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**LEADING TRENDS IN THE DEVELOPMENT OF PHILOLOGICAL
EDUCATION IN UKRAINE IN THE FIRST HALF OF THE TWENTIETH
CENTURY.**

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Investigating the theoretical aspect of the training of teachers of philology in higher educational institutions of Ukraine in the first half of the twentieth century. It is necessary to highlight and characterize the leading trends that have identified the peculiarities of the organization of the corresponding vocational education. Based on the content analysis of a wide source base (archival materials, regulatory documents, historical and pedagogical literature, publications in periodicals) it was established that at the beginning of the 20th century. the most acute problem was the training of teaching staff to teach the disciplines of the humanitarian cycle, in particular philological. In the process of reforming education at the beginning of the specified historical period, the main attention was focused on the provision of folk schools with a sufficient number of teachers-specialists in linguistics capable of teaching in the Ukrainian language. In turn, the renunciation of the traditions and experience of classical gymnasium education, the content of which was determined by the knowledge of the classical old and new (living) foreign

languages, the actualization of the need for international integration in all sectors of society's life intensified the polemics on the issues of practical and methodological support for the training of teachers-philologists and meaningful provision of the educational process of general education schools. In defining and characterizing the leading tendencies that influenced the organization of training of teachers of philology in higher educational institutions of Ukraine in the first half of the twentieth century. we were guided by the following criteria: the nature of normative provision of educational institutions, the actual indicators of the development of a network of higher education institutions that provided pedagogical education.

Thus, during the research, four main trends in the development of general philological education were identified, which determined the peculiarities of the organization of training of teachers of philology in higher educational institutions of Ukraine in the first half of the 20th century:

- 1) Ukrainianization of public education in general, and pedagogical in particular;
- 2) on the one hand, the dissemination in the educational theory and practice of the principle of equivalence and educational value of sciences, which greatly weakened the exceptional importance of studying foreign languages, and, on the other, the gradual revival of the general educational meaning of foreign languages, which facilitated the acquisition of the status of compulsory educational subjects;
- 3) reorientation in language training from a narrow philological goal to practical.

The first trend, which significantly influenced the nature of organizational, methodological and content support for the training of teachers-philologists. The Ukrainianization of public education in general and pedagogical in particular was conditioned by a number of factors, among which historians define:

- a) activation of the public-pedagogical movement in the late nineteenth and early twentieth centuries, accompanied by a multidisciplinary educational activity of the zemstvos, which opened new schools, increased the expenses of district zemstvos of Ukrainian provinces for the education of people;
- b) the drafting by the Second State Duma of a draft law on the introduction of

general education. Although the document has not been approved, the Ministry of Education has begun work on the implementation of its provisions.

The development of the network of Ukrainian-language schools was facilitated by the law of June 22, 1903, on the formation of a state building authority for loans and grants for the construction of school premises, namely, the aid was issued in the amount of one fifth of the cost of the structure, and the rest was issued a loan for 40 years under payment of 3% annually [3];

By the example of district zemstvos - Chernihiv (1903), Khotymlyansky (1904), Vovchansky (1904) and others. - It was found out that in the early years of the twentieth century. Among the ways of raising the level of public education in Zemsky schools, the introduction of the Ukrainian language as a language of instruction was determined. As an argument, one can cite a ruling of the corresponding petition filed for consideration in the Poltava provincial zemstvo (1904). The adviser of this Zemstvo, the famous writer Volodymyr Leontovich, emphasized that the foreign-language school "... creates a certain disarray between the family and the school" [1].

About the distribution of the course of the public school through the introduction of the Ukrainian language as the speaker was discussed in the report of the Bakhmut Committee on the needs of the agricultural industry, consisting of peasants I. Butyanka, A. Bilogrud and M. Gordienko. The authors of the report first of all emphasized such a defect of the folk school as the widespread use of the method of knotting "... Subjected and perceived and personalities of personal and impersonal, and all other useless trivia." Instead of the knowledge that might come in handy, perhaps only to the scribes, the speakers expressed support for introducing into the curricula the information that would be useful to each peasant, whose proper teaching is possible only in Ukrainian [3].

Committees of the Khotynsky, Berdyansk, Ananivsky, Lubensky, Poltava, Lohvytsky, Khorolsky, Chernivtsi, Konotop and Voronezh regions expressed their desire to introduce in the popular schools of Ukrainian language [2].

The processing of archival documents showed that the request for the

introduction of the Ukrainian language was adopted by the Poltava City Duma and the Kharkiv Society for the Support of Working Women [5]. However, most such decisions and petitions were not implemented practically.

At the level of the state normative regulation of the educational sector, the question was also widely discussed. In particular, during the study, it was found that a bill was introduced to the State Duma of the third convocation to introduce the Ukrainian language of instruction in primary schools of localities with the Ukrainian (in the original - "Little Russian") population. The bill was developed by A.Lototsky. It provided for four points. According to the first point, in localities with Ukrainian people in primary schools, training should be done in their native language. According to the second point, the status of the Russian language as a state envisaged the introduction of the Russian language as a compulsory academic discipline. The third and fourth points determined the need for appropriate normative and content-methodological support [1]. The explanatory memorandum, which was added to the draft law, substantiates the expediency of teaching subjects in Ukrainian in popular schools of Ukraine.

The study of historical sources suggests that, although the bill was not considered by the Duma, the question of the Ukrainian language was the subject of political debate when discussing the state budget in the third and fourth Duma.

The question of the spread of the Ukrainian language in schools in Ukraine was often violated at All-Russian congresses. Yes, at the All-Earth Congress on Public Education in 1911. In Moscow, the reports of the editorial board of the Ukrainian pedagogical magazine "Svetlo" (published in Kyiv from 1910) were discussed and the speech of Luchvitsky zemstvo figure V. Husinov. The first All-Russian Congress on Family Education, which took place in St. Petersburg from December 20, 1912 to January 6, 1913, passed a resolution that the teaching in primary schools and kindergartens should be conducted in their native language, while the Russian language could only be the subject of study.

The most publicized was the indicated tendency of the studied pedagogical problem at the 1 All-Russian Congress on Public Education (December 23, 1913 -

January 3, 1924). More than 7,000 members - teachers of public schools participated in the work of the Congress. Famous educators made presentations at the meetings of the special commission on education in localities with the foreign population: O. Chalyy "At school in Ukraine"; I.Sokil "Problems of People's School"; S.Rusova "About the Ukrainian school"; S.Cherkasenko "Folk school and the environment"; S. Mendzenkamper "Pedagogical view on the introduction of Ukrainian language education in rural schools among the Ukrainian population"; S.Karasevich "Modern state of education in Ukrainian provinces and the desirable means to raise the level of education"; F.Prokopovich "Folk school and mother tongue in Ukraine" [4].

After discussing the report, having analyzed the level of development of folk schooling in localities with foreign population (schools of Ukrainian, Latin, Lithuanian, etc.), it was recognized as necessary in the development of school networks to take into account the interests of different nationalities of Russia. To this end, it was proposed to abolish all laws and administrative orders that in one way or another limited the cultural rights of any population (nationality) and had a detrimental effect on the satisfaction of its educational law. The introduction of the mother tongue as a language of instruction, the free use of native language and literature in the educational and extracurricular educational process, the removal from the school of politics and national animosity was envisaged; compulsory study of the native language from the third year, which explains the increase in the number of years of study in primary schools. It should be noted that at the mentioned Congress the resolution on the necessity of providing schools of each nationality was approved by teachers and other persons who are fluent in the language of the population, can speak this language, are well aware of the history, literature and peculiarities of the everyday life of the local population. The requirement to establish equality of rights and authority of teachers of the native language and teachers of the Russian language and other disciplines, the rights and powers of which have already been legally defined, was put forward. Among the ways to implement such resolutions, the document provided for the opening of

special pedagogical schools and temporary courses in local language for training the teachers of the specialty, the establishment of language, history and literature departments of individual nationalities at local higher schools for the training of teachers of teaching seminaries, institutes and special pedagogical classes , as well as lecturers of teaching courses; organization of periodic congresses of teachers of separate regions for discussion of methodical questions of studying philological disciplines at school. [3]

Unfortunately, after the completion of the work of the First All-Russian Congress, many criminal cases were opened against many Ukrainian teachers. Ukrainian teacher T. Lubenets was denied the right to teach pedagogy at the Kiev high schools, and Vyacheslav Prokopovych, history teachers in two Kyiv gymnasia, was dismissed because "... it seems that they defended him in a report in St. Petersburg the Congress on the education of the people, and his very speech at the foreign commission of that congress testify to the direction of F. Prokopovich, who does not agree with the pedagogical activity in the Russian state school "[4].

In spite of government harassment, the congress on care for children of fugitives and evicts (including from Galicia and Bukovina), which took place in early 1915, ruled that science for children of fugitives and evicted Ukrainians should be organized in schools and refuges , initiated by the All-Russian Union of Zemstvos and Cities, in the native language of children, in which local self-government bodies had to allocate appropriate means and means [3]. This decision, as evidenced by the analyzed historical sources, was practically implemented by the Committee of the Southwestern Front of the All-Russian Union of Cities, where prominent Ukrainian enlighteners worked.

An analysis of historical sources shows that, despite the active efforts of Ukrainian educators to introduce the Ukrainian language as a language of teaching and instructional discipline, the imperial government of the Russian Empire forcibly spread folk schools with Russian language teaching, Russian in their spirit and their general arrangement. Although it is fair to note that the Holy Synod authorized the Decree on behalf of Podillya bishop Partheny (Levitsky) from

October 12, 1907. use the Ukrainian language as an outline in the church parish schools of Podillya, and in the two-class schools and in the Vinnytsia church-teacher's school to introduce the Ukrainian language as a subject of study. But in 1912 the Holy Synod abolished this permission. Ukrainian language was taught and used illegally in not many schools, for example, in the school held by M. Kropivnytsky in the Kharkiv Region, M. Arkas in the Kherson region [4].

In order to accelerate the process of Ukrainianization of the folk school, some zemstvos organized summer teachers' courses for their teachers, introducing philological and Ukrainian studies into their program. For example, in Poltava in 1909, at teacher's courses O. Levitsky outlined the history of Ukraine, and at teacher training courses in Yekaterinoslav Professor D. Yavornytsky read two lectures on archeology.

Ukrainian studies were taught only in some private gymnasiums, for example, in the gymnasium Kovalchuk in Odessa and Slavutinskaya, in Kamyanets in Podillya. In the secondary state schools, as the study of historical and pedagogical literature shows, the use of the Ukrainian language was prohibited even in communication. For example, in Priluki and in the Swan, in Mirgorod, directors of gymnasiums placed the following inscriptions on the table: "In the walls of the gymnasium it is strictly forbidden for pupils to speak in the Little Russian language" [6].

The cultural and national movement and the processes of Ukrainization as a manifestation of this movement in some way reflected the work of universities. So, in 1904, the Historical Society of Nestor-Chronicler in Kiev organized a course on lectures on the history of Ukrainian literature. In 1905, the Kharkiv and Kiev universities explained the answers to the request of the Committee of Ministers in the constraints of the Ukrainian word.

During the study, it was found that on October 16, 1905, at the University of Kyiv, student collections of four chairs (Ukrainian language, literature, history and law) in the Ukrainian language in the course of work on the above-mentioned request of the Committee of Ministers submitted a petition to the professorial council with the signature of 1400 students about the need for equal rights of

Russian and Ukrainian as a language of instruction in schools in localities with the Ukrainian population. The university rector rejected [2]. Ukrainian students from other cities, for example, from Chernihiv, supported Ukrainian students [5]. In the end, the students achieved that in the autumn of 1907, Professor A.Loboda began teaching the history of the new Ukrainian literature at the Kharkov University in the autumn of 1907 at the Kharkov University. On the initiative of Professor M. Sumtsov, the teaching of Ukrainian studies began [3]. Teachers were: M.Sumtsov (Ukrainian folk language), M. Khalansky (history of the Ukrainian language), D. Bahaly (history of Ukraine). In the Odessa University, in the spring of 1907, private-associate professor O.Grushevsky began to teach the course of Ukrainian history in Ukrainian. However, the reactionary measures of the Ministry of Education banned all innovations.

According to the research, since 1907, namely, since the birth of the Ukrainian Scientific Society in Kyiv, the issue of professional training of philology teachers has gained new significance with the dissemination of students' cultural and scientific circles. A group for studying the history of Russian and Western European literature was founded at Kharkiv University, headed by Prof. M. Khalansky [6].

In the process of historiographical analysis it was clarified that the necessity of Ukrainianization of secondary and higher schools in Ukraine was discussed at the Congress of Slavic youth on the occasion of the 60th anniversary of the Slavic congress in Prague, which took place June 24 - 30, 1908. The composition of the Ukrainian section included M.Zaliznyak, T. Haliy, V.Struk. Among the means of Ukrainization, the introduction of teaching in the Ukrainian language in all schools, the opening of the chairs of the Ukrainian language, literature and history of the Ukrainian language at Kyiv, Kharkiv and Odessa universities was recognized as the most effective [4].

Teachers' Institutions, which in Ukraine until 1917 there were 8 [5], belonged to secondary vocational schools and also participated in the process of Ukrainization. For example, on Feb. 5, 1907, students of the Glukhiv Teachers' Institute submitted

a petition for the appointment of 36 people in the Institute for the Study of Ukrainian Literature and History of Ukraine in Ukrainian [5]. However, this petition was rejected.

Beginning with the analysis of the problem under investigation from the revolutionary events of 1917 (according to the new style - from March 8) until the end of November 1920, it is necessary to separate and characterize periods, depending on the political course of this or that authority in Ukraine.

The first period was the time of the government of the Provisional Government of Russia from March 8, 1917, to the edition of June 10, 1917, and the Universal of the Ukrainian Central Rada, which formed the General Secretariat, and in particular the Secretariat of Education. The second period - from the Universal of the Ukrainian Central Rada until April 30, 1918, give birth to the Hetmanate. The third period is the time of Hetman P. Skoropadsky's power from April 30 to December 15, 1918, when the Hetmanate was liquidated. The fourth period is the time of the authorities of the Directorate of the restored Ukrainian People's Republic. During this period - from February to half of August 1919 a significant part of Ukraine was under the control of the Bolsheviks.

In the first period, Ukrainian teaching, having received authority, immediately proceeded to Ukrainianization of educational institutions. The Provisional Government of Russia had to make concessions, which was confirmed by the fact that on March 28, 1918, it was decided to allow the teaching of all subjects in the Ukrainian language in schools of the Kyiv school district provided that the pupils were not Ukrainian trained in Russian.

The First All-Ukrainian Congress of Teachers and Professors, organized by the Society for School Education, headed by I.Stechenko on April 5-6, 1917, decided to request the Ukrainian Central Rada to establish a General School Board, which would be supervised by three school districts in Ukraine. This would ensure the planned nature of the development of the national educational network. A school commission was formed, later transformed into a General School Council under the General Secretariat of Education [5].

Since mid-June 1917, the power of the General Secretariat has spread to Ukraine. The Secretary General of Education I. Steshenko initiated the following programs in the field of public education: centralization of management, control over the process of Ukrainization of educational activities, publication of textbooks, provision of training of the corresponding specialty of teachers and their integration into professional societies. With the assistance of the All-Ukrainian Teachers' Union in the summer of 1917, up to hundreds of teaching courses were organized on the funds of local self-governing bodies, which were reformed on a democratic basis. With the help of the School of Education, a unified Ukrainian terminology was developed in various fields of science. The Society also developed a plan for a united Ukrainian school, which, after careful discussion at the Second All-Ukrainian Teachers' Congress on August 10-12, 1917, formed the basis of the project for a future single school. At the same congress, a draft motion for the establishment of the Scientific and Pedagogical Academy in Kyiv [1] was approved.

According to the analysis, only in August 1917 was approved the bill of the Minister of Education of the Provisional Government on the opening of two Ukrainian state schools, the establishment of a department of Ukrainian language, literature, history and law at the Kiev University.

In the course of the study, it was found that the Ukrainization of educational institutions was slow, on the contrary, there were government directives and the resistance of the russified pedagogical intellectuals [4]. At the request of the Secretary General of Education on Ukrainization, the Kyiv, Odesa universities, and other higher schools responded to the refusal: "We ask you to speak in an official language" [4]. For the most part, Ukrainization took place through the creation of new Ukrainian educational institutions. Thus, on October 5, 1917, the Ukrainian People's University was opened in Kyiv, consisting of three faculties, among which the historian-philological was to train philology teachers [1].

After the Third Universal of the Ukrainian Central Council (November 7, 1917), which was proclaimed by the Ukrainian People's Republic, in the field of public

education, attention was focused on the issue of national autonomy for national minorities, in particular in the educational sphere.

Ukrainianization and scientific substantiation of the organizational and methodological aspects of the training of teachers-philologists was in some way promoted by the activities of the Ukrainian Academy of Sciences, under the statute of which the courses of the Ukrainian language and the history of Ukrainian writing were opened, etc. [3].

The study found that during the period of the UNR the teachers sincerely promoted the educational views of representatives of the reformist movement of Europe, the United States, on the renewal of the educational process, the rise of the role of the teacher in the development of the child's personality. This was evidenced by the numerous performances of prosvita, state officials, and teachers of that time, in which the ideas of the formation of a new school, the dissemination of innovative pedagogical concepts in the mass school. The teacher relied on a decisive mission as the organizer of updating the national idea. For example, S.Rusova, a prominent Ukrainian educator, a member of the Central Council, the director of the out-of-school and preschool departments of the Ministry of Education of the country, devoted a special role to the teacher in the development of the Ukrainian state. At the same time, she noted that "... we lack so much for the construction of our state, for the education of our people educated people, the education of children, the training of teachers is of particular importance. In our time, to be a good educator, to be an apostle of Truth and Science. Only by the great efforts of such apostles Ukraine will have honest patriots, skilled practical workers and a socially united, intellectually developed mass of people "[2].

Thus, the problem of training teachers has become the subject of attention and interest of government officials. This was facilitated by the following trend, which determined the nature of the organization of the educational process in general, and the training of teachers-philologists in particular, - the tendency of the principle of equality of educational value of sciences in the educational theory and practice.

During the time of the Directorate of the UPR, the Ministry of Education

developed a draft single school program, which consisted of a core cycle and a college.

The main school course is 8 years old for 4 years on two levels, the course of the board is 4 years old. On the basis of the analysis of the manuscript copy of the second part of the project of a unified school, it was found that the educational process at the college provided for differentiation in two directions: humanistic and real (agricultural, economic, etc.). The fundamental principle, according to the document, is the principle of equivalence of the educational value of sciences. It was suggested, for example, to reduce the number of hours of mathematics, introducing grammar to studying languages, because these subjects had roughly the same meaning for the intellectual development of children. All variants of departmental programs were counted in the project, six of them: 1) humanistic department with one classical language and one new language; 2) humanistic department with two classical languages and one new; 3) humanistic department with three new languages or one classical and two new languages. English language was included in the content of the programs of three other departments - real, economic, maiden [3].

Based on the document "Basic Principles of a Uniform Work School", dated October 16, 1918, general education in Ukrainian secondary schools provided for subject teaching: "The higher we climb the school ladder, the closer to this encyclopedia the place occupy the objects, that is, systematic study under the leadership of specialists: native language, mathematics, geography, history, biology in its subdivisions, physics and chemistry, living foreign languages "[5]. However, as confirmed by the study, in the early years of Soviet power in the country foreign languages did not become a full-fledged academic discipline in schools, therefore the issue of preparation of the corresponding specialty of teachers also gradually lost its significance. Among the reasons that led to this tendency, historians, linguists point to pseudo-ideological beliefs that determined the status of a foreign language since the Russian Empire as a sign of the ruling class of the population. The weakening of the attention to the study of foreign

languages was also due to the popularization of the idea of an active labor-oriented school focused on the professional-production and agricultural sectors. The study of journalistic materials shows that the public opinion of the representatives of the proletariat was rather negatively oriented on the feasibility of studying foreign languages in general educational institutions.

The conducted research showed that the beginning of the twentieth century. in the history of Ukrainian schooling was marked by the reform of gymnasium education, in particular the conduct of activities that facilitated the students of the gymnasium of examinations and studying of classical languages. In particular, on August 1, 1900, written tests on classical languages were canceled in gymnasiums, and pedagogical boards of gymnasiums were given the right to transfer successful students to the next class without exams. Since the autumn of 1901 in the first two classes of boys' gymnasiums and progymnasia the teaching of Latin was abolished, and in the third and fourth languages - Greek. The law of July 20, 1902 established the same course of study in the first two classes of gymnasiums and real schools, according to which the Latin language began to study in the third grade, and the Greek language - in the fourth grade gymnasium, in which the Greek language should be taught in a few gymnasia. For example, in the Kyiv school district there was only one gymnasium in Greek, namely the Kiev Second Gymnasium [5].

In the course of the study, it was found that after the 1905 revolution there was no change in the legislative aspect. Let's just note that the Ministry of Public Education, led by Count Tolstoy, of November 25, 1905, has been restored written examinations in Latin and raised the requirements for the level of knowledge of students from the Latin language. These measures negatively influenced the formation of public opinion about the importance of studying foreign languages in general.

Educational propaganda that clarifies the value and purpose of these disciplines was not carried out. Also, the weakening of the attention to the problem of preparation of teachers-philologists was due to the general deficit of teacher's courses.

In the early years of Soviet power, in an effort to eliminate illiteracy, the government initiated a quantitative growth of the school network. But many of the teachers who received professional education during the Russian Empire did not share new ideological views. Especially often felt the lack of just teachers-philologists, teachers of foreign languages. This is confirmed by the fact that N. Krupskaya in 1923 advised to engage in the teaching of the German language in schools of prisoners who learned some of the elements of this language [3].

In order to overcome the crisis, in the 20's of the twentieth century. On the basis of university faculties (Kyiv, Kharkiv, Odesa, Kamyanets-Podilsky) and pedagogical institutes (Nizhyn, Katerynoslavsky, Glukhovsky, Vinnitsa, Mykolayiv, Chernigov, Zhytomyr, Kherson), the Higher Women's Courses (in Kyiv, Odesa, Kharkiv) was A new form of higher education was created - Institutes of Public Education (INO). According to the statute, these were higher educational institutions, which were entrusted with the training of teachers for both general and vocational schools, library workers, children's out-of-school institutions.

The problem of the theory of organization of training of philology teachers in higher educational institutions of Ukraine in the first half of the twentieth century. emerged and formed in the tendency of a gradual revival of the importance of studying foreign languages in general educational institutions. The study showed that in the 1920s, together with the development of (centrally) unified training programs for labor, vocational and higher education, the question arose about the justification of new approaches to teaching foreign languages and the corresponding changes in vocational pedagogical education. For the first time at the state level, the indicated aspect of this pedagogical problem was specified in the article by N. Krupskaya "On Teaching Foreign Languages". Note that the article was signed only by the initials of "NK" and marked with a "Discussion" mark, since the author proposed in it to a certain extent a new concept. In particular, N. Krupskaya raised a controversial question about the dubious value of studying Esperanto at school, speaking in defense of new foreign languages: "Even if Esperanto was introduced into school, this would be of little value, because

Esperanto knowledge would quickly be forgotten due to lack of practice in the school acquired by Esperanto, during the collision with reality every time there would be a need for knowledge of the living language "[3]. As noted above, the study found that in the early years of Soviet power, foreign languages were perceived as the property of an enemy class, educational work among the general population was directed exclusively to overcoming illiteracy. The controversy in this aspect was also strengthened by publications of translated articles by German professors A. Gerlach L. Gurlitta and others. [6]. The idea of replacing foreign languages in school curricula with the study of artificially-created language - Esperanto - with a lightened structure and grammar, which, according to the supporters, could provide communication among representatives of different nations, spread among the educational community. A specially created commission in the People's Commissariat in 1919 even expanded Esperanto in schools [5]. Historical facts show that there were attempts to organize circles and groups for the study of Esperanto [4]. In turn, under the conditions of the domination of the dictatorship of the proletariat in the 20's of the twentieth century, the refusal to study living foreign languages was due to insignificant practical results and low quality knowledge of students.

As it was mentioned above, it was Krupskaya herself who for the first time drew attention to the practical significance of studying foreign languages, emphasizing that the programs should provide for the primary teaching of reading, and then - oral speech: "... The closest goal is to understand the language and the ability to understand it" [3]. Thus, N. Krupskaya, on the basis of educational goals, considered it necessary to carefully choose the languages to study: "It is necessary to study the languages of advanced nations, in which there is a rich scientific and socialist literature" [3].

In contrast to the narrowly philological orientation of language education that prevailed in the Russian Empire, N. Krupskaya in the above-mentioned article actualized the cultural purpose of foreign languages: "Study of a foreign language should be connected with the study of modern life and the recent history of the

country where this language is widespread. It should also include the study of economic, political and cultural life of the country "[5].

Also, it should be noted that N. Krupskaya in his article emphasized the general meaning and value of understanding the language itself, its laws in comparison with its native language, and the foundation on this basis for the mastery of any other language. For example, the author emphasized: "Comparison is a matter of great importance. Understand the laws of the formation of structures and phrases of a given language, establish what is common in these laws, and what distinguishes the laws of one language from the laws of another, to understand their origin - all this is a large and important work, after which students will receive a serious basis. for the study of any language "[3]. Thus, in the article named after N. Krupskaya, based on the traditions and methodical work of pre-revolutionary pedagogical thought, the most important criticisms of the general approaches in the development of thinking, the formation of the world outlook by means of the foreign language were deliberately refuted, reorienting the educational process to the knowledge of the general laws of language, the development of analytics through comparison native and foreign language.

According to the analysis, the article "On the teaching of foreign languages" and the firm belief in the educational value of foreign languages N. Krupskaya contributed to the gradual introduction of a foreign language as a compulsory discipline in the curriculum of secondary schools. In the end, this fact was already evident in 1924. On October 14, the special resolution of the Scientific and Pedagogical section of the State Social Insurance Institution on the teaching of foreign languages was adopted [2]. It stated that the study of new languages should begin with the second stage of study. From 1925 to 1926 academic year, it was proposed to introduce the study of the second optional language. In the study of compulsory language, the following tasks were formulated: a) to teach students to read and understand business literature; b) to understand the spoken language and, if possible, to express their thoughts in the language taught; c) Combine the study of language with the study of life and life of those countries in which they speak

the given language. Thus, the first programmatic minimum of the contents of the professional training of teachers of philology was also specified.

In the course of studying historical and pedagogical sources it was found out that the first attempt to study foreign language in the Soviet school in programmatic terms can be considered a program in 1925. This program was supposed to allocate to one compulsory foreign language 12 weekly hours. The distribution of hours was as follows: V group - 3 hours per week, VI group - 3 hours, VII group - 2 hours [60, 19]. In addition, for 2 weeks was given in VIII and IX groups. At the same time, this network of watches was considered as exemplary, and local authorities of the public education were given the right to determine the extent of their education. In particular, it was pointed out: "We do not fix a certain number of hours for each subject, the final grid of distribution of hours must be made by local authorities of public education" [2]. The program has legitimized for many years the predominant study of the German language: "The most common and desirable is the German language. But in connection with local conditions, such a language can be French as well as English "[4].

The attitude towards foreign languages changed substantially in 1927, reflecting a fundamental change in the country's life. First, it was at that time that the trade and economic ties between the USSR and other countries were being established. Second, after the XIV Congress (December 1925), a course was taken to industrialize the country; and this required the account of modern foreign achievements in the field of science and technology. Society needed people who owned foreign languages, this strengthened the authority and the status of the corresponding language disciplines, stimulated young people to study foreign languages. With this purpose, extensive organizational and advocacy work was launched, statements were expressed in favor of the study of foreign languages by authoritative persons and representatives of organizations. For example, with such a call the People's Commissariat of the RSFSR and the Ukrainian Soviet Socialist Republic: "More attention to foreign languages!" [2]. After pointing out the need for language learning, NGOs called for: "We appeal to all workers of Soviet

construction, to all students, to the working assets of our factories and to the whole Soviet public with a hot call: " Study German, French and English! " . The authors called for the use of foreign literature and reported that for those who use a foreign language, the journal Der Neue Weg - German (New Way) and Our Way - English (Our Way) are published. This call launched the "Foreign Languages to Mass Media" campaign. In 1927 - 1929 foreign languages became the subject of discussion in the People's Commissariat and its institutions.

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