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## **SCIENCE AND EDUCATION IN UKRAINE ON THE VERGE OF XIX - XX CENTURIES**

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**Abstract.** *In this article is proved that peculiarities of literary process in Ukraine in the second half of XIX - the beginning of the XX century were works designed on a wide range people and also the works addressed to an intellectual level of society as the organizations urged to lead these wide national layers in national and spiritual release was feature. Literature acted in Ukraine as a mirror of the broad educational movement; through it ideas of consolidation of the nation and its national and spiritual revival were formed.*

*Development of science in Ukraine was inconsistent and difficult. However the Ukrainian scientists made a significant contribution in science progress. It was promoted by numerous scientific organizations which arose during the 70-90th years, such as: scientists (Kharkov, Kiev, Odessa), mathematical (Kharkov), physical and mathematical (Kiev), historical and philological at the Kharkov, Kiev and Odessa universities, historical society of Nestor the Chronicler, Scientific organization of T. G. Shevchenko in Lviv, etc. Development of science in Ukraine was connected mainly with universities, and also with other higher educational institutions. Exactly there were first Ukrainian schools of sciences. All works of the Ukrainian scientists promoted a development of education in Ukraine. Though the development of education in the second half of XIX - the beginning of the XX century, allowed some Ukrainian to come nearer to knowledge.*

**Keywords:** *science and education in Ukraine, at a turn of the XIX-XX centuries, prosecutions of Ukrainian, society, universities*

The peculiarity of Ukrainian culture in the second half of the XIX century was that from the middle of the XIX century in a culture processes we have certain laws inherent in many European nations that were under imperial authority and were trying to get the way to independence.

In the first half of the XIX century were searching ways of evolution of national culture relied primarily on national past and its idealization.

In the second half of the XIX century has been transformed purely cultural movement in the national liberation movement, whose purpose was solving a wide range of socio-economic and political issues - from the overthrow of the autocracy and the abolition of serfdom in infrastructure Ukrainian culture.

*The main purpose* of this research is the analysis of the development of science and education in Ukraine on the verge of XIX - XX centuries.

In the second half of the XIX century intellectuals becomes more mature and more united, which imposes new principle of national liberation - "return face the people" [1], which provided the spiritual and eventually political self-determination. Important was the fact that the introduction of this ideology opened the linguistic and ethnic unity of all Ukrainian lands as a precondition of cultural and eventually political unification of Ukrainian. It was also the basis for national mentality. Formation of a national elite was under tight pressure of censorship restrictions and harassment. This is especially felt on the Left Bank, where assimilation measures of the imperial government during 60-90 years of the XIX century regulating national and cultural life (11 orders of the imperial government, prohibiting use of the Ukrainian language was the most aggressive Valuev Circular 1863 and The Emsky act 1876 p.).

In the conditions of total pressure of government representatives of national cultural elite have launched a wide educational movement. The impetus for a new wave of education in Ukraine was founded in St. Petersburg magazine "Basis", which was published in 1861-1862 pp. not only Russian, and Ukrainian languages. On its pages were printed ethnographic, folklore, fiction and critical works of Belozersky V., P. Kulish, M. Kostomarova, M. Maksimovic. There, in St. Petersburg, at the expense of Tarnovsky and G. Galagan opened a printing house, where were published Ukrainian works of G. Flowers-Osnovyanenko Kotlyarevskiy, Shevchenko, Kulish, first published works of Vovchok. In the national environment adherents of national consciousness was the young generation of Ukrainian intellectuals - students of of Kiev University St. Vladimir: Vladimir A., P. Zhytetsky, P. Chubynsky, T. Rila and others who formed the basis of the first public outreach Organization "Kyiv Community" (1859-1863). Later it became a major cultural and educational center, which rallied around a progressive intellectuals of Kyiv.

Inspired by the example of Kiev, intellectuals of Poltava, Kharkov, Chernigov, Odessa has established its "community", which all in Ukraine was about 100 all the members of "community" united national idea, which developed on the basis of democratic faith in the possibility of achieving national self-determination, love for Ukraine, respect for the Ukrainian people, pride in heritage of spiritual and material culture. Modification "hromadamen" was the creation of Sunday schools with Ukrainian

language of teaching, publication of textbooks for them in their native language, collection and publication of folklore, study and promotion of the history and ethnography of Ukraine, drafting Ukrainian-Russian dictionary. But Circular 1863 activities "community" was forbidden as forbidden and the use of the Ukrainian language.

In the second half of the XIX century activates the process of consolidation of the intellectual elite Eastern and Western lands that belonged to various empires. It was in the 60s when the Left-Bank Ukraine intensified oppression of the tsarist regime for Ukrainian culture in the West Ukrainian lands intellectuals felt though very limited, some political rights and freedoms, trying to embody them in the cause of national liberation and spiritual. So here begins Ukrainian Piedmont (movement for the unification of the nation - political, spiritual, state).

The cause of cultural and national revival contributed the founding in 1868 in Lviv civil society "Enlightenment" in led by A. Vakhnyanyn. Very quickly in the cities and towns of Galicia took its branches, uniting progressive intellectuals of not only the region but also Bukovina, and later Eastern Ukraine. In work of "Enlightenment" participated Barvinskyi, Fedkovych, Franko, Kotsyubynskoho Khotkevych G., L. Ukrainian and others. The main task of "Enlightenment" was the spread of education among the people and to enhance their general cultural level and to promote the formation of national consciousness. For this purpose, in 77 its branches was established about three thousand reading rooms and libraries implemented theatrical performances and more.

The wreath of the national association of spiritual elite was the joint work of intellectuals of Naddnipyrianshchyna and Galicia in 70 years of XIX century. Initially, this work was under the auspices of the North-West of the Russian Geographical Society (1873-1875), who rallied around a major cultural force of Ukraine: ethnographers, historians, linguists, writers, composers, playwrights. In the framework of archaeological congresses were held, published scientific papers on the history, ethnography, and linguistics, was extended to Ukrainian literature. The Society was the first research center with Ukrainian nationalistic.

After Ems Act (May 1876) again intensified censorship in eastern lands; the epicenter of the cultural revival, combining intellectual potential of all Ukraine was Lviv. Here in 1873 was established Scientific Society named after T.G. Shevchenko, which over 15 years has led M. Grushevskiy. It brings together almost all the leading Eastern and Western scholars and scientists from European countries. Nearby with Hrushevsky worked

linguists A. Krinsky, B. Hrinchenko, writers and publicists V. Hnatiuk, J. Franco, M. Pavlik, historians composer F. Wolf, B. A., composer F. Kolessa and many others. After reorganization (1892) Scientific Society named after named after T.G.Shevchenko served as the Academy of Sciences. During the 90s of XIX - early XX century came his collections: "Notes of the Scientific Society named after T.G.Shevchenko", "Collection of Natural and Medical section," "Ethnographic collection", "Artifacts Ukrainian-Ruthenian Language and Literature," "Literature and Science Bulletin" "Publishing Ukrainian Union" and others.

Thanks to the fruitful work of intellectuals of all Ukraine educational movement stirred up the people's desire to acquire knowledge, raised patriotic feelings, aesthetic tastes. Awareness of national unification, at least on a spiritual level, it was around the edge of the educational movement. The new generation of Ukrainian intelligentsia did not call the people to armed rebellions. It was basically a liberal intellectual elite that founded Sunday schools (Kulish, A. Rodin), working in universities (Drahomanov, Kostomarov, M.Grushevskiy) involved in patronage (family Khanenko Tereschekos, Brodsky) in literary and publicist works debunked blemish.

Toward critical realism worked constellation of talented artists. A prominent writer Marco Vovchok, with great love outlined the images of ordinary serfs and their struggle against social oppression. Bayqara Leonid Glebov allegorically showed suppression of the peasantry. Anatoly A.Svydnytsky created the first realistic social and domestic novel "Lyuboratski." Very popular collection of Paul Grabowski, lyrical poetry Rudanskogo Stephen, Paul works Chubinskogo. A significant contribution to the development of Ukrainian literature of such writers as Panteleimon Kulish, Boris Hrinchenko, poets Alexander Rodin, Jacob Shchegolev etc. The classical examples of social stories and domestic-created psychological story Ivan Nechuy-Levitsky. In form of highly depicted life, life and psychology of different segments of the population of Ukraine. Olga Kobylanskaya and Rudchenko Panas, who worked under the pseudonym Panas Mirny in his works reproduced encyclopedia of post-reform society in Ukraine. Significant impact on the Ukrainian intellectuals of had a civic and patriotic orientation works by Michael Kotsyubinskogo and Lesya Ukrainian, their works were vivid example of socio-psychological study of the real life of all layers and social strata in Ukraine under conditions of capitalization society. New horizons of thought, the transition to the psychological literature, highlighting the

personality of human existence, marks the works of Ivan Franko - writer, scientist, public figure literary, journalistic and scientific inheritance is fully has not yet been posted. Influenced by Franko developed work his closest followers - M. Pavlik, Stefanik, M. Cheremshyny. Carpathian literature is most clearly represented Yuri Fedkovich. The development of the literary process associated with the spread of journalism - a genre in which the most prominent representatives in Ukraine were no doubt Franko and Drahomanov. His journalistic writings have played a decisive role in the development of a culture processes end XIX - beginning XX century. Especially in the formation of philosophical principles of Ukrainian language.

The peculiarity of the literary process in Ukraine in the second half of XIX - early XX century was the appearance of works designed for the masses and works addressed to the intellectual stratum of society as a center called by to lead these broad popular strata to the national and spiritual liberation. This literature appeared in Ukraine mirror wide educational movement, precisely because it formed the idea of consolidating the nation and its national and spiritual revival. In view of social needs, requirements progressive circles of the country, the royal government in 1864 made reform of public education, according to which primary education became available to children of all classes. All types of primary schools have been transformed into public schools. They worked by the same program: taught the law of God, reading, writing and arithmetical four actions. In the two-year of primary schools with a five-year term study assumed the history, geography and drawing. Since 1872 the original county schools were transferred to six years of training, and expanding range of subjects: geometry, drawing and natural sciences. Significant role in the spread of education played a zemstvo, who opened and maintained primary schools, organized Teacher courses. In the Left-Bank Ukraine in 1897 operated about 17 thousand. Primary schools of all types, covering a third of teaching children. Secondary education is still given gymnasium - full (seven years of study) and preschools - incomplete (four years). Grammar schools were divided into classic and real. The classical gave humanitarian training and benefits for entering the university without examination. The program included the study of real schools mostly natural sciences, graduates can continue their education in higher technical education.

At the end of of XIX century in Naddnepryanschina were 129 schools and 19 real schools. There have been significant improvements in the field

of higher education. In 1865 Odessa was opened Novorossiysk University. If for this year at the University of Kharkiv, Kyiv and Odesa enrolled about 1,200 students in the middle of 90 years - more than four thousand who were educated in history and philology, physics and mathematics, law and medical faculties. During 1873-1908 pp. open high special education: veterinary medicine (1873) and Technology (1885) institutions in Kharkiv Polytechnic (1898) and commercial (1908) University in Kyiv Higher Mining School (1899) in Yekaterynoslav. On the social as the highest percentage of students from these schools belonged to the children of the clergy, military, merchants and middle class, the smallest - the children of the nobility. Peasant children in the 70-80's years of XIX century higher education was almost inaccessible, but from the end of 90 years to 1916 the percentage of such students has been steadily growing. Were educated in the Dnieper and women: average - in schools and preschools, and in diocesan schools. Grammar schools had seven grades, eighth grade was teaching and preparing teachers and governesses; vocational education was given only to women teachers' seminary. There were women and privileged education - Institute for Noble Maidens. Specialists trained senior higher rates for women: in Kiev (1878-1889, renewed in 1905 ), Odessa (1906) and Kharkov (1913). In 1907 in Kyiv was opened medical institute for women.

The development of science in Ukraine was associated mainly with universities and other higher education institutions. Here was the first Ukrainian schools. Sharp ideological struggle accompanied the development of the humanities. Ideas for the development of economy, science, education and moral improvement of society defended V. Karazin, Franko, P. Grabowski Historical science was enriched by the works of M. Kostomarov devoted to Ukrainian Hetman period of Ruins; his study of the history of Left-bank of all Ukraine issued O. Lazarev Despite the harassment and violent persecution of the Ukrainian language, considerable work from the study of language, literature, folklore and translations carried P. Zhytetsky, Potebnya, M. Petrov, A. Krimsky, B. Hrinchenko. Great contribution to the study of the history and theory of Ukrainian literature made Ivan Franko Folklore and Ethnography supplemented by works of M. Sumtsov, P. Chubynsky, Dragomanov.

All scientific work of Ukrainian scientists contributed to the development of education in Ukraine Even though education in general do not satisfy the requirements of Ukrainian society, especially because of the unavailability of obtaining knowledge in their native language, its

development in the second half of XIX - early XX century. allowed some of the Ukrainian move closer to knowledge. Educational and scientific development especially in the Dnieper gave a whole galaxy of eminent scientists not only from Ukrainianbut also Russian culture; they established new directions in different areas of knowledge, opening new views of the world, formed the scientific schools who firmly declared Ukrainian national science as a science and a Ukrainian - as a civilized nation, which completed the process of its formation, development and affirmation.

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**CULTURAL-STUDIES APPROACH AS A MEANS OF  
HUMANIZATION OF ORIENTAL EDUCATION**

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**Abstract.** *Rapid processes of changes in the countries and peoples of Asia and Africa as a consequence of self-knowledge caused a dilemma for the specialists who teach oriental studies, and the students who study this discipline: whether to approach the subject in a formalized and detached way, having a pure cultural knowledge as an experience, or to try to live and experience the studied culture, as their way of life and activities, as a certain cultural environment, as well as to continue to develop it.*

*The purpose of this article is to establish that the humanization of oriental education requires the cultural-studies approach to flesh out the essence of oriental knowledge,*