

**Ministry of Education and Science of Ukraine
H. S. Skovoroda Kharkiv National Pedagogical University**

**Educational Studios:
Theory and Practice**
Monograph

Prague-Vienna – 2018

2. THEORETICAL BASIS OF EDUCATIONAL CHANGES: NEW CATEGORIES AND VIEWS TO SOLVING PROBLEMS

2.1. THE SPECIFIC FEATURES OF THE PRIMARY SCHOOL DEVELOPMENT AT THE EASTERN UKRAINIAN TERRITORIES IN THE SECOND HALF OF THE 19TH - THE BEGINNING OF THE 20TH CENTURIES

УДК 372.4. (09) (477)

N. Agarkova

Abstract. *The paper gives a brief description of the four stages of the primary education development at the eastern Ukrainian territories since the middle of the 19th century till the beginning of the 20th century, taking into account the development of state legislation relating to primary education, the dynamics of quantitative and qualitative growth of the primary school network, the transformation of the economic, cultural and education spheres of the region, which contributed to the change in the content, forms and methods of primary education. On the basis of the use of published and archive materials, a pedagogically valuable experience of the activity of the eastern Ukrainian territories primary schools in the middle of the 19th and the beginning of the 20th century was determined (reform ideas for literacy among the general population and experience in introducing educational reforms, the formation of a special type of state and civil management of public schools, the involvement of zemstvos, urban and rural associations in determining the content, methods and forms of primary education). The data on the content, forms and methods of primary school education at the eastern Ukrainian territories are specified and elaborated.*

Key words: *primary school, Ukraine, eastern Ukrainian territories, zemstvos, association, primary education forms, primary education methods.*

An urgent need for educational reforms in Ukraine with regard to its integration into the European cultural space, stipulates radical changes in the cultural and education sphere, puts forward new challenges in the education sphere and upbringing of the younger generation in modern teaching. In this connection, the problem of the primary education development in Ukraine, an important part of teaching and training, which provides the basis for further positive individual and social development, education, cultural formation of an individual and citizen, becomes particularly acute. Law of Ukraine "On Education", "On Primary Education", the State National "Education" Program ("21st Century Ukraine") and others emphasize the special meaning of primary education as a specific background for entering into the cultural and educational space and self-realization there.

An important condition for successful implementation of the objectives of primary education at the current stage is not only the search for new effective theoretical and practical development, but also research, synthesis and creative rethinking of historical and teaching experience of primary education development in Ukraine, particularly, in the second half of the 19th - early 20th century a period of time characterized by significant reform changes in the education sphere with the aim of using the teaching achievements of the past to improve and update the initial level of education.

The analysis of modern scientific and pedagogical works made it possible to find out that the issues of primary education formation and development in the regions of Ukraine during the period under review are of current interest to scientists and are studied from various points of view. Thus, the analysis of scientific literature showed that the issue of studying in primary schools during the second half of the 19th - early 20th centuries was also covered in pre-revolutionary historical and pedagogical sources (G. Danilevsky, S. Rozhdestvensky, M. Hrushevsky, G. Falbork) (Falbork G., 1903; Belozyorova N., 2008). The primary school formation was also studied by teachers, including O. Koshits, W. Shatska, B. Jaworski, in pre-revolutionary years and continued doing it after the year 1917. Since the beginning of the Soviet era until the 1990s there was a decrease in the interest of researchers in the sphere of primary education development in Ukraine in the second half of the 19th and early 20th centuries. Basically, these issues were covered superficially in the historical aspect in the context of the general education development study in the Russian Empire (M. Konstantinov, E. Medinsky, A. Sbruyeva, M. Shabayeva and others).

The first fundamental studies that reflect the general historical aspect of the issue first took place at the beginning of the Soviet era (M. Konstantinov, G. Zhurakivsky, M. Zavoloka). Since the 1990s there has been a number of generalizing works in the field of historical research of educational processes and special methodological works devoted to various aspects of studying the education in Ukraine (I. Zaychenko, O. Lyubar, O. Melnychuk, A. Sbruyeva, M. Stelmakhovych) (Lubar O., 2003; Melnychuk O., 1998). At the current stage, the studies of the education development in Ukraine in general and particularly that of the primary education are made by V. Galuzynsky, M. Yevtukh, S. Zolotukhina, V. Kurylo, V. Mayboroda, O. Melnychuk, O. Sukhomlynska.

Among the works devoted to the specifics of formation and development of the teaching content, the organization of the educational process in primary schools in certain regions of Ukraine, special attention should be given to the study of Kurlyak, O. Penishkevych, N. Pobirchenko. The study of the Slobozhansky region prevails in the works of scientists studying the education development in the eastern part of Ukraine (T. Kravchenko, V. Vorozhibit, N. Rudicheva, V. Popova).

However, despite the considerable attention of researchers to certain aspects of primary education the current problem of teaching younger schoolchildren is hardly solved in terms of historical and teaching aspects, the content of primary education and practical experience in organizing the education process in elementary schools during the second half of the 19th-beginning of the 20th century is not completely covered in terms of significant territorial, socio-economic, cultural and historical aspects of the eastern Ukrainian territories,

The aim of the paper is to systematize theoretical issues and to generalize the practical experience of the elementary education development in the eastern Ukrainian territories (the second half of the 19th - the beginning of the 20th century) for the creative use of the local teaching experience under present-day conditions

On the basis of the scientific literature analysis (S. Vodotyka, V. Kurylo, I. Levchenko, S. Fatalchuk, etc.) (Kurylo V., 1999; Bagaley D., 1993; Fatalchuk S., 2006) the eastern Ukrainian territories are considered one of the historically formed, ethnically, socially, economically, culturally, and educationally specific territories of Ukraine that combine the territories of the Donetsk People's Republic, the Lugansk People's Republic and Kharkiv oblast. It was found that the historical background for the development of a network of primary education institutions in the studied period at the eastern Ukrainian territories were: favorable conditions for the development of the economics, natural conditions, rapid economic growth of the region, public transport and service lines access, population growth, cultural level increase of urban residents and the emergence of intellectuals aspiring to education for people; the low level of literacy of the eastern Ukrainian territories population, as well as all that of Ukraine.

The typical problems of the elementary education development during the studied period were: unsatisfactory quality of primary education (M. Hrushevsky, 1913), especially in parochial schools that were the most widespread at this territory; the low education level of primary schools teachers (Vorozhbit V., 2001); almost complete absence of unified basic education programs, methodological literature, manuals (Zavgorodnyaya T., 2007); branched primary school management system (Luzan P., Vasyuk V., Bernava A., 2006) that made it impossible to develop common requirements for the quality of primary education, complicated the assessment of teachers' success, the depth and level of students' knowledge; prohibition to get primary education in their native language.

Overcoming these problems in the studied period was carried out gradually, with different efficiency and effectiveness, which makes it possible for us to speak of several stages of the primary education development in the eastern Ukrainian territories. In particular, on the basis of such criteria as the development of state legislation on primary education, the dynamics of quantitative and qualitative growth of the primary school network at this territory; shifting periods of intensity and decline of socioeconomic, cultural and education processes at these territories that contributed to the change of the aim, objectives, content, forms and methods of teaching at primary school, there are grounds to define four stages of the primary education development since the middle of the 19th till the beginning of the 20th century: 1850-1863; 1864-1873; 1874-1907; 1908-1917.

The first stage (1850-1863) is presented in the study as a stage of active development of the primary education content in conditions of an outdated regulatory framework, the lack of the effective mechanisms for managing and controlling the activities of primary education institutions. All the major state documents regulating the primary schools education process at this stage came into force at the end of the 18th - the first half of the 19th century (Statute of Public Vocational Schools adopted in 1786, Statute of educational institutions subordinated to universities approved in 1804; Statute of gymnasiums, zemstvo and parochial schools issued in 1828) (Liubar E, 2003). It was the time when in Ukraine as a whole and, in particular, in the eastern Ukrainian territories there were significant socioeconomic

changes («industrial revolution») which led to an intensification of the socio-pedagogical movement for the development of literacy among the general population and the intensification of the process of creating schools for the people. At that time, the following types of primary education institutions were mainly developed: parochial school (college), district school (college), defined by the state school education reform at the beginning of the 19th century. It was found out that the active development of the primary education content began at the first stage, given that education in public schools in the middle of the 19th century was regulated only by outdated and unspecified state instructions on the study of basic school subjects (God's law with a short catechism and Holy History; reading the books printed at church publishing houses and at the ordinary ones, and reading manuscripts; calligraphy (handwriting); four basic arithmetic operations) (Korf N., 1867); at the same time, there were no specific recommendations for the daily schedule or timetable at the primary school; there were neither standardized nor even indicative curriculum of teaching particular subjects, there was a lack of textbooks and manuals, and those ones available mostly dated back to the early 19th century, and were often characterized by the complexity and obscurity of the material given (for example, the manual "New improved letters for the Russian alphabet or the most convenient way to learn reading and writing in Russian, even for foreigners ...", published in Moscow in 1833, "Arithmetic guide for use in public vocational schools of the Russian Empire (Part 2), published in St. Petersburg in 1804) (Rojdestvenski N., 1902). Thus, in connection with the need to update the primary education content in Ukraine there were the efforts of national activists in the 1860s (P. Kulish, M. Hrushevsky, S. Myropolsky) (Grushevsky M, 1913), for instance, towards implementing the native language into the primary education, due to which a number of manuals in Ukrainian («Gramatka» by P. Kulish, «South Russian Primer» by T. Shevchenko, etc.) were published.

The second stage (1864-1873) was considered a stage of a clear definition of a general primary education state concept and improvement of its content. The preparation for school reforms that lasted for eight years (since 1856), ended in 1864. Taking into account all the amendments, there was an adoption of a long-awaited «Statute project for lower and secondary vocational schools» by the Ministry of Public Education. When this document entered into force there began the process of reforming primary education: the government tried to expand the school network and improve the quality of education, and thus to meet the needs of the people in getting education and the requirements of progressive educators and cultural workers for the quality of general primary public education. In July 1864, the Ministry of Education adopted the «Regulations on the Primary Public Vocational Schools» (Vorozhbit V., 2001), where the goal of primary education was recognized as the adoption of religious and moral views and ideas in society, as well as the distribution of basic useful knowledge. According to the regulations, both boys and girls could study together, and for free. «Regulations...» provided that teaching would be only in Russian. Secular public vocational schools were under the control of the Ministry of Public Education, and seminaries were un-

der the control of the Holy Synod. Attempting to avoid increasing allocations to the sphere of education, in January, 1864 the Government issued the Regulation on Zemstvo Education Institutions (Luzan P., Vasyuk V., Bernava A., 2006). It was found that there were new school types (zemstvo, ministerial) established at that stage; new models of primary school management were developed. The main school subjects remained the same as at the first stage (God's law and Holy History, reading from books printed at church publishing houses and at the ordinary ones, and reading manuscripts; four basic arithmetic operations, writing, chanting the psalms that was additional yet desirable primary education subject), but their content was regulated and improved due to the curriculum developed by the provincial councils and that were supervised by the public schools inspectors, and also due to the publication of standardized manuals («Our Word» and «Children's World» by K. Ushinsky, «Guide to Teaching Literacy» by M. Korf, «World of God» by S. Cherkasov).

The most regulated was the teaching process content at exemplary vocational schools of the Ministry of Public Education (Falbork G., 1903) that were the first to receive ministerial curriculum in 1869. Teaching in these schools was conducted according to a single curriculum (Fatalchuk S., 2006). A certain regulation of the primary education content was continued by the government in primary vocational schools located in cities and large villages where it was easier for the state to control them. The standardization of curriculum, the development of programs identical for all primary schools, urban and rural, significantly limited the college councils and teachers' initiative to create their own curriculum adapted to local circumstances that are identified in the dissertation as a negative factor that inhibited the education dissemination among the people.

The third stage (1874-1907) was the stage of implementing the standardized curriculum, which caused the inhibition of the natural development of primary school system in Ukraine. The stage began with the adoption of the «Regulations on Primary Vocational Public Schools» on May 25, 1874, (Preobrazhensky I., 1900) which became the starting point in the process of strengthening the state control over vocational public schools.

At that time, standardized teaching curriculum were implemented in almost all types of primary schools. For the two-grade exemplary schools curriculum issued by the Ministry of Education earlier (1869), on February 7, 1897, the Ministry of Public Education approved «Exemplary curriculum taught in primary vocational public schools» for single-class public schools. The implementation of unified state curriculum for teaching primary school subjects that looked like a progressive step towards standardizing the learning space, in practice turned to be an abrupt intrusion into the teaching activity of zemstvos that tried to apply a flexible approach to the creation and implementation of curriculum at primary schools.

At the third identified stage of primary education development there was a significant quantitative redistribution of the elementary school types (Zavgorodnya T., 2007), especially the ones in the countryside. The Christian school that quantitatively dominated over other school types at the second stage of the pri-

mary education development was replaced by zemstvo primary school where it was provided a better education. This trend especially took place at the eastern Ukrainian territories where economic growth has led to an increase in the requirements for public education.

At that stage, the primary education content was quite stable and consisted of a large number of subjects of a moral and religious nature, the Russian language, arithmetic, as well as of disciplines aimed at learning the scientific worldview (History, Geography) (Lubar O., 2003; Rojdestvenskiy S., 1902). In order to teach each of the students there were the relevant study programs developed and approved by the Ministry of Education. During that period of time, the main disadvantage of the primary education content was the abstract learning. In addition, the primary school training course defined by the official curriculum, contained rather limited teaching material. Those problems were especially noticeable in the teaching process at Christian schools where it was forbidden even to use textbooks where the amount of the provided information was wider than those given by the Synod (K. Ushinsky's «Our Word», T. Shevchenko's «South Russian Primer»). Most of the primary school textbooks were those on God's Law, the Church Slavonic language, Holy Scriptures and on the Divine Worship: the Gospel, Psalter, the Book of Hours, and Prayer Book (Rojdestvenskiy S., 1902; Fatalchuk S., 2006).

The fourth stage (1908 - 1917) is described as a stage of expansion and update of the primary school education contents in the conditions of social studies and national consciousness development. This stage began with the adoption of the law on May 3, 1908 (Vorozhbit V., 2001; Rojdestvenskiy S., 1902), which introduced a four-year term for the children's training in primary schools and thus allowed to enrich the primary education content. The primary school curriculum in Ukraine included such subjects as: God's Law, native language, arithmetic, natural science, geography, history, manual labor (drawing, modeling, wood carving), singing, physical training (Luzan P., Vasyuk A., Bernava A., 2006; Pensketch A., 2002). In addition, this period of the primary education development was marked by an increase in teachers' attention to the girls' labor education and education for women in general.

The forms and methods of primary education were chosen according to the work conditions of the elementary school teachers in Ukraine that were rather complicated at that time, as the teacher had to teach the students of three departments simultaneously. The students were significantly different in their development and knowledge acquisition levels (Vasiliev S., 2014, Vasiliev S., 2015). Thus, the success of managing the teaching process largely depended on the teacher's skills, on the ability to maintain discipline and order in the classroom, to organize mutual learning and self-education.

On the basis of studying the scientific literature (Vasilieva S., 2014; Vorozhbit V., 2001; Kurylo V., 1999; Liubar O., 2003; Rozhdestvenskii S., 1902) it was found that at the first stage teachers were often forced to use traditional teaching methods (oral storytelling, text retelling by a student, following the lines the teacher was reading, reading aloud in groups (sometimes from different books), learning

by heart, alphabetic method, etc.), or conduct an empirical research for new forms and methods not tested before (copying the letters written on the board; V. Zolotov sound method providing three stages of learning to read: getting familiar with vowels, reading syllables, reading according to the tables designed by V. Zolotov, V. Grube methodology of teaching mathematics, the essence of which was the gradual study of numbers using specific and everyday subjects familiar to a child). Among the forms of work the major ones were group forms determined by a special interaction of teachers and students in conditions of a single-unit school.

At the second stage, the teachers of many primary school, especially those at rural ones, continued to use reproductive methods (in particular, the method of learning by heart was widespread), although some of the existing techniques at that time were updated and improved (class paperwork, writing and grammar exercises, arithmetic tasks, home assignments) (Rozhdestvenskii S., 1902). Due to the activity of the zemstvos, the progressive methods of learning to read initiated at the first stage (V. Zolotov sound method) were widely developed. The innovation of the second stage was teaching God's Law at zemstvo schools using the method of clarification, questions & answers, visual aids.

Since at the second stage of the primary education development there dominated group forms of teaching (Grushevsky M., 1913), it was essential to maintain classroom discipline. The methods and techniques used at that time for maintaining discipline of students were: remarks, reprimand, detention, a requirement to leave the classroom, isolation at a separate desk, the prohibition to rest with friends, and expulsion. It should be emphasized that physical punishment in primary schools was prohibited.

At the third stage of primary education development, there were significant positive changes in the forms and methods of primary education (Levkovskiy N., 2003; Pensketch A., 2002; Preobrazhensky I., 1900). Thus, reading methods were used not only to accelerate the process of mastering the grammar, but also to contribute to the development of students' thinking (for example, for this purpose students were encouraged to have a set of letters and corresponding drawings in the classes where they learned the letters). At that time, the sound method of teaching literacy was used at almost all school types, with the exception of the parochial ones, where in the mid-1880's this method was mastered only by some teachers, and all the others continued teaching children using an alphabetic method. In other school types, primarily in zemstvos, there was also used a new method of teaching of reading and writing simultaneously with the help of tables. It was considered appropriate to implement improvisation classes that contributed to the development of speech, fantasy, independent thinking, the method of mastering literacy through playing. New didactic ideas, including the mental calculation method, were also used in teaching arithmetic. The shift of teaching priorities to the comprehensive child development also affected the primary education forms. In addition to the group classes, they began to use complex and individual forms. At the fourth stage, there was the enrichment of the primary school methodological base (Levkovskiy N., 2003; Preobrazhensky I., 1900). For example,

in order to connect children with nature, the following methods with the common use of visual aids (O. Gerd) were introduced: training excursions and walks during which the children could connect with the nature, as well as the study of natural phenomena and objects with the help of training pictures, «pedagogical drawing of a teacher», various models and schemes, school theater. There was also a significant development of physical education methods: physical exercises, outdoor games, hardening and personal hygiene. At the fourth stage of the primary education development there was a real boom of visual training methods (Falbork G., 1903; Fatalchuk S., 2006). In particular, those were arithmetic boxes, zoological and botanical paintings, maps. Moving letters helped in teaching literacy, and the basic counting was done with the help of cubes, a dial, and a ruler with short line segments.

According to the state documents of the second half of the 19th and early 20th centuries, at all stages of the primary education development the basic general form of primary school education of Ukraine, as it is today, was a lesson, and a final control element was an exam (Falbork G., 1903; Fatalchuk S., 2006). Yet, the lesson of that time was not a lesson in its modern understanding, since the methods used by the teacher at the lesson were significantly different from the modern ones and gradually changed during the period under study.

Conclusion. In the course of the research it was found that pedagogical achievements of the second half of the 19th century - beginning of the 20th century are still relevant today. Thus, taking into account the reform ideas of literacy among the general population and the further experience of their implementation in the work of primary schools of Ukraine is an important condition for the right choice of the modern tactics of implementing the changes in the education system that are caused by the integration of Ukraine into the global learning space. In the same vein, the issues of unity between the views of Ukrainian educators, artists and progressive people from other countries on the creation of a primary school system in Ukraine, primary education in their native language, as well as other aspects of experience gained in the conditions of the growth of the educational social and pedagogical movement of the 60s y.y. of the 19th century - beginning of the 20th century are interesting.

Taking into account the tendencies of the modern education development process, attention is paid to the innovative nature of the state educational policy mechanisms implementation in the researched period of the primary school development: the search for the primary education concept, the expansion of the primary school network was carried out by combining the efforts of the government, local authorities (zemstvos), churches, communities, and the family. Various aspects of the activity of zemstvos, such as a creation of a flexible system for managing the work of school establishments based on a systematic direct interaction between management bodies (members of the school council, inspectors, etc.) and performers (teachers); development of curriculum; correction of teaching forms and methods; preparation of teachers taking into account local conditions are of particular interest. The primary education forms and methods

in Ukraine in the studied period were largely determined by the conditions of the teacher's work, in particular, the single-unit school type where one teacher had to simultaneously teach the students of the three departments, and the children had significant differences in their development and knowledge acquisition levels. The studied period is characterized by the improvement of the primary school work methods: there is a positive dynamics of replacing the reproductive methods of teaching (following the lines the teacher was reading, reading aloud in groups (sometimes from different books at the same time), learning by heart, alphabetic method) by new, more effective and natural ones (V. Zolotov sound technique, learning with the use of visual aids). The activity of the representatives of zemstvos (in particular, N. Korf's work), quantitative and qualitative expansion of the primary education content, popularization of the experience of innovative teachers and educators, and improvement of teachers' qualification positively influenced the methods and forms of the education process organization in primary schools.

In the process of primary education development in Ukraine in the middle of the 19 th and early 20 th centuries there was accumulated a valuable teaching experience that today can be used rationally in the conditions of the national education reform, in particular, the attention should be paid to the following issues: uniting the views of Ukrainian teachers, artists and progressive public figures on the principles of creating a primary school system in Ukraine; using the potential of moral and religious ideals to improve the content of education; the dissemination of a primary vocational education.

Література

1. Багалій Д. І. Історія Слобідської України. – Харків: Дельта, 1993. – 256 с.
2. Белозьорова Н. О. Східноукраїнський регіон як своєрідна історико-культурна територія // Науковий вісник. Серія «Філософія» / Харк. нац. пед. унт імені Г. С. Сковороди. – Харків: ХНПУ, 2008. – Вип. 28. – 152 с.
3. Бойко О. Д. Історія України. – К.: Академвидав, 2006. – 686 с.
4. Васильєва С. О. Професійний статус учителя як різновид соціального статусу // Педагогіка формування творчої особистості у вищій і загальноосвітній школах. - 2014. - Вип. 35. - С. 399-408.
5. Васильєва С. О. Винагороди вчителів Харківщини як показник професійного статусу // Педагогіка та психологія. – 2015. - Вип. 47. - С. 73-84.
6. Ворожбіт В. В. Теорія і практика навчання образотворчого мистецтва учнів початкових шкіл Слобожанщини (кінець XIX – початок XX століття): дис... канд. пед. наук: 13.00.01. – Харків, 2001. – 200 с.
7. Грушевський М. С. Иллюстрированная история украинского народа. Санкт-Петербург: тип. т-ва «Екатерингофск. печатное дело», 1913. – 366 с. 14
8. Завгородня Т. Теорія і практика навчання в Галичині (1919-1939 роки). – Івано-Франківськ, 2007. – 391 с.
9. Курило В. С. Образование в Донбассе (XIX – начало XX вв.) Луганск: ЛГПУ, 1999. – 114 с.

10. Левківський М. В. Історія педагогіки: Підручник. – Київ, 2003. – 360 с.
11. Лузан П. Г., Васюк О. В., Бернова О. М. Історія педагогіки та освіти в Україні. К.: Національний аграрний Університет, 2006. – 301 с.
12. Любар О. О. Історія української школи і педагогіки. К., 2003. – 450 с
13. Мельничук О. С. Історія педагогіки України. Кіровоград: КДПУ ім. В. К. Винниченка, 1998. – 169 с.
14. Національна доктрина розвитку освіти України у XXI столітті // Освіта України. - № 29. - 2002. - С. 53-59
15. Отчет члена Александровского уездного училищного совета барона Н. А. Корфа / [сост. Н. А. Корф]. – Александровский уезд. училищный совет (Екатеринославская губ.), 1867. – 164 с.
16. Пенішкевич О. І. Розвиток українського шкільництва на Буковині (XVII – початок XX ст.). Чернівці: Рута, 2002. – 520 с.
17. Преображенский И. В. Духовенство и народное образование: по поводу сообщения, сделанного в Собр. экономистов г. Соколовым «Земство и народное образование. Санкт-Петербург: тип. Спб. акц. общ. печ. дела в России Е. Евдокимов, 1900. – 95 с.
18. Рождественский С. В. Исторический обзор деятельности Министерства народного просвещения за 1802 – 1902 гг. Санкт-Петербург: изд. Мин. Народного просвещения, 1902. – 786 с.
19. Фальборк Г. Иностранческие и иноверческие училища: Систематизированный свод законов, распоряжений, правил, инструкций и справочных сведений об училищах: колонистских, протестантских, католических, армянских, для раскольников и сектантов, иностранческих, магометанских, караимских и еврейских. – Санкт-Петербург, 1903. – 62 с.

Bibliography

1. Bagaley, D. I. (1993). *The History of Sloboda Ukraine*. Kharkiv, Ukraine: Delta.
2. Belozyorova, N. A. (2008). East region as a kind of historical-cultural area. *Scientific Bulletin. Series «Philosophy»*, 28. Kharkiv, Ukraine: KNPNU.
3. Boiko, O. D. (2006). *History of Ukraine*. Kyiv, Ukraine: Academica.
4. Vasilieva, S. A. (2014). The professional status of teachers as a kind of social status. *Pedagogy of formation of creative personality in higher and secondary schools*, 35, 399–408.
5. Vasilieva, S. A. (2015). The remuneration of teachers of the Kharkiv region as an indicator of the professional status. *Education and Psychology*, 47, 73–84.
6. Vorozhbit, V. V. (2001). *Theory and practice of teaching visual arts at primary schools Slobodian (end of XIX – beginning of XX century)*. (Ph. D. Thesis), Pedagogical Sciences – 13.00.01. Kharkiv, Ukraine.
7. Hrushevsky's, M. S. (1913). *Illustrated history of the Ukrainian people*. St. Petersburg, Russia: Ekateringofsk. pechatnoe delo.
8. Zavgorodnyaya, T. (2007). *Theory and practice of education in Galicia (1919 – 1939 years)*. Ivano-Frankivsk, Ukraine.
9. Kurylo, V. S. (1999). *Education in the Donbass region (XIX – beginning of XX centuries)*. Lugansk, Ukraine: LGPU.

10. Levkovskiy, N. V. (2003). *History of Pedagogic*. Kyiv, Ukraine: Center of educational literature.
11. Luzan, P. G., Vasyuk, V. E. & Bernava, A. M. (2006). *History of pedagogy and education in Ukraine*. Kiev, Ukraine: National agrarian University.
12. Liubar, E. A. (2003). *History of Ukrainian School and Pedagogic*. Kyiv, Ukraine: «Knowledge» KOO.
13. Melnichuk, A. S. (1998). *The History of pedagogic of Ukraine*. Kirovograd, Ukraine: KSPU nam`s K. Vinnichenko.
14. National Doctrine of Education Development of Ukraine in XXI century. (2002). *Education of Ukraine*, 29, 53–59.
15. Korff, N A. (Ed.). (1867). *The report of a member of the Alexander County school Board Baron*. Alexander County school Board Ekaterinoslav lips.
16. Pensketch, A. I. (2002). *Development of the Ukrainian School Education in Bukovina (XVII – beginning of XX centuries)*. Chernivtsi, Ukraine: Ruta.
17. Preobrazhenskaya, I. V. (1900). The Clergy and popular education: for the posts made in SWAT. economists G. Sokolov. *Zemstvo and Public Education*. St. Petersburg, Russia: typ. SPb. the ASC. Ls. print. in the case of Russia E. Evdokimov.
18. Rozhdestvenskiy, S. V. (1902). *Historical overview of the activities of the Ministry of education from 1802 – 1902*. St. Petersburg, Russia: The publishing house of the Ministry of education.
19. Falbork, G. (1903). *Strange and heterodox schools: a Systematic set of laws, orders, rules, instructions, and reference information about the schools: colonista, Protestant, Catholic, Armenian, for the schismatics and sects, aboriginal, Muslim, and Karaite and Jewish*. St. Petersburg, Russia.
20. Fatalchuk, S. D. (2006). *The Formation and development of secondary education of East region (second half of XIX – beginning of XX century)*. (Ph. D. Thesis), Pedagogical Sciences – 13.00.01 Slavyansk, Ukraine.

2.2.COMMITTEES FOR IMPROVING YOUNG PEOPLE’S EVERY DAY LIFE AS A PHENOMENON OF PUBLIC ACTIVITY OF STUDENTS IN 20-ies YEARS OF XX CENTURY

UDK 378 .183 “19”

S.Zolotukhina, L.Zelenska, O.Kin,

Abstract. *The article deals with the essence and nature of public activity of student youth of higher educational institutions of Ukraine in the 20-ies of XX century in the context of the process of forming a new generation of students as a social phenomenon. It is determined the main priorities of work with the student youth on the part of the authorities, which determined the main forms and directions of students' social activity. It is analyzed peculiarities of development of public student movement in the studied period. It is presented the analysis of the work of the Committees on improving the life of students of secondary school and students of higher education institutions of Ukraine in the 20-ies years of XX century. It is exposed the peculiarities of the emergence of committees as a form of conscious self-organization of students,*