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INFLUENCES ON UKRAINIAN EDUCATION IN THE EARLY XX
CENTURY

ВПЛИВИ НА УКРАЇНСЬКУ ОСВІТУ НА ПОЧАТКУ XX СТОЛІТТЯ

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Abstract. *The article deals with the influences on Ukrainian education that took place in the early XX century. The focus is on the consequences of World War I influencing Ukrainian education in the second decade of the XX century, provoking the fuel and food crises that led to the closure of educational establishments and a lack of professional teaching staff. Ukrainian education was influenced by Western progressive reformist pedagogical models. The Ukrainian system of education was originated. It was closer to modern requirements dictated by the new historical stage of economic development, referring to the experience of Germany and the United States. Based on archival material, it was studied, that in the early 30s, the influence of the bolsheviks characterized by complete centralization and control.*

Key words: *Ukrainian education, early XX century, decentralization, progressive pedagogics*

Introduction

At the beginning of the twentieth century, the economic situation in the Ukrainian lands deteriorated significantly as a result of the hostilities caused by World War I. The situation in education was also complicated and controversial. In the first years after the October Revolution of 1917, the bolshevik government was focused on strengthening its political position, so education in Ukraine was able to develop dynamically. This focus of the bolsheviks on establishing their political power at the local level, thereby granting temporary freedom to Ukrainian culture, contributed to a rapid surge and rise in the field of education. In the active implementation of reforms that covered education the influence of Western educational models and technologies can be traced. Unfortunately, this process of development and revival was short-lived.

This short period gave way to a tremendous amount of discussion and further implementation of the ideas of the reformation pedagogics. According to this transformation of pedagogy, a highly progressive and distinctive educational system of Ukrainian pattern was born. A few years later, Throughout the 1920s, the Ukrainian Commissariat of Education (Narodnyi Komisariat Osvity (Narkomos)) maintained a separate, distinct educational system from Russia, The product of Ukrainian scholars' educational effort was criticized by National Commissariat of Education and substituted with the Russian pattern. The influence of the bolsheviks was obvious and crucial.

The **aim** of this article is to identify the most influential trends in the Ukrainian educational system dated back the beginning of the XX century.

The main results are obtained by applying such research **methods** as



comparative method—for comparing historical and pedagogical phenomena, events and facts of the socio-cultural life in Ukraine of the studied period; specific-search method – for theoretical analysis and systematization of archival and printed sources, which provided factual material for the study of the problem under investigation; problematic-chronological method helped to consider the influences on development of educational thought in dynamics.

Results and Discussions

The October Revolution can be considered as a period of violence and disorder. Despite the revolutionary times, Ukrainian educators attached great importance to education, taking the chance for significant intellectual, scientific and artistic experimentation.

During the studied period, which comprises the beginning of the XX century, three decades were taken into consideration in this article. The influence of the bolsheviks and the influence of Western educational models on the Ukrainian educational system were considered. According to the analysis of scientific literature by domestic and foreign scholars, the beginning of the twentieth century was marked by the introduction of powerful educational reforms in pedagogy. At the end of the nineteenth century, a number of pedagogical theories emerged that influenced teachers in different countries. The United States became one of the centers of origin of pedagogy, which is characterized as reformist. Many educators, philosophers, psychologists, and university professors began to question the essence of education at that time. The influence of progressive pedagogy embodied in the writings of John Dewey and other Western educational theorists led to the pedagogical experimentation in Ukrainian education of that period. That is evidenced by the fact that in June 1917, on the basis of the 1st Universal of the Ukrainian Central Rada, a draft of a unified school was prepared, which provided for a new system of school education in Ukraine [7, p.651]. According to Pauly, in the Soviet Union's Ukrainian republic (UkSSR), the campaign for a transformation of pedagogy led to the development of a highly progressive and distinctive educational system [11, p.75].

From an archival report (unknown author) dating from around 1917 about a trip to the territory of the Soviet Union's Ukrainian republic or Ukrainian Soviet Socialist Republic (UkSSR), namely the Yekaterynoslav (nowadays Dnipropetrovsk region), Zaporizhzhia, and Donetsk provinces, we can analyze the state of education and the basis for its development [4].

The report is devoted to the establishment of local preparatory work for the First All-Ukrainian Congress on Preschool Education and a general introduction to the "Sotsvykh" ("sotsialistychne vykhovannia" (Sotsvykh) - socialist education, known by its Russian acronym "Sotsvos", abbreviated from "sotsialisticheskoe vospitanie") apparatus and its work. Analyzing the work in the Yekaterynoslav province described in the report, it was noted that despite the revolutionary times, the provincial apparatus was still active in informational activities among teachers [4]. It took the form of reports both in the departments and boards of the "Sotsvykh", a conference of practitioners founded by "Zdrav" (abbreviation, used in the sense of health care, in the report it was obviously used for the Ministry of Health, known by its Russian acronym) and Minobraz (abbreviated from "Ministerstvo Obrazovaniia", here it is



obviously used for the Ministry of Education), meetings of the bureau organized to convene a “sub-congress,” and various commissions [4].

But despite all of the above measures, the author had the general impression that the Congress would be very poorly organized, as there was no one to lead it, almost no school staff with experience, “who could contribute something of their own”. It was also noted that there was the small number of pedagogical educational institutions. It was also emphasized that the latter two factors, were very important, as the work in the Yekaterynoslav province not only did not develop during the revolution, but, on the contrary, “stalled”.

The author contrasts the lively, interesting work in this field with a very good team that took place in 1915 [4]. But in the summer of 1915, the territory of the Dombrowa Basin (Kingdom of Poland) was occupied by German troops, which resulted in an almost complete halt to coal production and the closure of the borders to foreign fuel. On the one hand, the war required clothing, footwear, daily necessities, and food for an army of millions. From this point of view, the role of Ukraine cannot be overstated, as it had powerful food resources, material and technical means of processing resources, material and technical means of their processing, and the theater of war was located near it. On the other hand, the growing needs of the army, the militarization of the economy and the lack of labor resources led to the destruction of many industries: metallurgical, food, machine-building, metalworking, chemical, brick and glass industries, porcelain and earthenware. It was the impact of the First World War that led to the decline of both industry, economy and education in Ukraine.

Narkomos’s main concern was war’s legacy of millions of homeless children. In the archival report it was also stated that as a result of the fuel crisis in winter, many institutions of School and Preschool Education were closed. That was the main reason that led to the closure. Another reason mentioned by the author was lack of food. The issue of child nutrition in both schools and preschools, according to the report, was “catastrophic.” Emphasis is placed on the impression that was made during the trip that the state of public education was the result of insufficient attention from the Narkomos. It was also stated that in one of the central parts of Ukraine (Yekaterynoslav province) the closure of the educational institutions, because of the food crises as well, was considered as unacceptable [4].

Thus, the influences on the Ukrainian education in the years 1915-1918 had been described above. The First World War resulted in fuel, food crises, which led to the catastrophic situation in economy and education of Ukraine.

The October Revolution and the policies of the People's Commissariat of Education officials and education planners most likely caused widespread anxiety, and it was about the survival of education rather than the promotion of pedagogical innovation.

At the same time, while Ukrainian education was influenced by the crises stated above, in the USA one of the most prominent events took place [12, p.25]. In 1915, several million visitors were able to attend the Panama-Pacific International Exposition in San Francisco, an unprecedented event dedicated to the opening of the Panama-Pacific Canal. In the Table given below it was shown the areas the countries



booked for installation in the spheres of art, education and industry [9]. Having analyzed the table of land allocations for 44 countries, there were highlighted 10 countries that were most represented in San Francisco. Unique architectural ensembles, fountains, gardens, and parks were built for the Panama-Pacific International Exposition in San Francisco in 1915 [9], [14], [15], [16].

Table 1 - Distribution of exhibition areas for the Panama-Pacific International Exposition in San Francisco in 1915

№	Country	Art, m ²	Education, m ²	Industry & others, m ²	Total, m ²
1.	Germany	557,4	1114,8		14911
2.	France	743,2	929		13750
3.	Great Britain	743,2	929		13517
4.	Japan	743,2	743,2		9058
5.	Italy	464,5	278,7		4366
6.	Mexico	-	-	3345	3345
7.	Canada	185, 8	278,7		2880
8.	China	371,6	278,7		2508
9.	Austria	278,7	-		1858
10	Belgium	278,7	-		1747
	Russian Empire	371,6	278,7		1747

It is stated that the first three places took the countries, where progressive strata of the elite welcomed the chance to share the achievements of art and education with wide world circles were Germany, France and Great Britain. Special attention should be given to Italy, which firstly presented Maria Montessori method to the wide publicity [13]. The last 10th place took Belgium and the Russian Empire [9].

However, despite the extremely catastrophic state described above, the Ukrainian educational system is experiencing a revival. The decision of the State Education Commission of October 16, 1918, granted “a wide scope for independent activity to the departments of public education, which, in turn, will not oppress the educational creativity of pedagogical councils where it does not follow the line of struggle against the democratic school,” as well as to private initiative. Narkomos left decisions regarding curricular content to regions and municipalities.

Having studied documentary sources and scientific and pedagogical literature from the period under study, one of the significant reasons that contributed to the rapid surge and rise in the field of education can be considered the Soviet government's focus on strengthening its political positions, thus providing an opportunity for the dynamic, albeit short-term development and revival of both Ukrainian culture and education as its component. “During the first bolshevik rule,” S. Siropolko explained the creation of a new system of Ukrainian school education, “in Ukraine (in early 1918) the bolshevik government did not even have time to begin work in the field of education... When the bolshevik government came to Ukraine for the second time... it was guided in educational matters by the ‘Regulations on a single labor school’” [7, p.651].



In the 1920s, in the territory of Ukraine experimentation was fundamentally a strategy for Ukrainian scholars. Throughout the 1920s, Narkomos presented a separate, distinct educational system from Russia [11, p.77]. The author of the educational system in Ukraine was H.Hrynko, whom many authors call a true patriot, who was appointed National Commissar of Education of the UkrSSR in February 1920.

At that time, Ukrainian teachers were actively studying foreign pedagogical experience. The greatest interest of Ukrainian researchers was aroused by the American school, where Dewey's ideas of pragmatic pedagogy and new methodological systems were being experimentally tested: Dalton Plan, Winnetka Plan, etc.

The program speech of the National Commissar of Education of the UkrSSR Hrynko "Our Way to the West" confirms the interest and orientation of the Ukrainian educational system to the Western experience. The speech, which was drafted after visiting Germany, Czechoslovakia, and Austria, emphasized the rich scientific and pedagogical experience of Europe. The attempts of the leadership of the Narkomos to bring the Ukrainian system of education closer to modern requirements dictated by the new historical stage of economic development, referring to the experience of Germany and the United States in training specialists, were obvious. The labor principles of the unified school were implemented in preschool and school institutions according to innovative pedagogical systems of not only domestic educators, but also Montessori, Froebel and American reformist educators Dewey, Kilpatrick and Parkhurst, among others.

In this regard, the appeal of the State Board of Education of October 16, 1918, which was later defined as the Declaration on the Unified Labor School, regarding the hours allocated for labor training, stated that that "the Americans have seen that children have not fallen behind in other subjects, but have gained, so that the introduction of labor, among other subjects, according to American teachers, saves time.

The proposed scheme of education system was submitted by H.Hrynko to the All-Ukrainian meeting of heads of provincial departments of public education in March 1920 and later to the All-Ukrainian meeting on education. The proposed model was as pragmatic as possible. Unlike the Russian model of education, the Ukrainian model replaced general education with professional education. The nature of professionalism inherent in the Ukrainian model, which some experts call the Hrynko model, was intended to train a *narrow specialist*, an *organizer*.

Deputy Commissar of Education of Narkomos Ukraine Y. Ryappo made additions to the construction of vocational education developing an educational 'path' distinct from the Russian Federation that better satisfied the republic's needs [1, p.171]. There have been changes in the system of verticals, the removal of the scientific vertical, the duration of courses, and seniority. In the general concept Ukrainian education, one can trace the orientation toward the West and progressive ideas of world pedagogical science, and the independence of the Ukrainian model from the Russian one.



The changes that the Unified Labor School brought about were as follows. In the explanatory note, which included instructions on the procedure for implementing the Unified Labor School in the Cherkasy region in 1920-1921, it was recommended to abolish all school institutions except for higher education. Thus, the division of schools into primary and higher education, namely elementary, gymnasiums, real and commercial schools, and all types of secondary schools, both for boys and girls, disappeared. The division of pupils into classes was abolished, and instead they were proposed to be divided into groups of 35 according to age. The archival document also contains information on classes, the approved staff of school workers and employees for the seven-year Unified Labor School [6].

The influence of the progressive pedagogical techniques onto Ukrainian education resulted in the application of progressive pedagogy at different levels: primary, middle, high, professional and even party school courses [5], [6].

Representatives of American pedagogy were also interested in the process of creating new educational space. This is evidenced by the arrival in 1928 of a group of American educators with the famous educational reformer, philosopher, originator of pragmatism John Dewey and his daughter Evelyn Dewey in the Soviet Union to support the introduction of the “project method” in schools of a new type.

There were established educational institutions that were actively searching for and testing new forms, methods and techniques of teaching. The product of these educational efforts became Experimental Stations, which in turn acted as laboratories and centers of pedagogical research.

The newly created Experimental Stations served as laboratories and centers of pedagogical research, and also served to test school integrated programs. The teachers of the Experimental Stations made a significant contribution to the development of national pedagogy, both in its theoretical and practical components. In the mid-20s, the developed branch of Experimental Stations included 23 institutions under the jurisdiction of the Narkomos, and in 1926, including local institutions, it numbered 100. According to the reports of Experimental Stations in Kharkiv made in 1923, it should be noted that the testing of the above-mentioned school integrated programs on the basis of Experimental Stations gave positive results, but when implemented in mass schools, the results were not so [2], [5].

The teachers of the Stations accumulated rich experience in organizing independent study work of schoolchildren. In the late 20s and early 30s reorganization and liquidation of Experimental Stations began. The introduction of administrative and command methods of country management in the second half of the 20s largely contributed to the closing down of the system of such institutions, which went against the atmosphere of creative search in the Experimental Stations [2], [5]. They no longer fit into the administrative-command system, which finally took shape in the 30s of the twentieth century. By the beginning of the 30s, the Experimental Stations had significantly changed the nature of their activities. The development and testing of new teaching methods aimed at increasing the activity and independence of students had practically stopped.

The boom period of Ukrainian education, full of experiments and relative freedom from the influence of party ideology, was short-lived. This short period of



time discussed above, can be characterized not only by the search for new approaches to the organization and methods of teaching, but also by the attention of teachers, who focused on finding new forms of organizing students' independent work in a single labor school. The tendency of almost complete centralization and control of book publishing by the Soviet system was clear. About 190 works in experimental pedagogical studies in periodic publishing houses were taken into consideration during the years 1924-1925. Scientific and pedagogical literature in pedagogics in 1924 published in the Ukrainian language comprised only 7% of all periodical literature. The total eradication of the Ukrainian language in scientific and pedagogical literature is observed already the following year 1925 – 0%.

In 1936 Western pedagogical trajectory that dominated in Ukrainian education, comprising brigade-laboratory method, Dalton Plan, method of projects was highly criticized. Central committee of the All-Union Communist Party of Bolsheviks (b) in its Declaration of July 4, 1936 “on pedagogical perversions in the system of the National commissariat of internal affairs” named the experimental activity of scholars as “the opportunity to preach harmful pseudoscientific views and to produce mass, more than questionable, experiments on children”.

After the decree of April 20, 1937 “On the transformation of the so-called exemplary and experimental and demonstration schools into normal schools” was issued, the Stations ceased to exist.

The existence of the two education systems did not imply their coexistence, but rather their exclusion. The Russian National Commissar of Education did not recognize the Ukrainian scheme, while the Ukrainian National Commissar of Education did not support the Russian model. The founders of these systems argued, the confrontation between the two systems lasted for 6 years, which led to dissatisfaction primarily due to the fact that having received education according to the scheme of one of the systems; it became problematic to be recognized in the territory of the republic where the other system prevailed. As a result, the issue of unification of the two systems will eventually arise [7, c.656].

Conclusions

To conclude, according to the archive documents, studied in the article, the consequences of World War I influenced Ukrainian education in the second decade of the XX century, provoking the fuel and food crises that led to the closure of educational establishments and a lack of professional teaching staff. The Ukrainian education of the studied period was also influenced by Western progressive reformist pedagogical models. The third decade was characterized by an educational boom in Ukrainian education because of the relative freedom of pedagogical experiments based on the interest and orientation of the Ukrainian educational system to Western experience. This short period was determined by the wide scope granted for independent activity to the departments of public education because the bolshevik government did not even have time to begin work in the field of education, focusing all attention on establishing political power. The late 20s and early 30s were characterized by the influence of the bolsheviks tendency toward almost complete centralization and control.



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Анотація. У статті розглядається вплив на українську освіту на початку ХХ століття. Основна увага приділяється наслідкам Першої світової війни, які вплинули на українську освіту, спровокувавши паливну та продовольчу кризи, що призвели до закриття навчальних закладів та нестачі фахових викладацьких кадрів. Українська освіта зазнала впливу західних прогресивних реформаторських педагогічних моделей. Зароджувалася українська система освіти. Вона була наближена до сучасних вимог, продиктованих новим історичним етапом розвитку економіки, з посиланням на досвід Німеччини та США. На основі архівних матеріалів, досліджено, що на початку 30-х років вплив більшовиків характеризувався повною централізацією та контролем.

Ключові слова: українська освіта, початок ХХ століття, децентралізація, прогресивна педагогіка

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