result of a lack of attention of the government to discrimination against people at all levels. Also American after-school becomes a matter of debate and discussion at various levels.

The fourth stage started in the early 90s and lasted until 2008. Given the variety of events that occurred during that phase, it is logical to divide it into the following periods: 1991–1997, 1998–2001, 2002–2008. The lower level of this stage is due to the fact that in early 90s of the twentieth century America has positioned itself as a superpower, paying great attention to after-school. It was found that an important role in the protection of children’s rights, particularly in the education and including school education, played in the Bill Clinton’s Presidential elections in 1993 and the arrival of the White House First Lady Hillary Clinton. At this time, the Clinton administration and active support of after school influenced the opening of community centers like 21-st Century Community Learning Centers (21 CCLCs). This was an important achievement of after-school and the main source of support of after-school education in America.

However, as it is indicated by Tindall and Shay, significant demographic and racial-ethnic changes took place including an increasing number of single mothers and enlivened immigration from mainly Asia, Latin America and Africa²³. As a result, in 1994 California legislation initiates Project-187, in which nearly 4 million illegal immigrants are prohibited access to public schools, non

²¹ Mahoney J. L., *op. cit.*

²² *Ibidem.*

²³ *Ibidem.*

urgent health care and other social services²⁴. For the purpose of diverting children from the streets same year after-school educational institutions started receiving financial assistance through Community Learning Centers 21st Century (21CCLs) under the Act to improve America's schools (PL103-382).

The next period of American after-school, the fourth phase covers 1998-2000. During this time, the number of programs and institutions of public learning centers (21CCLs) as an after-school institutions has been growing steadily across America. Thus the U.S. Department of Education provides the first grants on a competitive basis to local agencies that work in partnership with community, business and recreational organizations, and the Charles Stewart Mott Foundation provides them with educational support and technical assistance²⁵, then the ESEA funding came increasing to 1 billion dollars to 2002.

The third period of the fourth phase of American after-school, covers 2001-2008 when President Bush administration changes the financing of Social Learning Center (21CCLs). So, adopted in 2001 a bill titles IV (Title IV), Part B of the Act, "No child unattended" [Leave No Child Behind Act, NCLB] provided funding through community centers (21CCLs). That affected the redistribution of funds program (more emphasis on the academic development of children and evaluation of the efficiency of programs). These innovations are governed by the federal government and use them to sustain the lagging schools or schools in impoverished areas.

In particular, in 2002 California Proposition 49 was adopted with the support of then – Governor Arnold Schwarzenegger. This proposition allocated 537,000 dollars partially to support after-school programs, mostly children from low-income families from public schools in 386 school districts.

Thus, the fourth stage of the development of American afterschool starts in the beginning of the 90s, and lasted until 2008, including the following periods: 1991-1997, 1998-2001, and 2002-2008. Given the variety of events that took place during this phase, it is reasonable to divide it to receive significant support from the President and Congress and, ultimately, stable financial support.

Fifth, the current stage of after-school development in the United States began in 2009 and continues to the present. It is characterized by intensive development of after-school at the state and the community and appearance of private after-schools.

As it was pointed out by J. Mahoney, M. Parenti and E. Ziegler, most current after-school programs and initiatives occur at the local level, at the state

²⁴ Halpern R. A Different Kind of Child Development Institution: The History of After-School Programs for Low-Income Children / R. Halpern. – *Teachers College Record*, vol. 104, no. 2, March 2002. – p. 178-211.

²⁵ You for Youth //Afterschool Timeline /About 21st Century Community Learning Centers. – 1-3 p.

or city level and prove to be successful²⁶. It was found that quality assessment and study of the effectiveness of after-school programs emphasize their importance and role in academic success. One of the purposes of modern American after-school is also developing children's social behavior and supporting their good health, also the transformation of its purposes from basic care and recreation to provide positive child development, improve the quality of after-school education.

Conclusions

Thus, the fifth stage of American after-school began in 2009 and continues to the present and is characterized by upgrading of the conceptual foundations of afterschool education and improving its quality.

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²⁶ J. L. Mahoney, *op. cit.*

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