

## CHAPTER 1

### GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

#### DEVELOPMENT OF PRIVATE EDUCATION IN UKRAINE: SECOND HALF OF XIX-EARLY XX CENTURY

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**Abstract.** *The article reveals the leading factors in the development of private education in Ukraine in the second half of the XIX - early XX century. It was found that the second half of XIX - early XX century becomes a period not only of social, scientific, national revival, but also a period of rapid development of private education. The purpose of the article is to reveal the leading factors in the development of private education in Ukraine in the second half of the XIX - early XX century. The historical-logical method made it possible to determine the socio-political and social features of social development and their impact on the development of private education in Ukraine in this historical period; constructive-genetic method made it possible to determine the socio-historical and cultural-pedagogical prerequisites for the development of private education in Ukraine in the second half of the XIX - early XX century and others. The leading area of implementation of pedagogical innovations in this period was a private school, which was explained by the strict legal regulation of the state educational system and at the same time the lack of real steps by the government to modernize it. The key innovations of the pedagogical concept in the innovative activities of a private institution were: the priority of the pupil's personality, the integration of family and school, increasing the requirements for the teacher, who must act as the personification of an active and creative personality. It is established that the leading factors in the development of private education in Ukraine in the second half of the XIX - early XX century were: the presence of legislative regulation of private education; establishment of public-state character of organizational bases of their activity; manifestation of public initiative in the opening of private educational institutions; taking into account in the organizational and substantive aspects of the activities of private schools the social and economic needs of the country's development.*

**Keywords:** private education, private educational institutions, public initiatives.

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**Introduction.** The changing of socio-economic and political conditions in our country have led to the emergence of semi-public and private educational institutions, which are currently at the stage of active search for ways to solve problems posed to them by students, their parents, society as a whole. In the National Strategy for the Development of Education in Ukraine for the period up to 2021, one of the strategic directions of education reform should be the creation of institutions of various types and forms of ownership, including non-governmental (private) educational institutions.

The success of education reform largely depends on the full and effective use of those positive achievements, which are based primarily on national and regional pedagogical experience. In this regard, the appeal to the experience of the past, in particular the period of the second half of the XIX - early XX century, when there

were important educational reforms that contributed to the spread of private schools, is relevant.

**Literature review.** Various aspects of private schooling, in the modern context, were covered in the scientific work of Y. Agapov, O. Druganova, N. Kolyada, N. Seiko, S. Roenko, L. Rusakova, N. Pobirchenko, and others. The authors of scientific research tried to trace the history of private education in modern Ukraine, outlined the network of educational institutions and substantiated the reasons for the spread of different types of schools, revealed the features of private education in some regions of Ukraine in the second half of XIX - early XX century. Analysis of the state of research of this problem shows that the history of private education in Ukraine is represented by a small number of scientific investigations. The holistic genesis of the development of private education in Ukraine in the period under study has not yet been adequately covered in historiography.

**Aims.** The purpose of the article is to reveal the leading factors in the development of private education in Ukraine in the second half of the XIX - early XX century.

**Methods.** The historical-logical method made it possible to determine the socio-political and social features of social development and their impact on the development of private education in Ukraine in this historical period; constructive-genetic method made it possible to determine the socio-historical and cultural-pedagogical prerequisites for the development of private education in Ukraine in the second half of the XIX - early XX century and others.

**Results.** Ukraine did not have its own statehood, and most of the Ukrainian lands were part of the Russian Empire in the XIX - early XX centuries. The system of education in general and private in particular in Ukraine during this period retained the main trends in the development of education in the Russian Empire, and the study of private education on the background of all-Russian processes made it possible to identify features that acted as specific features that are inextricably linked with unique nature and originality of education in Ukraine.

The understanding the reasons for the maturation of the reform of the education system, the growth of the socio-pedagogical movement for its renewal gives an analysis of the state of school education in the second half of the XIX century. (1802–1804; 1856–1864), which created a new paradigm of school education, contributed to its intensive democratic development [2, p. 19].

We emphasize that the school reforms of the second half of the 50-60's of the XIX century became a turning point in the further development of domestic education, the most important achievements of domestic education are: the proclamation of extracurricular education, that is general education for all classes, its acquisition in classical (with the study of two ancient and Latin) and real gymnasiums with 7 years of study; introduction of a new type of incomplete secondary education, its acquisition in the gymnasium with a 4-year term of study; granting the right to open gymnasiums to public organizations and individuals; proclamation of accessibility of public schools (parish, church-parish, county, Sunday) for all social

statuses, their opening by public organizations, private persons; approval of the development of women's education.

Reforms of the 60's and 70's of the XIX century intensified the process of development and expansion of the network of educational institutions in the territory of the Russian Empire. These transformations have radically changed the administrative and judicial system, made education more accessible to the common people.

Since the late 60's of the XIX century private general educational institutions are actively developing, the best of which are entitled to be called private classical gymnasiums, but the fee in such educational institutions significantly exceeds the fee in public.

The activities of all private schools were built in accordance with the "Regulations on Private Educational Institutions" (1868). According to the "Regulations", all private educational institutions were divided into three categories:

- high or first grade schools - had at least six classes;
- second category - not less than three classes;
- third category - one-class and two-class schools.

Every class had one year to study at least. That is, the schools of the first category corresponded to state secondary schools, the second - city and county schools, the third - primary schools [3, p. 33–37]. Compulsory subjects in these institutions were the Law of God and the Russian language, the choice of other subjects was not regulated, but had to be approved by the Trustee of the educational district [7, p. 1–4].

Working on ministerial programs, private gymnasiums, progymnasiums and schools were brought closer to public educational institutions, but differed in the methods of teaching general subjects and the individual approach to each student.

The end of the XIX - beginning of the XX century entered the modern history of Ukraine as a period of radical change in society: there were active social processes caused by the rapid development of industry, science, changes in education. The educational movement intensified, educational thought developed, the network of primary and secondary schools expanded, new types of educational institutions were opened, teachers initiated new content, methods and forms of work in them, women's education was officially introduced [9, p. 130–131].

A feature of the imperial education system was the jurisdiction of educational institutions not only in the Ministry of Education and Science, but also in various other departments and ministries, where children of industrial and commercial status were educated. The national school developed as a component of the general imperial system of education, reflected the general reform processes [2, p. 22].

In addition, schools were divided into public and departmental, public and private. These schools differed both in the possibility of public and private influence on the organization of their educational process, and in the sources of funding.

The reform of school education was based on the social and pedagogical movement and the reform of the traditional school, which did not meet the new economic and political conditions of the state. The need for economic development,

criticism of the current system of school education in society and pedagogy, foreign experience and intensive development of reform pedagogy in Europe and the United States have set the Ministry of Education the task of school reform [2, p. 24–25].

In this regard, the Minister of Education I. Delyanov in 1883 submitted a report to the State Council, which justified the need for full benefits for students of private schools, which are used by students of public institutions. The Minister justified his position by the fact that public educational institutions are not able to meet the ever-growing needs [8].

Along with the benefits of military service, the Minister proposed a number of conditions that should equalize educational institutions, in particular:

- that students who take the exam for 6th grade study in the institution for at least three years, and for 4th grade - at least two years;
- that examinations in grades 4 and 6 be conducted in the presence of school district representatives and in accordance with the rules established for government gymnasiums;
- that these rights are respected if the courses of 4th and 6th grades coincide with the courses of such classes of government gymnasiums;
- that these rights be enjoyed only by gymnasiums whose teachers have the right to teach in government gymnasiums.

An important point of the Minister's requirements was the clause on the supervision of the reliability of the owners of private gymnasiums with all the consequences on the basis of the relevant paragraphs of the statute.

The growth of public need for educated people, the corresponding state policy towards private educational institutions contributed to their development and increase in the number.

In the period 80-90s of the XIX century the public initiative to open private educational institutions is actively beginning to develop. Most often, the initiative to open such institutions belonged to the public (local governments, aristocratic or merchant class, societies) or individuals. They began to petition for the arrangement of the institution, permission to open it. Then the state took a share in its financing. The state's dictates on the organization of the educational process in the institution were often directly proportional to the state share of funding. Although it also depended on the type of educational institution [4, p. 103].

The private initiative not only closed the gaps that existed, but also developed and implemented new, innovative pedagogical ideas that were embodied in existing structures. The state gave a personal and full-fledged initiative to the idea of creating appropriate educational institutions that developed and supported new areas of education [16, p. 9].

Usually, private educational institutions based their activities on the ideas of progressive domestic and foreign pedagogy, introduced into the educational process such forms and methods of work that are not used in public institutions. In these schools tried to create an atmosphere of attention and respect for the student, a system of trusting relations between educators and pupils, abolished punishment, evaluation, practiced a system of material incentives. The educational process was built in order

to best develop the abilities of students. For this purpose, the teaching of music, singing, arts, dance, gymnastics, handicrafts, etc. was introduced. Such forms as excursions, public lectures for students, literary and musical evenings, etc. were introduced into the practice of educational work. That is, the student, his interests, preferences, needs were placed in the center of the educational process. Most of these private schools have contributed much to the development of theory and practice of domestic pedagogical science [14, p. 123].

Private educational institutions in the late XIX century. became widespread in the Russian Empire, including Ukraine. By the end of 1890, the number of private educational institutions had grown to 69 (in the Kyiv educational district), including 6 women in the first category; second category - 2 men, 9 women and 1 for children of both sexes. Most institutions were of the third category (4 male, 9 female and 38 for children of both sexes), the first category was represented by 6 female. 24 of them had boarding houses, 1 - craft department [8, p. 9].

In order to regulate the laws of the government and the education department on the rights and responsibilities of persons working in the sphere of private education, and to facilitate their activities in 1893 was published The Collection of Laws, which included decrees issued from 1828 to 1879. [15].

Private schools were established in accordance with the "Complete Collection of Laws of the Russian Empire" (1893), which reflects the general provisions and regulations of private schools to assist and assist the government in public education [12, p. 3713]. According to the documents, the majority of private educational institutions functioned in large cities of the Ukraine in that time - Kyiv, Kharkiv, Odessa, and their number was insignificant in the counties. According to the regulations governing the opening of such institutions, they could be of two types: only for training or for training and education at the same time [12, p. 3734].

It was emphasized that joint education of boys and girls is possible only if the latter is more than 11 years old. In boarding houses at educational institutions joint maintenance of girls and boys was forbidden [4, p. 104].

Private educational institutions were divided into three categories: schools of higher or first category, which had at least 6 classes; second category - not less than 3-4 classes; third - two-class and one-class schools. At least one year was allotted for the training course of each class [12, p. 3715].

A private school could only be established with the consent of the school authorities. The founder had to submit a petition, which was accompanied by a plan with a detailed explanation of the purpose and objectives of the institution. It was necessary to substantiate: expediency of creation of this educational institution; type of schools; curriculum and training programs; quantitative composition of teachers and students; characteristics of the training room [5, p. 108].

The founder of a private school was fully responsible for hiring teachers who had the right to work in these positions. Men and women who were citizens of the empire were allowed to establish a private educational institution. In each case, the permit was accompanied by a check of the moral qualities and reliability of the

founder (usually accompanied by a certificate from the police station at the place of residence of the founder).

The founder of a private educational institution was free to select academic disciplines. The "state component of education" consisted of: the Law of God and the Russian language. And where the program provided for the study of history and geography, the study of Russian history and Russian geography was mandatory. The curriculum of each private school had to be approved by the trustee of the educational district [12, p. 3720].

At the legislative level, the rights and responsibilities of the founder of a private educational institution were defined - the founder decided on logistics, hired and fired teachers, and had the right to receive state awards. Thus, the Order of St. Stanislaus was awarded to persons who maintained a private school, boarding house without the help of the treasury or had 10 years of experience of impeccable work [12, p. 3722].

Zemsky institutions, societies, and individuals who received permission to open a school were free, in the selection of teaching staff, as noted earlier. At the same time, when entering a private school of the I and II category it was necessary to have the permission of the trustee of the educational district, and to the school of the III category - the director of the provincial school or gymnasium, in the county - the supervisor of the county school. Teachers who taught in the three senior classes of the first grade school had to have higher education. Persons with the title of home teacher were allowed to teach in junior classes. Finally, primary school teachers could work in private schools of the III category [12, p. 3774].

Inspections were quite common in the activities of private educational institutions. The purpose of which, even if they were appointed "for the slightest reason, was to humiliate in public opinion and in the eyes of the government a private school, as if not worthy of the trust of the government" [14], p. 166].

At the end of each school year, all private institutions conducted public examinations, which were attended by representatives of local government. Graduates of private gymnasiums had the right to enter universities on a general basis.

Control over private educational institutions was entrusted, as already mentioned, to the local school and gymnasium management. It would be logical to assume that the controlling bodies were guided by the same principles on which the life of the public school or gymnasium was built. Thus, the criteria for the effectiveness of the teaching staff of the gymnasium were: the state of labor discipline; scientific work; methods of teaching subjects.

It is important that a significant impact on the development of education, including private in the early twentieth century, carried out by the Ministry headed by P. Bogolepov. Thus, the Ministry of Education and Science during the time of P. Bogolepov focused on reforming secondary school education [2, p. 31]. In the mid-1900s, the minister set up a commission chaired by the trustee of the Caucasus educational district of K. Yanovsky, that prepared a project for the reform of the secondary school called the Charter of Gymnasiums and Progymnasiums (1901),

according to which gymnasiums and real schools were preserved. Gymnasiums were divided into two types: with two ancient languages and with one - Latin.

With regard to private education, this project gave the right to «societies, estates and individuals to open educational institutions at their own expense with some deviations in the organization of the educational part. Subject to certain conditions of subordination to the Minister of Education and the trustee of the district, these schools may be granted certain rights such as in the state gymnasiums. The total number of weekly lessons in gymnasiums with two ancient languages is set at 225, subject to the teaching of two new languages; with one new one - 206, while in the gymnasium with Latin only 202 lessons. The course of the subjects of the gymnasium with ancient languages does not include either science or cosmography: both classical languages are given 75 hours (42 + 33)»[8, p. 12].

The imperial government, responding to socio-political changes, the demands of the pedagogical community for the development of school education, was forced to continue educational transformations. Let's analyze the course, directions and consequences of state reform in the sphere of private education.

In the early twentieth century. Private educational institutions, in contrast to the state school, began to create new educational institutions - "free schools", "family schools", "experimental" - which used foreign and national experience of joint education and upbringing of boys and girls, introduction of labor and physical education, children's self-government. and organization of extracurricular activities, communication between school and family, individualization of education, etc. [14, p. 153].

In addition, several more circulars were adopted - "On the question of which private educational institutions can be called private gymnasiums or progymnasiums" (1906) [7, p. 29]; "About permission to open the eighth additional class at private women's gymnasiums" (1907) [7, p. 28–29]; "Regarding the opening of preparatory classes at private women's schools with courses of gymnasiums and progymnasiums" (1906) [7, p. 31]; "On the issue of permitting the opening and maintenance of private educational institutions by persons who do not have an established educational qualification" (1907) [7, p. 42–43]; "On the application to private women's gymnasiums and progymnasiums of the general provisions on women's gymnasiums and progymnasiums" (1907) [7, p. 142–143]; "Law on private educational institutions, classes and courses of the Ministry of Public Education, not enjoying the rights of government educational institutions" (1914) [8] and others. These documents contributed to the intensification of the opening throughout the Russian Empire, in county towns and cities and even in the villages of various private schools. Among the population very popular were 4-grade city schools, progymnasiums, as well as gymnasiums and commercial schools [14], p. 156].

An important event in 1913 was the signing by the State Council of a bill on private educational institutions, which was approved by the Third State Duma. An innovative provision of the project was the granting of the right to the founders of educational institutions to establish the language of instruction [9, p. 39].

However, due to socio-political circumstances, namely the authoritarian nature of imperial society, the use of autocratic reforms to curb social tensions in 1904–1914, the fruitful ideas of ministerial and alternative projects were not implemented, but prepared the ground for the development of MES led by P. Ignatiev theoretical foundations of school education reform of 1914–1916 and influenced the further development of education in Ukraine [2, p. 61].

**Discussion.** The second half of the XIX - early XX century. becomes a period not only of social, scientific, national revival, but also a period of rapid development of private education. The leading area of implementation of pedagogical innovations in this period was a private school, which was explained by the strict legal regulation of the state educational system and, at the same time, the lack of real steps by the government to modernize it. The share of non-state educational institutions of various types in Ukraine was quite significant and accounted for almost half of the total. Graduates of private educational institutions, as a rule, had the same rights as graduates of the corresponding types of public educational institutions. At the same time, it had a large space for pedagogical research. These institutions provided more opportunities for society in the realization of their educational ideals, and created conditions for students to continue their success. The key innovations of the pedagogical concept in the innovative activities of a private institution were: the priority of the pupil's personality, the integration of family and school, increasing the requirements for the teacher, who must act as the personification of an active and creative personality.

**Result.** All in all, it is established that the leading factors in the development of private education in Ukraine in the second half of the XIX - early XX century were: the presence of legislation on private education; establishment of public-state character of organizational bases of their activity; manifestation of public initiative in the opening of private educational institutions; taking into account in the organizational and substantive aspects of the activities of private schools of the social and economic needs of the country's development.

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