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FORMATION OF NATIONAL EDUCATION IDEAS IN KHARKIV AT THE BEGINNING OF THE XXth CENTURY

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Representatives of the Ukrainian scientific and creative intelligentsia were actively involved in the formation of national ideas of education and upbringing, saving of Ukrainian identity, development and popularization of intangible cultural heritage in the early twentieth century. It is known that since 1905 H. Alchevskaya, D. Bagaliy, M. Lobodovsky, M. Pilchikov, M. Sumtsov made vain attempts to establish the Prosvita society in Kharkiv. And only in 1912 the «Ukrainian Literary, Artistic and Ethnographic Society of G. Kvitka-Osnovyanenko» was officially registered [3].

1915 at the Literary, Artistic and Ethnographic Society of G. Kvitka-Osnovyanenko was founded a scientific department headed by G. Khotkevych, an active supporter of Ukrainian national ideas. The department included representatives of the Ukrainian intelligentsia, teachers and leading scientists: N. Bazhenov, P. Voronin, M. Danilevsky, J. Dovbyshchenko, S. Drimtsov, K. Zhukiv, A. Korovaychuk, O. Serdyuk, A. Yanata and others [1]. Among the documents of the Kharkiv State Regional Archive there are protocols of public meetings of the department from April to December of 1915, which confirms that scientists raised subjects of formation of national ideas of education, saving of intangible cultural heritage of the Ukrainian people, development of ethnic features of folk school, Ukrainian language, national Science and Culture in the Kharkiv Region [1; 2]. The researching work of the department was aimed at studying and promoting the achievements of Ukrainian educators, scientists in various fields of humanities. In order to improving the existing methods of teaching and educating students, to expanding the arsenal of pedagogical tools, members of the society tried to revive and develop the traditions of national education and folk culture.

The head of the department H. Khotkevych personally gave public lectures, where he promoted the urgency of formation of the national education and upbringing ideas, emphasized on the importance of promoting the educational and upbringing achievements of Ukrainian people and its prominent representatives activities. The listeners paid special attention to his scientific reports: «About conditions of national education and entertainment in Galicia», «Words dedicated to the memory of B. Hrinchenko» [1].

The members of the scientific department were unanimous in their opinion on the problems and directions of development of national education in Slobozhanshchyna.

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U. Yeremyeva's report «The main brake on national education and on organization of intelligent entertainment in the villages of Ukraine» [1], dedicated to education and upbringing of rural youth, was read at an open meetings of the scientific department on 29th October, 1915. The main thought, that speaker tried to bring to the audience, was an importance of organization of the primary rural education in Ukrainian language. She proved, that students do not understand the content that they read in textbooks in Russian language, and that learning process must be carried out «in a language understandable to students». According to U. Yeremyeva, the usage of textbooks and art books written in the native language, learning and performing of Ukrainian folk songs increased of the educational level of rural children [1].

A member of the department, A. Yanata, during his speech at a congress organized by the «Kharkiv Society of the Spreading the Literacy among the Nation» which is also saved in the archive funds [1; 2], noted that the existing educational institutions delayed the occurrence of education among national youth. He emphasized, that: «The best Russian pedagogue Ushinsky, gave a completely correct description on contemporary Ukrainian school as «useless», because «Little Russia's people» forget a few words learned in school very soon, and at the same time forget the concepts that were attached to them» [2, p. 91]. A. Yanata insisted on the urgency of formation the national ideas of education and upbringing, emphasized that young people should be taught in their native language. Exposing the inexpediency of the existing system of national education in the Kharkiv region, he proclaimed that the school was perceived by students as «something completely strange to them» [2]. The lack of mutual understanding between students and teachers who spoke Russian language at school, led to the inefficiency of the educational process, hampered on the development of national education in general.

The relevance of the topics and the high scientific level of the reports led to the fact that the popularity of open meetings of the Ukrainian Society's of G. Kvitka-Osnovyanenko scientific department grew steadily among Kharkiv residents. During the period from 29th of April to 17th of December, 1915, twenty lectures were given [1], where leading scholars raised the issue of forming national ideas of education and upbringing in Kharkiv in the early twentieth century. G. Khotkevych's report about Ukrainian intelligentsia, where he focused on its negative features provoked an active discussion. As the main shortcomings of some members of the national scientific and cultural elite, he admitted such features as: angularity, pettiness, «gravity to comfort places», «renegade, historically protracted, thanks to which the Ukrainian intelligentsia did not have its widely representation in the world», lack of passion to its native, the tendency to lose courtesy and decency while the appearance of power over others [1, p. 5]. The shortcomings of national education and upbringing that existed in Kharkiv in the early twentieth century, he subordinated to the processes of historical development of the country and even attempts to trace the causes and determine the nature of such negative consequences.

After analyzing the arguments, he plainly condemned the contemptuous attitude of the Ukrainian intelligentsia to the theme of national culture and education, criticized their increased commitment to everything Russian [3]. The reason for such tendencies G. Khotkevych considered «interculturalism», neglect to age-old

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traditions of Ukrainian folk pedagogy, fact, that from childhood young people did not receive national upbringing in the family. But he was optimistic about the future, always believed in the sense of patriotism inherent to the Ukrainian people and emphasized: «New Ukrainian intelligentsia from the national environs is growing and it would make its own culture, and everything done by this people wouldn't be a copy and emulation, but will have an individual mark. This is the key to accepting Ukrainian national art into the treasury of universal culture» [1, p. 8].

Researching the ways of formation of national education and upbringing ideas in Kharkiv in the early twentieth century showed that they were based on pedagogical principles and scientific principles, which have remained its relevance today. The formation of a young person in the native socio-cultural and linguistic environment is an important component in the saving of national identity and the education of a successful personality. Considering the paradigms of modern traditional culture development and national education in the context of globalization and social transformation, the implementation of such ideas is a promising and important direction in modern pedagogical science.

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