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ФІЛОНЕНКО Оксана Володимирівна –доктор педагогічних наук, доцент, доцент кафедри педагогіки та менеджменту освіти
Центральноукраїнського державного педагогічного університету

імені Володимира Винниченка

ORCID: <http://orcid.org/0000-0003-4453-9887>

e-mail: oksana.filonenko02@gmail.com

ПРИБОРА Роман Іванович –кандидат педагогічних наук, вчитель вищої категорії,
Центральноукраїнський науковий ліцей-інтернатORCID: <http://orcid.org/0000-0001-5549-9687>

e-mail: r-i-p@ukr.net

ПЕРЦОВ Олександр Володимирович –кандидат педагогічних наук,
старший викладач кафедри педагогіки та менеджменту освіти
Центральноукраїнського державного педагогічного університету

імені Володимира Винниченка

ORCID: <http://orcid.org/0000-0002-3938-6938>

e-mail: alexander.pertsov@gmail.com

HISTORY OF HIGHER EDUCATION IN KIROVOHRAD REGION IN THE 20th CENTURY IN STUDIES OF LOCAL LORE

Formulation and justification of the problem topicality. Nowadays the state education policy in Ukraine establishes the foremost priority of the creation of favourable conditions for efficient training of specialists capable of creative work and professional development. A constructive search for ways of higher education optimization proves to be impeded without the adequate historical-cultural reflection on the genesis and basic trends of development in the native historical-educational science where the main goal and content of higher education were determined by the sociocultural, economic and sociopolitical aspects of the society development.

Therefore of crucial importance is the investigation of the educational processes which have been taking place in different regions of Ukraine, since each region has its own unique historical-cultural traditions, specific cultural environment and educational space.

Analysis of previous studies and publications. Recently there have been made several researches into some historical aspects of the development of higher education in Kirovohrad region (Ukraine).

Thus, professional teacher training education and its historical development were a part of publications by Kirovohrad scientists V. Vdovenko, N. Kalinichenko, O. Lyuta, V. Postolatiy, T. Prybora, S. Shevchenko and others. The works provide the analysis of the development of higher teacher training education in terms of content, forms, methods and techniques applied, educational process

organization and teaching staff in the region at different historical stages. This makes it possible to trace its genesis and regulatory and legal framework, to view the creation of a network of different type education institutions and establishments as well as the changes in the organization and content of educational process in these establishments in their historical course.

Issues of higher vocational training in the region and its historical development were studied by Ukrainian educators V. Barabash, O. Holovata, O. Gora, V. Orlyk, I. Fedotov, S. Shevchenko. Based on the deep analysis of the archival local lore, regulatory documents and historical statistical data in the field their historical-educational works reveal the peculiarities of the making and development of the system of vocational education both in regional and special professional contexts.

The purpose of the article. However, there is hardly a comprehensive historical-educational research into the development of higher education in the Kirovohrad region. The aim of the paper is: 1) to summarize historical-educational reflections of the local lore researchers on the peculiarities of the development of higher education in Kirovohrad region; 2) to identify the problems for further investigation in the examined field.

The main material of the study. The Kirovohrad region is situated in the central part of Ukraine between the rivers of Dnieper and Southern Buh. 100 km west of Kirovohrad (The administrative center of Kirovohrad region. Here and thereafter the names, which the city had

throughout its history: Yelisavethrad (1754–1924), Zinov'yevsk (1924–1934), Kirovohrad (1939–2016), Kropyvnytsky (since 2016)) in Dobrovelychkivka district there is the geographical center of Ukraine.

The Kirovohrad (Yelisavethrad) region has features both common to the rest of the country and distinguishing ones. This makes it possible to view the region as the specific social environment, in which the personality socialization occurs, and as the totality of conditions, circumstances and means for fulfilling educational tasks i.e. a common educational space.

Education in the region is marked by original cultural and educational traditions which determined the formation of the specific pedagogical character of education institutions in different periods of the native history, educational work by the local teaching and cultural circles, and resulted in the originality of the pedagogical investigations and introduction of innovative pedagogical instructional systems.

The confirmation is the achievements in the field of special professional education in the region. Since the middle of 19th century there have been an intensive development of local professional education system in particular pedagogical, technical, commercial etc.

Teacher training in the Kirovohrad region as an integral part of professional education has sustained both intensive and extensive improvements. Historical and educational review of the origin of teacher education and the description of key stages in its development in this area are presented in various works by local lore researchers. One of the prominent features of this very field of education was the diversity of the education establishments for teacher training. Profound analysis of their work makes it possible to clarify the peculiarities of teaching staff training for different types of schools in the region and across the whole country and to survey the mechanisms functioning in education.

Since the beginning of 1990s the abolishing of the strict ideological limitations and the provision of free access to local archives and other formerly forbidden sources of information have boosted scientists' interest in researching professional teacher training education, which greatly helped to reconsider historical events and phenomena in the field.

Vitaliy Postolatiy and Serhiy Shevchenko, who dealt with the history of higher teacher training education in the region, its development and reforming steps, and also published works in the field of pedagogical historiography, can be considered significant historians of Kirovohrad region education.

So, V. Postolatiy's work «Pedagogical Education in Kirovohrad Region (1865–1965)» (2006) [10] provides a thorough comprehensive examination of the development of pedagogical education in the region. The author traced its evolution from Sep. 11, 1865, when Elisavethrad zemstvo commission made a decision to establish in the town a 7-year gymnasium with a professional teacher training class, to 1965.

Having analyzed the regulatory and legislative framework in the field of education and organizational-methodical aspects of educational process in Yelisavethrad Public Women Gymnasium (1870), at pedagogical course in Yelisavethrad Municipal 6-year School (1900), Dobrovelychkivka Women Normal Seminary (1912), V. Postolatiy concludes that in the beginning of the 20th century there already existed a system of training public teachers in Kirovohrad region. However, the number of graduates was insufficient for the demand of the land. By far, the best pedagogical education was provided by the women gymnasium, though studying in it was rather costly. The historian states that «only 25 % of students, who got teacher certificate after completing the pedagogical course, went on to work as teachers in regional schools» [6].

As it has already been mentioned, public teachers were also trained at the pedagogical courses and normal women seminary. These were aimed at low-income groups of population. Studying here was free and most students got scholarships. According to V. Postolatiy «the existing teacher training education system basically met the growing demand for teachers with professional training. Moreover, throughout the decades it was quite difficult for graduates of women gymnasium to find employment at schools in Yelisavethrad as the number of applicants greatly outscored the number of vacancies і» [6, c. 13–14].

Another significant idea as for the creation of professional higher teacher training institution in the region, suggested by V. Postolatiy, is that the pedigree and incessant history of Volodymyr Vynnychenko Kirovohrad (now Central Ukrainian) Teacher Training University dates back to 1881 [6, c. 4]. The author points out that the university grew from Yelisavethrad Higher 3-year Pedagogical Courses, which in 1921–1925 despite its name had the status of a higher education establishment according to the Ukrainian system of higher education. Later these courses, having sustained a number of changes and reorganizations, functioned non-stop until it was given the status of Volodymyr Vynnychenko Kirovohrad Teacher Training University [6, c. 141].

Most historians of education though date the start of higher educational establishment in the city back to 1930, when it first got the name of an institute. V. Postolatiy analyzed the legal and regulatory instruments regarding education in Ukraine in 1920s and statutes and regulations of Yelisavethrad Higher 3-year Pedagogical Courses (1921–1925), Zinivyevska Pedagogical Technical College (1925–1930), Institute of Social Upbringing (1930–1933), Pedagogical and Teacher Institute (1933–1941), institutes of war and post-war periods to conclude that all of them bore the characteristics of higher education establishment in the field of teacher training.

The period of 1957–1965 is defined by the author as the «beginning of the rise» of the pedagogical institute headed by the President F. Ovcharenko, who «in the years of Khrushchov Thaw managed to improve educational and material facilities for special teaching, consolidated the scientific and teaching staff and increased student enrollment to the institute» [6, c. 98]. According to V. Postolatiy it is thanks to Prof. F. Ovcharenko that the institute started to turn into one of the best higher teacher training establishments in Ukraine.

As we can see, a thorough analysis of the development of pedagogical education in the region in 1865–1965 made by the author helps not only to comprehensively show the genesis, legal and regulatory framework and the formation of a network of corresponding establishments and institutions, but also clarify the peculiarities of organization and content of the educational process in establishments and institutions of different types at different stages of their existence.

Another significant personality in the field of historiography of higher teacher training education in Kirovohrad region is the historian and local lore researcher Serhiy Shevchenko. In 2005 he published his work «History of Volodymyr Vynnychenko Kirovohrad State Teacher Training University (1964–1999)» in which he describes the basic stages of the development of higher pedagogical education in the region in the second half of the 20th century. Thus, he distinguishes the following characteristic periods in the work of the most prominent teacher training institute in Central Ukraine: transformation of the educational process (Sep. 1964 – Dec. 1969), building the institute structures (1970–1980), institute during social changes (1981–1990) and institute development in the period of independence of Ukraine (1991–1999). The work pays attention to both achievements made and problems struggled with in scientific, educational, socially educational and organizational work during

Soviet times and after gaining independence by Ukraine. The survey is highly personalized as the author notes the individuals from the scientific and teaching staff and students self-government who greatly contributed to every developmental process in the institute.

It is stated in the work that 1960s were the years of growth in the number of both scientific and teaching staff and student enrollment in Alexander Pushkin Kirovohrad State Pedagogical Institute. There were renewed formerly closed (like the Faculty of English (1962)) and introduced new faculties (Music Education Faculty (1967)) and chairs (Chair of English Philology (1964), Chair of Russian and Foreign Literature (1968) etc.). There were also made significant improvements in material facilities, which facilitated greatly the scientific researches conducted by the teaching staff.

In this period Kirovohrad Pedagogical Institute was not only the center of teacher training in Central Ukraine but also a leading scientific establishment in the field of the Humanities. Its scientific researching work was coordinated by the Academy of Pedagogical Sciences of the USSR and performed on an economic contractual basis. Scientific potential and staff of the institute provided the opportunity to conduct researches in several fields. The institute attacked theoretical and methodological problems in particular branches of science. There was made an abundant data base including specialized dictionaries, fundamental reference literature, education and training materials like textbooks, study guides, readers, collections of legal and regulatory documents etc. to further investigations in different fields.

S. Shevchenko claims that further development of the institute in 1970–80s was facilitated by the improvement of the material and technical facilities and reorganization of institute structural departments. The historian called this stage the «maturity» of the institute in Soviet times. To acknowledge high achievements of the institute in the field of education and to celebrate the 50th anniversary of its creation the USSR government issued a decree (Sep. 26, 1980) by which awarded the Kirovohrad State Teacher Training Institute with a Certificate of Merit for preparing highly professional teaching staff for schools and universities of the state.

Following this the institute staff won the All-Union Socialist Competition between the higher education establishments in the USSR in 1982 and was awarded the Challenge Red Banner, which was invested at the ceremonial meeting by the UkrSSR Deputy Minister of Education V. Kurylo.

In the beginning of 1990s on the edge of transition period from Soviet to Independent Ukraine the teacher training institute sought ways to overcome social and economic difficulties through the increase of the number of degree courses and diversification of services provided on commercial basis in particular having introduced paid-for instruction. Under demographic decline, which Ukraine experienced at that time, the main attention was paid to the work with the prospective institute entrants. According to S. Shevchenko even in such a difficult time the institute managed to open the Natural and Geographical Sciences Faculty and the Industrial Pedagogical Faculty, the Department of Law, a college, a lyceum and a Scientific-Productive Complex «Continual Education» to instruct and select gifted applicants. There were also started new degree courses. Besides, the institute put in operation a new 5-storey academic building and equipped libraries, reading rooms and classrooms with computers. In 1993 the institute was renamed after Volodymyr Vynnychenko, a Ukrainian statesman, dramatist, writer and painter, who was born in Yelisavethrad (now Kropyvnytsky). Later in 1997 there was another renaming, this time the institute got the status of a university. Due to this fact Volodymyr Vynnychenko Kirovohrad State Teacher Training University opened new prospects for further development.

Except for these thorough monographs the beginning of the 21st century was marked by the publication of several scientific articles, which dealt with particular aspects of the history of higher teacher training education in the region.

Inna Vivsyana (2000) [2] investigated an attempt by the Ukrainian government to make up a pedagogical institute in Yelysavethrad in 1918–1919. She found out that since Jan. 1, 1919 there officially existed a State Teacher Institute in the city, which was founded instead of the Yuriiv Teacher Institute, evacuated during the First World War from the combat zone at the city of Yuriiv (now Tartu in Estonia) and temporarily disposed in Kherson (Ukraine). Unfortunately funding of the institute was never approved by the Budget Commission of the Council of People's Ministers of Ukrainian National Republic. So, according to I. Vivsyana, both local authorities and the state government had a desire to make up a national education establishment for the benefits of the region during Ukrainian Revolution 1917–1919 [2, c. 21–25].

Well worth mentioning is a bunch of investigations into the history of particular university faculties. They are usually dedicated to the anniversaries of these faculties and quite

similar in structure and content presentation. Thus, the history of the Faculty of Physics and Mathematics was analyzed in the collective work «The Department of Physics and Mathematics is 80: Origin, Establishment and the Present Time» (2010) edited by R. Rizhnyak dedicated to its 80th anniversary. S. Velychko and O. Slobodyan published the essay «80th Anniversary of the Chair of Physics and Applied Methods of Teaching Physics of Volodymyr Vynnychenko Kirovohrad State Teacher Training University: a Historical Outline 1930–2010» (2010) [1]. The rise of the Chair of Biology is investigated in the work by Ya. Danylkiv «The History and Work of the Chair of Biology of Volodymyr Vynnychenko Kirovohrad State Teacher Training University (a Scientific Historical and Educational Aspects)» (2014) [5] and others.

Meanwhile, particular attention should be attached to the collection of reports at the regional scientific conference «Volodymyr Vynnychenko Kirovohrad State Teacher Training University – 95 years in the history and development of Central Ukraine» (2017). It is a new well worked specially for this project scientific research, conducted on the basis of plentiful sources, in which authors described problems and achievements of each faculty and defined the impact of particular personalities on the development of higher teacher training education in the region.

Besides higher teacher training education Kirovohrad region also cherished technical education. Therefore in the beginning of the 21st there increased the number of researches of the introduction and development of higher technical and vocational education in the region.

A significant contribution to this field was made by I. Fedotov, who in his book «Kirovohrad State Technical University: a Historical Outline (1921–2002)» (2002) on the basis of a wide range of diverse archive documents and participants' memoirs traced the complex and at times contradictory way of formation and development of higher technical education in Kirovohrad from Zinov'yevsk Evening Worker's Institute of Agricultural Engineering and Machinery (1929) to Kirovohrad State Technical University (1998).

I. Fedotov made a detailed analysis of the events: the inauguration and early years of Zinov'yevsk Evening Worker's Institute of Agricultural Engineering and Machinery (1929–1933), establishment and development of an Evening Department of Kharkiv Polytechnic Institute based on Kirovohrad Technical Higher School of Agricultural Engineering and Machinery (1956–1962), reorganization of this department into a Kharkiv Polytechnic Institute

Affiliate with day and evening studies (1962–1967), establishment of Kirovohrad Institute of Agricultural Engineering and Machinery in 1967 and peculiarities of its development until 1995, and the rise of Kirovohrad State Technical University in 1996 to 2000. The work also incorporates abundant historical material about the activity of particular chairs and departments, the way they improved material and technical facilities, scientific and educational resources to provide education to students.

In 2009 a group of scientists published the collective survey «Technical Education in Kirovohrad Region: the Historical Outline» edited by V. Orlyk, in which they dwell on the genesis and development of technical education in the region. Describing more or less similar to the previously mentioned work by I. Fedotov stages, the researchers though date the start of technical training in Central Ukraine back to the establishment of Higher Zemskiy Real School in Yelisavethrad in 1870. The overview of a wide range of archive materials and official documents made it possible to clarify the changes in the organization, forms and methods of educational process and the work with students in particular throughout the history of this technical education establishment and the way they were interrelated with the growth of material and technical basis and improvement of scientific teaching staff. Special attention is given to basic directions of scientific research, which were aimed not only at training highly professional experts for the industry but also at the solution of current manufacturing problems in the region. The results of these scientific investigations were consequently implemented in industrial enterprises locally and all around the country. They were also constantly introduced in the educational process in the institute which resulted in continual development and improvement of teaching and training materials.

Apart from merely historical aspect «The Historical Outline» contains original photos, document copies, reminiscences of students and teachers of Yelisavethrad–Kirovohrad technical education establishments of different years.

In the beginning of the 21st century there appeared first historical referential publications on the history of higher education establishments of Kirovohrad region made in the form of scientific-biographical description of scientific schools. However they lacked critical analysis. For example, in commemorative editions of Kirovohrad National Technical University «History in Personalities. Kirovohrad National Technical University (1929–2009)» (2009) [5] and «Our Professors (1929–2009)» (2009) there

is made an attempt to systematize the data about the development of the university in terms of personal contribution of the scientists and teachers. They present the biographies, achievements and contributions of famous university scientists, who worked and gained fame for the university. They also outline the scope of their scientific interests, discoveries and innovations which resulted in the establishment of particular scientific and educational traditions and schools and promoted the development of science and education in Kirovohrad region along almost a century.

Yet, some publications on the development of higher technical vocational education in the region refer to the role of particular personalities. O. Holovata in her article «The Corypheuses of Agricultural Manufacturing Automation» (2011) [3] analyses the work of Hrygoriy Romanovych Nosov at the post of the Rector of Kirovohrad Institute of Agricultural Engineering and Machinery in 1969–1979.

The author stands that it is H. Nosov, who had a vision for the future and during his rectorship managed to consolidate the teaching staff to work hard and achieve these ambitious goals. He made up a clear scheme of the institute management, formed institute councils for methodical and educative work, introduced innovative learning and training tools. So, it is quite logical, according to O. Holovata, that the scientific school of academician H. Nosov keeps and pursues the traditions of its founder [3, c. 53–55].

Conclusions and prospects for further research of the direction. The period from 1991 to the present may be considered as the most productive due to the number of works by contemporary Ukrainian researchers who contributed greatly to the study of history of higher education in Kirovohrad region. The end of the 20th century is marked by the publication of resumptive works which present the purposive and systemic analysis of the history of higher education in the region, provide the objective assessment of the current state of professional education and outline the tendencies for further development and improvement. The main achievement by contemporary scientists is that thanks to the reference to newly acquired historical and archival documents and materials they managed to conduct comprehensive studies within the chosen topics, which definitely remain quite topical due to the current state of higher education in Ukraine. Yet, the works lack an objective analysis of some negative tendencies in the course of the development of higher education, which proves to determine the prospects of further investigations.

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ВІДОМОСТІ ПРО АВТОРІВ

ФІЛОНЕНКО Оксана Володимирівна – доктор педагогічних наук, доцент, доцент кафедри кафедри педагогіки та менеджменту освіти Центральноукраїнського державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: розвиток освіти й педагогічної думки в центральному регіоні України у другій половині XIX – XX столітті.

ПРИБОРА Роман Іванович – кандидат педагогічних наук, вчитель вищої категорії, Центральноукраїнський науковий ліцей-інтернат.

Наукові інтереси: історія вищої освіти, компаративна педагогіка, англійська мова професійного спрямування

ПЕРЦОВ Олександр Володимирович – кандидат педагогічних наук, старший викладач кафедри педагогіки та менеджменту освіти Центральноукраїнського державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: історія національної педагогіки, історія військової освіти.

INFORMATION ABOUT THE AUTHORS

FILONENKO Oksana Volodymyrivna – Doctor of Pedagogy, Associate Professor, Associate Professor of the Chair of Pedagogics and Management in Education of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

Circle of scientific interests: development of education and pedagogics in Central Ukraine in the 2nd half of the 19th – 20th centuries.

PRYBORA Roman Ivanovych – Candidate in Pedagogical Sciences, PhD in General Pedagogy and History of Pedagogy, Teacher of Higher Qualifying Category of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

Circle of scientific interests: history of higher education, comparative pedagogy, English for professional purposes.

PERTSOV Alexander Volodymyrovych – Candidate in Pedagogical Sciences, PhD of the Chair of Pedagogics and Management in Education of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

Circle of scientific interests: history of national pedagogy, history of military education.

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