

РОЗДІЛ IV. ПРОБЛЕМИ ІСТОРІЇ ПЕДАГОГІКИ

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PEDAGOGICAL ACTIVITY OF A HIGH SCHOOL TEACHER IN THE DISCOURSE OF HISTORICAL RETROSPECTIVE

The article presents the characteristics of the academic environment of higher education institutions on the territory of Ukraine at the turn of the 19th-20th centuries in the conditions of the Russian and Austro-Hungarian empires. The common and different aspects of the status of teachers in the imperial educational space have been identified, and the means of stimulating the desire of scientific and pedagogical staff to productive pedagogical activity have been revealed.

The range of responsibilities, the level of material and social support of teachers is outlined, the peculiarities of the teaching staff of state and non-state higher educational institutions on the territory of Ukraine, which was part of the two empires, are revealed. The complex of rights granted to scientific and pedagogical personnel in higher education at the end of the 19th – at the beginning of the 20th century was analyzed.

Key words: *teacher, university, higher educational institution, pedagogical activity, academic community, scientific and pedagogical personnel, self-realization, teaching staff, socio-legal status.*

Introduction. Today there are high requirements for the professional qualification level, scientific creativity and social functions of a teacher of a higher school. However, as historical experience shows, the effectiveness of scientific and pedagogical personnel is connected not only with the expansion of the teacher's responsibilities, but also with a change in the attitude of the state and society towards representatives of the intellectual elite.

The modern European integration progress of Ukrainian society requires dynamic modernization of higher education, which is aimed at forming a person with a developed innovative and critical thinking and a clear civic position, capable of successful self-realization in the conditions of the academic community and society as a whole. And in this sense, the personal example of a teacher for the young generation of future specialists is especially important.

Analysis of the relevant research Different aspects of the problem are developed in the context of modern scientific studies of domestic and foreign scientists: the history of higher education in Ukraine (V. Blahyi,

N. Demianenko, O. Drach, L. Levytska, H. Kosinova, V. Mokliak, Ya. Mokliak, O. Muzychko, V. Pavlova, S. Pakholkiv, S. Posokhov, N. Rikkardi, H. Khausman, T. Udovytska), functioning of the professor-teaching corporation (P. Berzin, S. Dodonova, O. Druhanova, Z. Zaitseva, L. Zelenska, S. Kessou, I. Kostenko, S. Kulish, T. Maurer, A. Pavko, M. Stelmakh, T. Stoian, I. Tamozhska, V. Shevchenko, etc.).

The aim of the article is to characterize the peculiarities of the pedagogical activity of teachers of the higher school of Ukraine at the end of the 19th and the beginning of the 20th century.

Research methods Based on the historiographical analysis, the degree of development of the selected problem is outlined. With the use of retrospective analysis, a characterization of the teaching staff of higher educational institutions in Ukraine at the end of the 19th – at the beginning of the 20th century was carried out. On the basis of the method of comparison, the peculiarities of the pedagogical activity of higher school teachers in the conditions of the Russian and Austro-Hungarian empires are revealed. Based on the method of generalization, the conclusions are presented and the prospects for further research of the selected topic are outlined.

Main material The analysis of scientific literature shows that at the end of the 19th and the beginning of the 20th centuries, the basis of the professorial teaching corps in the Russian and Austro-Hungarian empires consisted of ordinary (ordinary) and extraordinary (extraordinary) professors, private docents, lecturers (mainly teachers of foreign languages). Moreover, the academic title of an ordinary (full-time) professor required a doctoral degree, and an extraordinary (part-time) professor – a master's degree, more similar to the current degree of candidate of sciences. Adjuncts, assistants, substitutes (in Austria-Hungary), residents and prosectors, laboratory assistants and supervising astronomers (in the Russian Empire), who had the status of assistant professors, belonged to the lower categories of scientific and pedagogical workers (The Supreme Institution General Charter of the Imperial Russian Universities, 1884). The key to the personnel reserve was professorial fellows (actually, graduate students).

It should be noted that despite the establishment of a two-level hierarchy of scientific degrees (doctor-master), corresponding to European practice, the procedure for the attestation of scientific and pedagogical personnel in the Russian Empire was much longer and more complicated. An important incentive for obtaining a scientific degree was

a number of rights and privileges, the awarding of honorary titles, high-class ranks and ranks to their bearers. This contributed to raising the prestige of the teaching profession and at the same time involved subjecting his person to strict bureaucratic control.

The main forms of staffing of the scientific and pedagogical corps were elections and recommendations of faculties (or academic councils) and appointments "from above" with the help of the ministry and the trustee (sometimes persons without the appropriate professional qualification level, which led to the devaluation of traditional values cultivated by the academic community, and discrediting the profession of higher education teacher). Instead, in the Austro-Hungarian Empire, the German competitive system of filling teaching positions remained in force, which ensured the democratic election of professors, and the emperor and the minister mostly only approved these results.

According to the current legislation of both empires, all full-time teachers were included in the category of civil servants of the corresponding pay scale hierarchy. In addition, awarding a doctor of sciences in the Russian Empire the rank of valid state adviser made it possible to obtain hereditary nobility, and the title of sole professor guaranteed the rank of state adviser. A professor with 25 years of scientific and pedagogical experience was entitled to the title of meritorious (or titular in the Austrian system), and after 30 years of work he received a pension in the amount of his salary and left the state, continuing his work with the permission of the ministry.

A comparative analysis shows that during this period the teachers of both the Russian and Austro-Hungarian empires had to demonstrate loyalty to the current government. Therefore, accusations of "Moscophilism", "Austrophilism" or "Ukrainophilism" were very dangerous for career growth.

According to the status, the leading professors at the university were the rector and deans. According to the Statute of 1884, the rector was selected by the Minister of Public Education for a period of 4 years and approved by the autocrat (The Supreme Institution General Charter of the Imperial Russian Universities, 1884), and deans were appointed trustees of the educational district for a term of 4 years. Although the rector of the university in the Russian Empire concentrated significant powers and was appointed for a longer term, he was more dependent on the government and the trustee. Instead, the leadership of higher educational institutions of

the Austro-Hungarian Empire, in accordance with European traditions, was elected by the university senate or the college of professors for a short term: the rector – for 1 year, and the dean – for 2 years. Violation of the principle of electability and changeability of the members and management of the professor-teaching corporation testified to the disregard of the basic attributes of university autonomy in the conditions of the Russian Empire at the end of the 19th and the beginning of the 20th centuries.

Participation in meetings of faculty councils, university councils, and the Academic Senate was a common means of exercising the corporate rights of teachers. Textological analysis of archival materials and scientific literature testifies to the struggle of groups in collegiate bodies of higher education (for nationality, party affiliation, personal ambitions, etc.). Moreover, the differentiation of the socio-legal status of teachers was related not only to their professional qualification level, but also to the legal status of higher schools of various types. University teachers were granted the widest range of rights. Instead, the teaching staff of non-state higher schools was more discriminated against, deprived of service rights and pension benefits, which forced many of its representatives to work part-time.

It should be noted that the conscientious performance of academic duties by teachers of higher schools in the Russian imperial context was complicated by strict censorship restrictions, lack of freedom of teaching and scientific creativity. In the conditions of the Russian Empire, the escalation of tension in the relationship between teachers and students was reinforced by the pro-government position of the right-wing professorship and the desire of Ukrainian youth to satisfy their national and cultural needs. At the same time, similar problems were often the cause of conflicts between Ukrainian students and radical Polish teachers at Lviv University (Moklak, 2013).

During this period, an important means of professional self-improvement of a higher school teacher was academic mobility, which served as a leading channel of involvement in the latest science and technology. Moreover, if in the 19th century Germany was the leader of teacher internships, then at the beginning of the 20th century the tendency to actively visit the United States of America, especially specialists in technical specialties, increased. However, with the beginning of the First World War, this practice underwent significant corrections due to the preference given to allied or neutral countries.

In our opinion, evidence of the high social status of higher school teachers is the active involvement of the professorship in the work of legislative and executive bodies, institutions of regional and city self-government, ministerial and school commissions. The active position of the professors of Halychyna and Bukovyna in the Reichstraat of Vienna and regional bodies contributed to the resolution of overdue problems of society. Membership in a number of scientific, educational, benevolent societies and public organizations was a common practice for professors during the research period. Among Ukrainian teachers, the Scientific Society named after T. Shevchenko and the Society "Prosvita" enjoyed special authority.

Carrying out active educational work, enthusiastic teachers gave lectures to the people, founded educational institutions, and cultivated charity. Thus, at the expense of Professor M. Hrushevskiy, a number of Ukrainian gymnasiums and teacher's seminaries were created in Galicia, scholarships were provided to capable poor students and professorial fellows. In the conditions of Austria-Hungary, evidence of the orientation of teachers (Ukrainians, Poles, Jews, Germans) to a specific target audience is the use of the native language and the nationally oriented content of the lecture material. Leading for Ukrainian teachers (V. Barvinskyi, M. Vozniak, V. Hnatiuk, M. Horbachevskiy, M. Hrushevskiy, S. Dnistrianskyi, O. Kolessa, M. Korduba, I. Krypiakevych, O. Makovei, I. Puliui, S. Rudnytskyi, I. Svientsitskyi, V. Starosolskyi, S. Smal-Stotskyi, K. Studynskyi) became the idea of creating a Ukrainian university to meet the intellectual and spiritual needs of the local population. However, this idea was considered by radical Polish circles and the Russian government as a threat to their own national security.

The creation of the "Association of Supporters of the Free Ukrainian University" and the functioning of the Ukrainian National Universities in Chernivtsi and Lviv contributed to the development of the concept of a national higher school and its approbation in practice (Korzh-Usenko, 2017). At the same time, professors of Kharkiv and Kyiv universities (V. Antonovych, D. Bahalii, I. Zaikevych, L. Loboda, H. Pavlutskyi, M. Pylchikov, V. Peretts, M. Sumtsov), who were concerned with the development of Ukrainian studies, had extremely limited opportunities in realization of own professional interests due to prohibitions of the Russian government.

A violation of academic law under the conditions of the Russian Empire was the dismissal of teachers for submitting group applications or

for demonstrating solidarity with students (Pavlova, 2012). The state's excessive interference in the life activities of the higher school became a significant reason for the critical attitude of many representatives of the teaching corps of the Russian Empire towards the current regime. Thus, the All-Russian association of members of the scientific community "Academic Union" (1905), which was in opposition to the autocracy and covered about 70% of the teachers of the higher schools of the empire, demanded real freedom for professors, the abolition of censorship of the program and lecture texts, the inclusion of "junior teachers" to collegial bodies, equality of rights for holders of a doctoral degree, regardless of nationality, religion and nationality (citizenship).

Despite some progress, it is necessary to ascertain the facts of discrimination in access to teaching positions on social, national and gender grounds. The dynamics of the development of scientific and pedagogical potential at the beginning of the 20th century testifies to the tendency towards the predominance of representatives of the gradual democratization of the professorial and teaching corps of higher education. However, the insignificant representation of people from the middle class, merchants, and especially peasants and Cossacks among teachers slowed down the pace of formation of the Ukrainian national elite in the conditions of the imperial space.

As for the gender aspect of the problem, it should be noted that the first female representatives appeared in the teaching staff of Kyiv University, Higher Women's Courses of Kyiv and Kharkiv at the beginning of the 20th century. Among the teachers who stood out for their authority and pedagogical skill, it is worth mentioning S. Rusova, N. Polonska-Vasylenko, M. Starytska, L. Starytska-Cherniakhivska (Korzh-Usenko, 2017). Thus, S. Rusova was invited to teach in a number of non-state higher schools in Kyiv without the appropriate formal grounds – taking into account her numerous scientific works and authority among the scientific and pedagogical community. At the beginning of the 20th century, among the best graduates of the historical and philological faculty of the Kyiv Higher Women's University courses (V. Andrianova-Peretts, S. Kovalevska, L. Kosonohova, S. Shchekhlova), a galaxy of talented scientists appeared. Chemist M. Vasiukhnova, historian N. Polonska, philologist L. Kosonohova, astronomer Ye. Lavrentieva, historian L. Holubovska, lawyers S. Labina, O. Yesaieva, L. Berhman, O. Physician, L. Shustova-Tymoshenko were among the first female private associate professors at Kyiv University.

The characteristics of the national composition of the professor-teaching corporation attests to the significant dominance of Poles in the higher schools of Halychyna, while 16 Ukrainian teachers worked at the Lviv University at the beginning of the 20th century. At the same time, Germans dominated the teaching staff of Chernivtsi University, but Romanians, Jews, and Ukrainians were represented (Moklak, 2013). In the universities of the Russian Empire, Jews, Poles and Ukrainians belonged to the category of persons of "unreliable nationality", which forced teachers to renounce their own ethnic identity in favor of the ruling nation. The increase in the number of Russians in the academic communities of the Russian Empire was due to the secret order of the Ministry of Education "On strengthening the Russian element among teachers and students" in 1898 (Muzychko, 2015).

In general, there were significantly more ethnic Ukrainians in the teaching staff of higher schools in the Russian Empire than in Austria-Hungary, but most of them considered themselves Russians or had a dual Russian-Ukrainian identity; instead, Ukrainian teachers of higher schools in Halychyna and Bukovyna were distinguished by high national consciousness. By the method of comparison, it was established that the prohibition to teach or defend a dissertation, dismissal from work due to political views was more widely practiced in the Russian than in the Austrian Empire. Significantly, 30-40% of teachers of higher educational institutions of the Russian Empire were under the supervision of the police.

The negative phenomena of the studied period include the forced emigration of well-known scientists who did not fall into the imperial format of the system of higher higher education, primarily from the point of view of the desire for freedom of teaching and worldview beliefs (professors M. Drahomanov, M. Mechnikov, K. Yarosh), gender differences (S. Kovalevska), the nomenclature of specialties (due to the declaration of certain fields as "pseudosciences", such as sociology in the presentation of M. Kovalevskyi or the history of Ukraine course by M. Hrushevskyi). The problem of proper recognition of scientists at home has not lost its relevance in today's conditions.

Taking into account the exceptional value and social significance of intellectual work, the professorship in the conditions of both empires had a decent financial support. The amount of remuneration was influenced by the category of professorship, length of service and number of training courses, etc. However, other categories of teachers received very modest

remuneration for their work. If the private docents of Austria-Hungary received a salary from university funds, according to the number of students enrolled in their classes (Mysak, 2013) their colleagues in the Russian Empire, who were supported by the residual principle, demanded the transition to the "Austrian system". There have been cases of depriving private docents of their due payments under the pretext of "uncharitableness" (as happened to O. Hrushevskiy and O. Markevych, who in 1906 taught courses on the history of Ukraine at the Novorossiysk University in Odesa).

Using the method of generalization, the means of stimulating effective scientific and pedagogical activity were clarified: awarding a title and state rank, granting personal nobility, awarding orders, appropriate material support, awards, involvement in expert activities, foreign scientific internships, delegation to international conferences, solemn celebration of the anniversaries of outstanding scientists, establishment of named prizes and scholarships for gifted students, publication of scientific and methodical works at the expense of the university, decent pension provision, material assistance in case of illness, provision of pensions to widows and scholarships to children of professors, etc. The publication of author's works, memoirs of authoritative scientists and mentors served as proof of respect and gratitude of colleagues and students.

Conclusions and prospects for further investigations. Thus, the intelligence generalizes the set of rights characteristic of teachers of higher educational institutions in the territory of Ukraine, which was part of two empires: corporate (participation in the work of collegial bodies of higher education), academic (freedom of teaching and scientific creativity), civil and political (freedom thoughts, words, views, beliefs, the opportunity to be elected to state authorities, local self-government institutions), the right to social protection (adequate remuneration, adequate standard of living, pension). A higher level of professional self-realization of representatives of the teaching staff of higher educational institutions in the Austro-Hungarian Empire has been proven. Instead, the stabilization of the socio-legal status of the teacher in the Russian Empire was caused by the lack of constitutional principles and academic freedoms, censorship "filters" of the content of educational courses and the topics of dissertations, programs and manuals, vigilant police supervision, repressive measures, etc. The problem of abolishing national, social and gender restrictions for scientific and pedagogical personnel was relevant in the conditions of both empires.

Actual aspects of the further research of the selected problem are the implementation of a comparative analysis of the pedagogical activity of a teacher of a higher school in Ukraine and in the leading countries of the world.

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АНОТАЦІЯ

Корж-Усенко Лариса, Сидоренко Олена. Педагогічна діяльність викладача вищої школи в дискурсі історичної ретроспективи.

У статті узагальнено досвід реалізації педагогічної діяльності викладачів вищої школи на території України в кінці XIX – на початку XX століття.

На підставі історіографічного аналізу окреслено ступінь розробленості обраної проблеми. З використанням ретроспективного аналізу здійснено характеристику професорсько-викладацького складу вищих навчальних закладів на території України в кінці XIX – на початку XX століття. На основі методу порівняння розкрито особливості педагогічної діяльності викладачів вищої школи в умовах Російської та Австро-Угорської імперії. На

основі методу узагальнення представлено висновки та окреслено перспективи подальших досліджень обраної теми.

Методом порівняльного аналізу встановлено, якщо професори західних університетів позиціонували себе як самодостатні вчені і незалежні особистості з розвинутим почуттям власної гідності, то викладачі вищої школи в умовах Російської імперії знаходилися під пресингом держави, що сприяло відтоку мізків за кордон. Порушення принципу виборності та змінності членів і керівництва професорсько-викладацької корпорації свідчило про ігнорування засадничих атрибутів університетської автономії в умовах Російської імперії кінця XIX – початку XX ст.

Встановлено, що сумлінне виконання викладачами вищих шкіл своїх академічних обов'язків у російському імперському контексті ускладнювалася жорсткими цензурними обмеженнями, браком свободи викладання і наукової творчості. В умовах Російської імперії ескалація напруженості у взаєминах викладачів і студентів підсилювалася проурядовою позицією правої професури та прагненням української молоді до задоволення своїх національно-культурних потреб. Проте аналогічні проблеми були частими причинами конфліктів між українськими студентами і радикально налаштованими польськими викладачами у Львівському університеті на початку XX ст.

Ключові слова: *викладач, університет, вищий навчальний заклад, педагогічна діяльність, академічна громада, науково-педагогічні кадри, самореалізація, професорсько-викладацький склад, соціально-правовий статус.*