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THE STATE POLICY OF THE EDUCATION SYSTEM'S UKRAINIZATION OF THE UKRAINIAN GOVERNMENTS DURING THE NATIONAL REVOLUTION (1917-1920)

The article provides a detailed analysis of the implementation of the state policy of education system's Ukrainization in the course of the activities of Ukrainian governments (the Ukrainian Central Council, the Ukrainian State of the Hetmanate of Pavlo Skoropadskyi, the Directory of the Ukrainian People's Republic) and their influence on the development of the Ukrainian state formation in 1917-1920.

The authors analyze a whole galaxy of congresses – (the First All-Ukrainian Teachers' Congress (April 1917), the First All-Ukrainian Peasants' Congress at the beginning of June 1917, the Second All-Ukrainian Teachers' Congress (August 1917)) that determined the position of educators regarding prospects and development of national education in the conditions of revolutionary restructuring of society. The desire of Ukrainian governments to create more opportunities to acquire education in their native language in the national educational institution is highlighted, which was the impetus for the opening of the Ukrainian National University in October 1917 as part of the historical-philological, physical-mathematical and of law faculties.

Later similar educational institutions were opened in Mykolaiv, Kharkiv, Odesa. Projects of national universities were developed in Kamianets-Podilskyi and Uman. Also, departments of the Ukrainian language were founded in Kharkiv and Odesa ("classical") universities and four departments of Ukrainian studies - language, literature, history and law at the University of St.

Volodymyr. In November 1917 the Ukrainian Scientific and Pedagogical Academy was opened, which became the first national higher educational institution in Ukraine.

The state-building policy of Ukrainization of the education system of the government of the Ukrainian Central Rada, which was continued by the government of the Ukrainian State of Hetman P. Skoropadsky, was outlined, which made it possible to create more than 150 Ukrainian gymnasiums. A wide network of general cultural institutions and institutions was founded.

In the past, Russian universities in Kyiv, Odesa, Kharkiv, as well as Katerynoslav Mining, Kharkiv Technological and Veterinary and Kyiv Polytechnic Institutes were nationalized and declared Ukrainian. Also, new departments in Ukrainian philology, history, culture, and Western Russian law were opened in scientific institutions, in addition to the existing ones. Kyiv National University was also reformed, turning it into a state. A law was adopted on the establishment of a Ukrainian university in Kamianets-Podilskyi with the prospect of developing higher humanities in Podillia and Western Ukraine and establishing scientific ties with universities in Western Europe.

Keywords: *state policy of education system's Ukrainization of Ukrainian governments, Ukrainian national revolution, Ukrainian Central Rada, Ukrainian State of the Hetmanate of Pavlo Skoropadskyi, Directory of the Ukrainian People's Republic*

ДЕРЖАВНА ПОЛІТИКА УКРАЇНІЗАЦІЇ СИСТЕМИ ОСВІТИ УКРАЇНСЬКИХ УРЯДІВ У ДОБУ НАЦІОНАЛЬНОЇ РЕВОЛЮЦІЇ (1917-1920 рр.)

У статті проведено детальний аналіз впровадження державної політики українізації системи освіт в и процесі діяльності Українських урядів (Української Центральної Ради, Української Держави Гетьманату Павла Скоропадського, Директорії Української Народної Республіки) та їх вплив на розвиток Українського державотворення 1917-1920 рр. Проаналізовано цілу плеяду з'їздів (Перший Всеукраїнський учительський з'їзд (квітень 1917 р.), Перший Всеукраїнський селянський з'їзд на початку червня 1917 р., Другий Всеукраїнський учительський з'їзд (серпень 1917 р.) які визначали позицію освітян стосовно перспектив та розвитку народної освіти в умовах революційної перебудови суспільства. Висвітлено прагнення українських урядів створювати більше можливостей здобувати освіту рідною мовою в національному навчальному закладі, що стало поштовхом до відкриття в жовтні 1917 р. Українського народного університету у складі історико-філологічного, фізико-математичного і юридичного факультетів, а згодом аналогічні навчальні заклади були відкриті в Миколаєві, Харкові, Одесі, розроблені проекти національних університетів в Кам'янці-Подільському та Умані. Також, засновувались кафедри української мови в Харківському й Одеському університетах («класичних») та чотири українознавчі кафедри – мови, літератури, історії та права в університеті св. Володимира, а в листопаді 1917 р. відкрито Українську Науково-Педагогічну Академію, яка стала першим національним вищим педагогічним закладом в Україні. Окреслено державотворчу політику українізації системі освіти уряду Української Центральної Ради яку продовжив уряд Української Держави гетьмана П.Скоропадського, що надало можливість створити понад 150 українських гімназій, засновано широку мережу загальнокультурних закладів та установ, одержавлені і проголошені українськими в минулому російські університети у Києві, Одесі, Харкові, а також Катеринославський гірничий, Харківський технологічний і ветеринарний та Київський політехнічний інститути. Також, у наукових закладах, у додаток до уже діючих, відкривалися нові кафедри з української філології, історії, культури, західноруського права, також реформовано Київський народний університет, перетворивши його в державний, було прийнято закон про заснування українського університету у Кам'янець-Подільському з перспективою розвивати вищу гуманітарну науку на Поділлі і Західній Україні та налагодження наукових зв'язків з університетами Західної Європи.

Ключові слова: державна політика українізації системи освіти Українських урядів, Українська національна революція, Українська Центральна Рада, Українська Держава Гетьманату Павла Скоропадського, Директорія Української Народної Республіки

Formulation of the problem. The era of the national-democratic revolution of 1917-1920 in Ukraine is an epoch-making event in the history of the Ukrainian people, which has been in the center of attention of scientists, politicians and historians for more than 100 years. A large number of articles, textbooks and scientific works have been published. Dozens-hundreds of scientific conferences on this topic have been started. However, there are still so-called white spots in the above-mentioned topic, and in its disclosure there are not always well-argued, and sometimes dubious justifications and conclusions. Today, in the conditions of the Russian-Ukrainian war, new political and scientific conditions, which are defined for researchers primarily by democracy, freedom from ideological commitment, a multifaceted opportunity has opened up to look from a different angle at the great desire of Ukrainians at the beginning of the 20th century to restore their identity, a sovereign independent state, to declare itself as a political, spiritual and self-sufficient nation. Studying the experience of the management activities of the governments of the Ukrainian Central Council, the Ukrainian State of the Hetmanate of Pavlo Skoropadsky and the Directory of the Ukrainian People's Republic regarding the Ukrainization of the education system in 1917-1920 will contribute to the general knowledge of the entire historical phenomenon – the national-democratic revolution and its application in war and post-war times in the de-occupied territories of Ukraine.

Analysis of recent research and publications. The problematic issues of Ukrainization of the education system were considered during the time of the Ukrainian Central Rada in the pages of the magazine "Free Ukrainian School" of the All-Ukrainian Teachers' Union, which was published from September 1917 to December 1920. Famous Ukrainian public figures and teachers O. Doroshkevich, O. Muzychenko, Ya. Chepiga, S. Siropolko, P. and G. Kholodny, S. Rusova and others formulated the principles of a unified general Ukrainian education system.

Memories of political figures and state-makers in revolutionary events (M. Hrushevskiy, D. Doroshenko, N. Polonska-Vasylenko, P. Skoropadskiy) help to reveal the secret levers of state institutions of the Ukrainian State of Pavlo Skoropadskiy regarding the Ukrainization of the education system.

In the works of Yu. Khramov, P. Sokhan, V. Ulyanovskiy, Yu. Shemshuchenko and other scientists, the process of founding Ukrainian higher education and the Academy of Sciences is revealed. The work of Y. Kurnosov highlights the participation of the intelligentsia in the construction of school and higher education.

With the independence of Ukraine in 1991, the newest stage of the development of Ukrainian science began, based on democratic principles and national traditions. Active studies of the liberation struggle as a whole, including individual aspects of the educational transformations of 1917-1920, have been developed. The works of V. Maiboroda, S. Maiboroda, D. Thorzhevskiy, A. Vakhrushch and other researchers analyze the formation of the Ukrainization of the new education system, the improvement of educational programs, forms and methods of raising children and youth. Separate questions regarding the Ukrainization of the education system and the strengthening of its material base are revealed in the works of L. Vovk, A. Slyusarenko, A. Pyzhyk, O. Zubaliya, D. Ryashchenko and other authors.

The purpose of this study is to reveal the state policy of education system's Ukrainization of Ukrainian governments during the period of the national revolution (1917-1920).

Presenting main material. In the first months of the Ukrainian National Revolution, before the proclamation of the Ukrainian People's Republic (hereafter UPR), decisive political decisions on the Ukrainization of the education system were made by the Provisional Government, which were initiated by the Ukrainian Central Council or the General Secretariat (since June 1917). In such a tandem, the state policy of Ukrainization of the education system was adopted promptly and within the fundamental parameters determined by the Ukrainian revolutionary government. On March 28, 1917, the Provisional Government agreed to "allow all subjects to be

taught in the Ukrainian language in the schools of the Kyiv school district." Also, in Petrograd, the order of the Minister of Education "On the introduction of teaching in the Ukrainian language in primary schools of all provinces and regions where Ukrainians live" was adopted, which gave the right to introduce the disciplines of the Ukrainian language and literature, history and geography of Ukraine in teachers' seminaries and institutes of Ukraine, the establishment of in higher educational institutions, departments of Ukrainian language and literature, history and law [1].

However, the urgent need to start the creation of a national high school in Ukraine did not allow waiting for the fulfillment of uncertain promises of the Russian government. Leading Ukrainian figures of education, science, and culture considered it necessary to urgently seek the realization of the natural right of the Ukrainian people to national education at all levels. The first Ukrainian military congress, which was held in May 1917, in the decree on education demanded from the Provisional Government to start education in schools in the Ukrainian language as early as September [2].

A more radical, consistently practical position was taken by the First All-Ukrainian Peasants' Congress at the beginning of June 1917. By its decision, the congress instructed the government of the Ukrainian Central Rada to "take care that... science in schools from lower to higher from the fall of the current year was conducted in Ukrainian" [3].

The First All-Ukrainian Teachers' Congress (April 1917) determined the position of educators regarding the prospects and development of public education in the conditions of revolutionary restructuring of society. It was primarily about the democratization and Ukrainization of the education system at all levels, which was supposed to become unified and accessible to all sections of the population [4].

The Second All-Ukrainian Teachers' Congress (August 1917) was much more specific regarding the systemic approach to reforming and Ukrainizing the education system in Ukraine. Also, the congress proposed to open a Ukrainian National University in Kyiv from the beginning of the 1917/18 academic year [5].

Therefore, the teachers' congresses, which took place within 3-4 months, testify to the extremely high public activity of educators, and therefore to the appropriate potential for practical reform of the education system. It was they who determined the main principles of transformations in the education system, the principles that formed the basis of the official concept of the development of national education in Ukraine.

However, the more active the nationally conscious part of the citizenry was in its Ukrainianization aspirations, the more obvious the opposition was, especially in this regard, Kyiv stood out. At a meeting of teachers and representatives of the city's parents' committees, it was suggested that the Ukrainization of the school be limited to the teaching of Ukrainian studies subjects, while preserving the "main all-Russian character" of secondary schools in Ukraine [6].

In May 1917, supporters of the "Russian school" held the "Regional Teachers' Congress of Southern Russia", which spoke out against the Ukrainization of gymnasiums and the introduction of Ukrainian studies in secondary schools. The decision in favor of Ukrainization could not be made by the delegates, who still equated the concept of "Ukraine" with "Southern Russia" [7].

As we can see from the above, under such circumstances, gradual, moderate Ukrainization of the education system was logical and fully justified. However, the emotional surge of national consciousness in a certain part of the population caused a desire to restart social and political life in Ukraine as quickly as possible, including (and perhaps on the basis of) educational restructuring, which caused the majority of society to reject it.

Proclaimed in November 1917, the Ukrainian People's Republic delegated to the General Secretariat of Education the status of the Ministry of Education and much wider powers for practical transformations in the education system. During December, there were significant changes at the legislative level, which related to both the reform of education management and innovations in the educational process. The Law "On establishing a separate paid teacher's position of the Ukrainian language and literature" in all primary schools, "On the subordination of all schools on the territory of Ukraine to the General Secretariat of Education", etc. was adopted.

The latter made it possible for the highest state education management body to take control of the activities of educational institutions of all levels and forms of education, as well as to ensure the unity of requirements for the implementation of the concept of creating a national school in the Ukrainian People's Republic [8].

The state policy regarding the opening of the first Ukrainian gymnasiums in the Ukrainian People's Republic stabilized not only the cultural and educational, but also the social and political life in general, and reflected not only the desire, but also the possibility of building a national school as a crucial component of the education system capable of providing education in the native language, education of nationally conscious citizens, as well as a revived Ukrainian nation.

State-administrative measures of Ukrainization of the education system gradually spread throughout Ukraine. During May-July 1917, more than 40 gymnasiums and 53 secondary schools were opened in the provincial and industrial centers of the republic – Poltava, Chernihiv, Kharkiv, Kherson and others [9].

The administrative process of Ukrainization of primary schools in rural areas took place at a much higher rate, where the majority of the population was ethnically Ukrainian and perceived Ukrainization processes favorably, particularly in education.

Higher education needed special attention from the Ukrainian government. The Ukrainian government was faced with the task of not only rebuilding the higher education institution on a national basis, but also preserving it as such. This task became particularly acute and important also because, with the beginning of the Ukrainian revolution, many scientists and teachers of higher educational institutions went abroad. Those who remained were in no hurry to devote their scientific and pedagogical activities to the implementation of the intentions of the Ukrainian authorities regarding the development of the national education system.

The government's desire to create more opportunities to get an education in the Ukrainian language in a national educational institution was the impetus for the opening of the Ukrainian National University in October 1917, consisting of the history-philology, physics-mathematics and law faculties. Subsequently, similar educational institutions were opened in Mykolaiv, Kharkiv, Odesa, and projects of

national universities were developed in Kamianets-Podilskyi and Uman. Departments of the Ukrainian language were founded in Kharkiv and Odesa ("classical") universities and four departments of Ukrainian studies - language, literature, history and law at the University of St. Volodymyr. Also in November 1917, the Ukrainian Scientific and Pedagogical Academy was opened, which became the first national higher educational institution in Ukraine [10].

After the declaration of the state independence of the Ukrainian People's Republic by the IV Universal, the basic principles of national Ukrainian science and public education of all levels are being created. In March 1918, a plan of measures aimed at the Ukrainianization of higher education was adopted, namely: the introduction of mandatory teaching of the Ukrainian language in all higher educational institutions of Ukraine; spread of departments of Ukrainian studies; development of directions and terms of gradual Ukrainization of higher education institutions in accordance with the capabilities (preparedness) of the teaching staff; training of new personnel focused on the interests of Ukrainian national education; creation of a network of new state higher schools in the style of classical universities, transformation of the Ukrainian National University into a state national university; opening of new higher educational institutions, in particular universities - both state and national in a number of provincial centers; planned work aimed at the return of Ukrainian scientists who were abroad [11].

The state-building policy of Ukrainization of the education system of the government of the Ukrainian Central Rada was continued by the government of the Ukrainian State of Hetman P. Skoropadskyi. He created more than 150 Ukrainian gymnasiums. Several million copies of Ukrainian textbooks were printed. A wide network of general cultural institutions and institutions was established [12], formerly Russian universities in Kyiv, Odesa, Kharkiv, as well as Katerynoslav Mining, Kharkiv Technological and Veterinary, and Kyiv Polytechnic Institutes were nationalized and declared Ukrainian. In these scientific institutions, in addition to the existing ones, new departments of Ukrainian philology, history, culture, and Western Russian law were opened, Kyiv National University was also reformed, turning it

into a state university. A Ukrainian university was founded in Kamianets-Podilskyi with the prospect of developing higher humanities in Podillia and Western Ukraine and establishing scientific ties with universities in Western Europe [13].

The government provided state support for the development of national higher education in many regions of Ukraine, in particular, law and history-philology faculties with the rights of a state university were created in Poltava, and a university was founded in Yalta. Pedagogical institutes occupied an important place after universities in the educational state policy of the Hetmanate. The admission of students to the Kyiv, Kharkiv, Poltava, and Nizhyn institutes is increasing.

Higher technical education was successfully developed. The opening of the electrical engineering faculty at the Kyiv Polytechnic Institute took place. The Kharkiv and Kherson agricultural institutes were founded, and the agronomy department was opened at the mechanical and mathematical faculty of the University of St. Volodymyr, the construction project of the Agricultural Academy in Kyiv was approved.

The government of P. Skoropadsky is creating narrow-profile institutes, the specialists of which were needed for the proper functioning of various spheres of the economic, cultural, and international life of the Ukrainian State. On the initiative of its leadership and the participation of various organizations and government departments, institutes were founded: art history, archeology, artistic and industrial, medical, consular, communications, Esperanto, mechanical engineering, as well as five military academies and other educational institutions. Ukrainian-language teaching and study of Ukrainian studies disciplines were introduced in existing and newly established institutes [14].

During the historically short period of activity of the Ukrainian State, 35 higher educational institutions were established (before the revolution there were 27 of them). This meant that radical transformations were carried out in higher education, which strengthened the foundations of national higher education. It is clear that not all educational institutions in the conditions of the civil war began to operate or work at full capacity. However, it was the state policy regarding their establishment that

made a significant contribution to the theory and practice of state construction of national higher education.

The development of the concept of state construction of higher education should also include the government's resolution on the training of national scientific personnel. For this purpose, the Council of Ministers of the Hetmanate granted the right to universities, as well as nine different specialized institutes of Ukraine, to create postgraduate programs, doctoral programs, dissertation defense councils and to award academic degrees to applicants. Kyiv polytechnic, commercial, medical, Kharkiv technical and veterinary, Katerynoslav mining and a number of other institutes were classified as such educational institutions.

In November 1918, by order of Hetman P. Skoropadskyi, the Ukrainian Academy of Sciences was founded (the first president was V. Vernadskyi) and the first eleven academicians were appointed: D. Bagalia, A. Krymskyi, M. Petrov, S. Smalstotskyi in the historical and philological department, in physics and mathematics – V. Vernadskyi, M. Kashchenko, S. Tymoshenko, and in the department of social sciences – F. Taranovskyi, M. Tugan-Baranovskyi, O. Levytskyi, V. Kosynskyi [15].

The coming to power of the UPR Directorate marked the strengthening of national priorities in educational policy. The new government was aware that its predecessors had developed a significant legislative framework, which basically corresponded to the educational concept of the Directory. This concerned both language problems and the Ukrainian studies direction of education as a whole. So the main focus was on the implementation of laws and regulations. In principle, the cycle of Ukrainian studies disciplines at the school remained unchanged, the observance of the norms of its teaching was considered more urgent than subject expansion [16].

At the same time, the position of the Russian language underwent the opposite changes. Its teaching as a compulsory subject was canceled. First of all, it concerned lower and higher primary and secondary schools. Also, compulsory teaching of the

Russian language and literature, history and geography in Russian in private educational institutions was abolished.

Of fundamental importance for the development of the educational system on a national basis was the completion of the work on the "Project of the Unified School in Ukraine", which was started back in 1917. In September 1919, the Council of Ministers of the Ukrainian People's Republic adopted the version presented to it, which, although it was not finally completed, nevertheless determined the main principles of building a national school in Ukraine [17].

The greatest attention was paid to the primary educational foundation - primary school. According to some estimates, in 1919, more than 67% of children had the opportunity to receive education in the lower level of primary school. Compared to the pre-revolutionary period, this was an outstanding result. The number of higher primary schools increased during the years of activity of Ukrainian governments from 356 to 1,210, and by the middle of 1919, more than 90% of higher primary schools were maintained at the expense of the state budget. Schools that were opened and maintained by local self-government bodies were not left out.

During the days of the Directorate of the National People's Republic of Ukraine, the process of building a Ukrainian secondary school was also significantly intensified. In mid-January 1919, the concept was approved, according to which a new type of Ukrainian national school should correspond to the conditions of Ukrainian life [18].

In January 1919, the "Commission for Higher Schools and Scientific Institutions" was established under the Ministry of National Education, one of whose tasks was to re-approve the status of the Kyiv, Kharkiv and Odesa universities in order to "cleanse" these institutions of Russian and Russified personnel who did not want to Ukrainianize [19].

The idea of creating people's universities has not lost its popularity. On the contrary, under the conditions when only one university with state status remained in the territory controlled by the Directory, the nationally conscious scientific and educational intelligentsia tried to somehow improve the situation with the availability

of higher education. It was under such circumstances that on November 1, 1919, the Kamianets-Podilskyi National University was opened as part of the humanities and natural sciences faculties. He was supposed to open access to higher education to those who, for various reasons, could not get it at a state university [20].

Conclusions. National priorities in the revolutionary events during the time of the Ukrainian Central Council, the Ukrainian State of the Hetmanate of Pavlo Skoropadskyi, the Directory of the Ukrainian People's Republic, despite all their ambiguity and contradictions, gave a powerful impetus to the national and cultural revival of the Ukrainian people, and in its direction, to the development of national education. In the state policy of Ukrainization of the education system and the practical actions of all regimes during the Ukrainian revolution, the understanding that without the creation of a national school as a necessary condition for the education of nationally conscious citizenship, all efforts aimed at building a state-independent Ukraine will be in vain.

Much of what was declared by the government remained on paper, which in the historical dimension can be attributed only to its intentions, although certainly positive ones. And not only. As has been noted more than once, for reasons of a subjective nature, when "mostly it was about the necessity of the same Ukrainian studies, but there was no talk about its obligation".

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