

Kazmyrchuk M. G., Doctor of Historical Sciences, assistant professor of chair of Ethnology and Local History of Kyiv National Taras Shevchenko University (Ukraine, Kyiv), brungilda@ukr.net

The development of Ukrainian historic university education and science at the end of XIX and the beginning of XX centuries

Characteristics of Ukrainian historical university education and science at the end of XIX and the beginning of XX century did not become the subject of a special study until now. Domestic researchers analyzed the activity of individual historians and scientists of universities of the Russian Empire and focused on the creation of scientific schools and development of theoretical directions. Books about history of universities are authority works, which were considered the event of the life's teachers and students, the administrative system and the functioning of historical conditions of universities. Ukrainian historical science in the XIX – early XX century has passed the thorny path of formation and development. The centers created in universities of Ukraine under the Russian Empire, where the story began to take shape as a scientific discipline with theoretical and methodological arsenal. A lot of eminent historians stood at its origins and planted elements of creative research to the young generation of history's researchers. Original historical concepts are the result of their scientific work.

Keywords: Ukrainian historians, humanitarian education and science, universities.

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Yaroslavskaya L. P.,
candidate of historical sciences, assistant
professor of physical education and health,
Cherkasy state technological university
(Ukraine, Cherkasy), mutterlarisa@mail.ru

Zagorodnyy V. V.,
candidate of medical sciences, assistant
professor of physical education and health,
Cherkasy state technological university
(Ukraine, Cherkasy)

**PHYSICAL EDUCATION IN EDUCATIONAL INSTITUTIONS
OF UKRAINE IN THE SECOND HALF
OF THE 19–TH CENTURY**

In consequence of analysis of archival sources, literature and their synthesis, the article shows the concept of formation and development of physical education in secondary schools of Ukraine in the second half of the nineteenth century. The rapid changes in the economy, political life, activity advanced Ukrainian intellectuals – scientists, teachers, doctors, public figures led to reforming education and putting into practice of exercise training in Ukraine. Identified the main reasons that prevent the introduction of gymnastics: lack of standard software development, shortage of teaching staff with special physical education or a low level of their training, lack of funding and logistical support for schools.

Keywords: secondary schools, gymnasiums, physical education, «Sokil» (Falcon) movement, sports and gymnastics movement.

(стаття друкується мовою оригіналу)

At the present stage of development of Ukrainian society there is a real need for education reform, which stands in the way of integration into the European educational space, as the community faced a number of challenges regarding coverage of aspects of formation and development of physical training of students in historical experience. In the study of the history of physical education were attracted A. Bondar, Y. Bondar, N. Hnes, O. Vatsaba, V. Verbytskyy, O. Vynnychuk, V. Volkov, B. Trofymyak and other. However, it remains poorly understood historical aspects of the formation of physical education in secondary schools of Ukraine for 1860–1900 years. That is why the purpose of the article is: to study the course and especially the formation and development of physical education in secondary schools of Ukraine in the second half of the nineteenth century. Methods: Analysis of literature and documents, chronological, comparative–historical.

The second half of the nineteenth century characterized reforming period of government of the Russian Empire and Ukraine as its integral part. The crisis of serfdom system, the capitalization of state, social conflicts, and the defeat of Russia in the Crimean War, years 1853–1956, urged the Russian government to reform and the need for further change under the new historical conditions. Specifically, February 19, 1861 Alexander II signed the «Manifesto» about the abolition of serfdom and the «Regulations on the country folk liberated from serfdom»; 1864 – reform of territory «Regulation on provincial and district local self–government»; 1864 – judicial reform and the reform of public education; 1864–1874 years – Military Reform [17, p. 125].

The introduction of progressive social, political and economic changes have created conditions for the development of capitalist relations in industry, agriculture, public life and led to the migration of rural population to the city and the emergence of new activities that led to the preparation of healthy and physically strong military population.

After the introduction of universal conscription require adequate physical preparation of young men ready to serve in the army, military intensified practical importance of exercise and led to the introduction of physical education in the educational process of students in schools.

In addition, representatives of progressive Russian, Ukrainian intellectuals – scientists, teachers, physicians and community leaders I. Sechenov, O. Anokhin, M. Pyrogov, P. Leshaft, Y. Mukhin, K. Ushynskyy, M. Chernyshevskyy, M. Dobrolyubov, I. Bobenskyy, A. Butovskyy, M. Berdyayev and others – viewed the exercise as an integral part of the formation of harmoniously developed personality, recognizing physical training mandatory and necessary for success, actively fought for the recovery of the nation, its physical (corporal) development, questioned the introduction of physical education in schools, citing the positive experience of most European countries. The question is not surprising, as the health of the people in the empire continued to get worse. For example, in 1876 remained alive 610 000 (43.5%) of 1.4 million boys born in 1855 (before the reform) and 50 000 (18%) of 280 000 examined by doctors, were ill. After 3 years (1879) 51 000 of the same amount examined boys (280 000) were considered to be unfit for military service. This trend is increasing percent of patients known to be kept until the end of the century.

So, during the reform of education, the time demanded the adoption of the «Regulations on the primary national schools» and «Charter schools and high school» in 1864, which was first written introduction to secondary school in the educational process extracurricular optional subject «Gymnastics». Moreover, Article 51 of the Charter obliges every high school have appropriate gymnastic equipment, devices [5, p. 28, 12, p. 264–265]. But despite the implementation of various provisions of circulars and orders, the Ministry of Education had not developed model regulations, curriculum, software and methodological support of Gymnastics. Official government of the empire paid not enough attention to physical education of students in the field, that's why Gymnastics was chaotic and worn primarily for entertainment purposes, rather than systematic. Low awareness and ignorance of directors of high schools on physical education of students who believed, that Gymnastics is unnecessary subject, that prevents the learning process, also caused this [2, p. 13; 3, p. 40].

Exercising in the gymnasium for boys was more binding, while the girls were completely freed from the subject. There was a lack of funding and logistical support of schools in all regions of Ukraine, as most high schools, colleges, gymnasiums were located in buildings converted for studying purposes [5, p. 29]. Especially difficult was the situation in rural areas. According to historical data for learning in township school of Shaulykha (now Uman district) allotted space of so-called village «armor» in other villages studies conducted in the homes of peasants or clerk, or sexton, who also taught children. Only boys were accepted to township school, with a full set of 20 pupils thought. Maintenance of schools allotted 185 rubles for a year; 25 rubles – on textbooks and supplies, 40 rubles – heating and repairing. Farmers gave money for school depending on the amount of land that belongs to them. Studying lasted for three years. During this time the students had to learn to read Church Slavonic and Russian, and to know the four steps of simple arithmetic and referred to as numbers, use the abacus. It was a church-parish schools [9, p. 4]. In Cherkassy district in 1862 opened new church and parish schools, but in 1864 the number of newly opened schools is very small, and opened schools with no funds to maintain them, were closed, then opened again.

The lack of qualified teachers, specialists in physical education and training systems in Russia did unreal the solving of implementing physical education in schools. In secondary schools teachers in positions gymnastics men worked mainly German, Swedish origin [2, p. 13] who have special physical education, as in Russia, and especially in the Ukrainian lands at that time there was no system of training in physical education. For the classes invited former doctors, soldiers who knew something about the gym, which was held in military facilities and did not have enough experience to work with children. They brought to school only military form of education.

It should be noted that the exercises as a subject had low social status and often perceived as an additional income as gymnastics teacher pay was low. Teacher's salary depended on the number of annual lessons and funds, which had a school and ranged from 37 to 50 rubles in men's public schools, colleges and 24–50 rubles in women's [8, p. 184, 214]. And according to the «Charter high schools and real schools», published in the 1871–72 biennium, institutions should have a full-time teacher of gymnastics with a salary of 500 rubles, and doctors were obliged to observe classes. The provisions of the statutes were advisory in nature on physical training and exercises should be carried out in those schools where there were supplies and conditions of employment. It should be noted that the classes were free [5, p. 29].

Implementation of exercise for pupils carried out mainly through the efforts of the public, such as «society of promoting students» that existed in some cities [14].

Some recovery occurred in the implementation of physical training in the army and military schools after taking into account the events of the Crimean War, namely in 1856 gymnastics was introduced in the army, and three years later (1859) – «Rules of gymnastics training in the army». But the army personnel issue was important. In the second half of the nineteenth century question of military physical training of troops and physical education of students developed professor P. Leshaft (1837–1909),

generals M. Dragomirov (1830–1905), A. Butovskyy (1838–1917). P. Leshaft is the founder of the original system of physical education, he actively initiated the issue of creation of schools for training of physical education.

To attract youths for future military service in 1873 issued «Guidance gymnastics for village and national schools». According to research of V. Verbitskyy [2] in the early 80's gymnastics lessons and dancing, as a form of physical education, held 60% male and 58% female middle school of Kherson province. In 80 years has changed the teaching staff of teachers of physical education. So in gymnasium and in real school of Kherson province gymnastics were taught exclusively by men, of whom 55.5% were military, and 44.5% – civilians. For the first time in the practice high schools in Southern Ukraine introduced out-of-class mobile games [2, p. 10, 11].

In 1874 statutes were revised, aids in Physical Education issued new. A little later, Mr. Leshaft was instructed to organize a two-year courses of training in gymnastics (physical education) for the army. Courses lasted only 5 years and after 17 years was created set-fencing school as a center for training, but only for the army (M. Dragomirov, A. Butovskyy) [14].

Eventually, in 69–80 years of XIX century physical education was seen as a national issue, the government issued the law and regulations that not only significantly complement the previous ones, but also made changes to the organization of physical education and contributed to the development of physical culture in the school. That resolution of the Ministry of Education made general gymnastics as an extracurricular time limit and in various forms of extracurricular educational institutions and held at long breaks, preferably outdoors. In 1889 it was developed software exercises and introduced as a compulsory subject in all civil institutions [6, p. 22].

In the area of education was made the first attempt of teacher training – classroom exercises and military ranks for secondary schools. There were cases where domestic teachers went abroad to Europe to obtain the special physical education. For example, the teacher of gymnastics of Kharkiv gymnasium M. Vylhalm finished high school courses of Berlin gymnastic society, and passed the exam in the Odessa school gym [2, p. 13]. Increased attention and funding secondary education contributed to the construction of new and reconstruction of old school buildings, resulting in high schools begin to appear gyms [3; 4; 5].

The teachers of Ukrainian schools used traditional teaching methods – the method of demonstration, practical and verbal. Similarly, in Cherkasy first city gymnasium, which was founded on November 26, 1880, according to the school curriculum dominated system of «Sokil» exercises, carried out various sports and outdoor games during breaks or classes, fencing. Exactly the students of gymnasium opened the football to Cherkasiers. For the mobile gaming breaks and outdoor activities, which were health, playground was equipped. In gymnasium, like the country faced a shortage of skilled professionals pedagogical potential of physical culture. Despite the construction of new school buildings, lack of relevant was adapted for sports facilities, sports equipment and inventory, thereby undermining the entire educational process on physical training of young schoolers [10]. Subsequently was opened female gymnasium and 4-ministerial college. With

the development of education the city considered to be an example to others.

In villages, the process of formation of physical training took place more difficult. During the 1871–1890 years 15 rural public schools were opened by Zolotonosha and Pyriatyn county districts: in Bilousivka, Bezpalche, Velykyy Khutir, Kolomytsi, Demky, Moysivtsi, Nekhayky, Kononivka, Mykhaylivka, Drabiv, Byrlivets, Zolotonoshka, Derkachivka, Svichkivka, Pohreby. Mostly they were one-year-schools.

Something better was in physical education in the South of Ukraine. V. Verbytsky marks a change in the staff of teachers of physical culture in Kherson province, and the introduction of lessons in gymnastics 87.5% male and 82.3% female secondary schools, are out-of-water sports, outdoor games, trips, excursions, etc. In 1882 15 male and 12 female secondary schools of Kherson province were gymnastics lessons conducted in four male high schools (66.7%), three female high schools (60.0%) and two real schools (50.0%). V. Verbytsky estimated that in women's schools gymnastics and dancing were taught in four gymnasiums (80.0%) and three progimnasiums (43%) [5, p. 30].

It should be noted that the difference between the Ukrainian system was a combination of physical training with the national interests, traditions and priorities. The second half of the XIX century was not barren of physical education for the rest of Ukraine. Historically, in Western Ukraine that sports and gymnastic movement was one of the most important parts of the national and cultural awakening. Therefore, in this period rapidly spreads activity of such sports organizations as «Sokil» (Falcon), «Plast», «Sich», «Luh» (Meadow), «Kameniar» (Bricklayer). Depending on the spatial location, was given the advantage of physical education for Swedish, German, Czech system. Ideologist and organizer of the national system of physical education within «Sokil» movement became Ivan Bobersky [8, p. 10; 14].

In southern Ukraine in 1861 there was a sports and gymnastic movement and was founded the first action organization. Gradually emerging groups of sports fans in Kharkiv, Yuzivka (Donetsk) and in Kiev, Poltava. At the beginning of World War I in Kyiv functioned four sports groups [13, p. 177].

In Podillya active sports movement began in the late nineteenth century, there was only one sports club «Sokol» in Kamyanets-Podilskyi, in which there were 50 members, among them were women. Classes are held in gymnastics, fencing, athletics, tennis for the Czech principle «Sokil exercises»; held the first competition; there are the first champions [6, p. 22].

«Sokil» was the leading element of Ukrainian sports and gymnastic movement, the idea of a carrier full physical, mental education of Ukrainian youth. With activities of «Sokil» are connected the birth and development of sports periodicals, scientific and methodological ideas in exercising, opening the club for training of trainers Energizer (gymnastics) [7, p. 10, 14]. The main activity in the «Sokil» was teaching gymnastic and motor actions carried out by a specified pattern, where each of the classes had a specific task, such as start, exercises on the device, completion, etc. [1, p. 214]. Promoting of «sokil» gymnastics greatly contributed to the annual competition among students in secondary schools in all regions of Ukraine. «Teams of pupils who took part in them, were

coming from different cities. The trustee of Kharkiv school district Mr. Sokolowsky has developed a special program for this event that consisted of binding (decathlon team, pentathlon team and individual exercises on the device) and floor exercises (for the overall performance, with clubs for women) contained stringent requirements of the team, its forms and equipment. These sporting events were widely covered in local and national press» [1, p. 12].

Thus, physical education has become an integral part of the educational content of secondary education in Ukraine. The study found that the preconditions for the formation and development of physical education in secondary schools has been active work of teachers, doctors, social workers, the development of socio-political movement to support a healthy lifestyle of the younger generation. The formation of physical education of students characterized the transition to new forms elapsed from the introduction of specific curriculum of physical education in the late nineteenth century to the active development of sports and gymnastic movement among pupils in the early twentieth century.

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Ярославська Л. П., кандидат історичних наук,
доцент кафедри фізичного виховання та здоров'я людини,
Черкаський державний технологічний університет
(Україна, Черкаси), mutterlarisa@mail.ru

Загородній В. В., кандидат медичних наук,
доцент кафедри фізичного виховання та здоров'я людини,
Черкаський державний технологічний університет
(Україна, Черкаси)

Фізичне виховання у закладах освіти України в другій половині XIX ст.

В результаті аналізу архівних джерел, спеціальної літератури та їхнього узагальнення, в статті відображено концепцію становлення, розвитку системи фізичного виховання в середніх навчальних закладах України у другій половині XIX ст. Стрімкі зміни в економіці, політичному житті суспільства, активність передової української інтелігенції – науковців, педагогів, лікарів, громадських діячів спонукали до проведення реформування в галузі освіти та введення фізичних вправ в практику навчальних закладів України. Визначені головні причини, що заважали запровадженню гімнастики, серед яких – відсутність нормативних програмних розробок, дефіцит педагогічних кадрів зі спеціальною фізкультурною освітою або низький рівень їхньої підготовки, недостатнє фінансування та матеріально-технічне забезпечення навчальних закладів.

Ключові слова: середні навчальні заклади, гімназії, фізичне виховання, гімнастика, сокольський рух, спортивно-гімнастичний рух.

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Варгатюк С. В.,
кандидат історичних наук, доцент кафедри
міжнародних відносин факультету журналістики
та міжнародних відносин, Київський національний
університет культури і мистецтв
(Україна, Київ), Liana.V@i.ua

ПРОТИРІЧЧЯ ПРЕДСТАВНИКІВ ДЕРЖАВНОГО ПРОВІДУ ДИРЕКТОРІЇ УНР У ВИБОРІ СТРАТЕГІЧНОГО ЗОВНІШНЬОПОЛІТИЧНОГО КУРСУ УКРАЇНИ

Досліджені протиріччя представників державного провладу Директорії УНР у виборі стратегічного зовнішньополітичного курсу України. Проаналізовані пошуки українських державних лідерів оптимального вектору зовнішньої політики доби визвольних змагань 1917–1920 років.

Ключові слова: зовнішня політика, стратегічний курс, державний провід.

Сьогодні, коли відбувається боротьба українського народу проти зовнішньої агресії, українська історична наука і зовнішньополітична практика мають знайти органічний зв'язок минулих часів і поколінь українців, що за часів Директорії УНР, як зі зброєю в руках, так і на дипломатичному фронті відстоювали право на самостійне державне буття.

Для вирішення поставленої проблеми автор використав певну джерельну базу. Корпус джерел, де проблеми деяких аспектів зовнішньої політики Директорії УНР відрізняються методологічно автор поділив на окремі групи. Першу групу складають архівні джерела, які вводяться автором в науковий обіг вперше. Це фонди Центрального Державного Архіву Вищих Органів Державної Влади і Державного Управління України (ЦДАВОВУ). Друга група – дослідження науковців, які присвятили своє життя вивченню внутрішньої та зовнішньополітичної практики Директорії УНР, зокрема це – М. Стахів, Р. Симоненко, І. Срібник та інші. Третя група – літературні праці, мемуари та спомини безпосередніх учасників згаданих подій, це – Ю. Тютюнник, С. Шелухін, О. Доценко та інші. Дослідженню зовнішньополітичних аспектів Директорії УНР присвячені праці науковців у пострадянську добу – І. Срібник, П. Демчук та інші.

З огляду на певну кількість наукових праць з дослідження зовнішньої політики України доби визвольних змагань 1917–1921 рр. низка не вивчених та мало досліджених аспектів залишаються бути присутніми. Зокрема, досі не з'ясовано коріння полоніфіцтва голови Директорії УНР С. Петлюри. Адже відомо, що журналіст за фахом С. Петлюра зі вступом Російської імперії у Першу світову війну закликав українство Малоросійської губернії об'єднатися навколо царського престолу та з патріотичним відчуттям битися з ворогом. Подальший хід історії докорінно змінив політичні орієнтації майбутнього лідера Директорії УНР з проросійських на прозахідні, й зокрема на полоніфіцтські. Саме цей останній вектор української зовнішньої політики відіграв сумну роль у міжнародній практиці України підписанням Варшавської угоди у квітні 1920 р., за якою Східна Галичина на довгі роки залишилася під польським пануванням, а радянсько-польська конференція в Ризі 1921 р. остаточно поховала надії на українську державну самостійність.

Мета статті – проаналізувати та усвідомити протиріччя представників державного провладу Директорії